Agenda

May 27, 2022
School Board of Manatee County
Workshop - 9:00 AM
Walter Miller School Support Center
Board Room

Times Indicated are Approximate

I. CALL TO ORDER

II. AGENDA AMENDMENTS

III. SHADE MEETING

1. Exempt Shade Meeting

IV. WORKSHOP

1. Presentation of the Proposed Changes to the Student Progression Plan for the 2022-2023 School Year
2. Proposed Changes to the Code of Student Conduct Policy for the 2022-2023 School Year
3. Current Strategic Plan Review and Discussion of New Strategic Plan Draft Outline
4. Audit Committee Report to the Board

V. PUBLIC COMMENTS

Public comment is not an open forum to discuss matters unrelated to education, to support or oppose candidates for public office, or to engage in commercial speech attempting to sell a service or product to the School Board or public. Also, public comment is not a forum to attack individual school system employees or Board Members. Any such complaints should be submitted in writing to the Superintendent for appropriate handling. Finally, this is not a forum for addressing issues involving individual students. Because of privacy concerns, such issues should be submitted in writing to the Superintendent for appropriate handling. Each speaker is allowed three minutes to address the Board. Speakers must stand at the podium and not approach the dais.

This is a business meeting of the School Board and the public expects that we conduct it in an orderly, efficient, effective and dignified manner. We request that speakers keep this in mind when making your comments. We also request that the audience keep that in mind and not demonstrate approval or disapproval of what a speaker has said by clapping or booing. The Board appreciates the public's input and will listen attentively, consider each comment, and usually will not respond, enter into debate, or answer questions during comments on agenda items or during the public comments section.

PUBLIC INPUT INSTRUCTIONS:

1. Before you begin speaking, please provide any handouts to the Agency Clerk.
2. Please identify yourself only by your full name for the record.
3. You have no more than three minutes to speak. Please stop speaking when the bell rings.
4. Florida Law requires all citizens to conduct themselves in an orderly fashion at public meetings.
5. **WARNING:** Any individual who interferes with the expeditious or orderly process of a School Board meeting, will be subject to removal from the meeting pursuant to Section 1001.372(3) Florida Statutes at the discretion of the Chair. Orderly fashion is deemed as, at a minimum (1) no profanity (2) no vulgar language (3) no discourteous, disrespectful, or disparaging conduct.

VI. ADJOURNMENT

AGENDA ITEM NO. III.1

School Board of Manatee County
May 27, 2022 - Workshop

Title
Exempt Shade Meeting

Executive Summary
The Workshop will begin at 9:00 a.m. and will open in public. At 9:00 a.m., or as soon thereafter is practical, the School Board will recess in order to hold an exempt Shade Meeting regarding the safety and security plan including cybersecurity. Pursuant to section 281.301 and 286.0113, Florida Statutes the Shade Meeting is closed to the public. Attending the Shade Meeting will be School Board Members James Golden, Charlie Kennedy, Gina Messenger, Chad Choate III, and Mary Foreman; Cynthia Saunders, Superintendent of Manatee County Schools; Stephen Dye, School Board Attorney; Mitchell Teitelbaum, District General Counsel; Doug Wagner, Deputy Superintendent of Operations; Dan Evans, Deputy Superintendent of Instruction; Scott Hansen, Chief Technology Officer; Paul Damico, Chief of Safety and Security; Patrick Bartholomew, Director of Safety and Security; and Serge Jorgenson, of Sylint.

Following the Shade Meeting, the School Board will reconvene in public to close the Shade Meeting and continue with the Workshop.

Contact
Submitting Department: School Board

AGENDA ITEM NO. IV.1

School Board of Manatee County
May 27, 2022 - Workshop

Title
Presentation of the Proposed Changes to the Student Progression Plan for the 2022-2023 School Year

Executive Summary
Each year the Florida Department of Education identifies elements to be included in the District Student Progression Plan. The School District of Manatee County's Student Progression Plan advisory committee meets to revise the plan to include these elements, as well as changes pursuant to new legislation.

Dr. Laurie Breslin, Director of Secondary Curriculum and Instruction will provide an overview of the Student Progression Plan and the proposed changes for the 2022-2023 school year.

Contact
Submitting Department: Curriculum and Professional Learning
Initiated By: Dr. Laurie Breslin

Attachments:
SPP 2022-2023 Presentation
SPP Change Summary 2022-2023
2022-2023 SPP Draft

Board Workshop
May 27, 2022

2022-2023 Student Progression Plan Proposed Changes

Presented by:

Dr. Laurie Breslin, Director of Secondary Curriculum and Instruction

Legislative Update

- The following bills impacting the SPP were passed :
  - SB 1048: Student Assessments Implementation of ELA Grades 3-10 and Mathematics Grades 3-8 and Progress Monitoring
  - CS/HB 7 – Individual Freedom – Civil Rights in Employment and K-20 Education
  - CS/HB 395 – “Victims of Communism Day”
- There is a summary of the legislative changes in the change summary. They are also noted in this presentation.

Presentation Expectations

- SPP Update Process
- Formatting & Editing Changes
- Changes Pursuant to Policies & Procedure
- Next Steps

SPP Committee

- 45 Members comprised of principals, assistant principals, counselors, coordinators, specialists, and district leadership
- Charged with updating the current SPP to align with new state and local policies and to ensure a pathway for seamless articulation for our students

Formatting & Editing

- Cover page was updated for 2022-2023
- Footers reflect new school year and section headings
- Grammatical/typographical, pagination, and spacing edits
- Updated level headings and numbering
- Aesthetic changes will be updated once all content is confirmed

Note: Page numbers and spacing will change once deleted language is removed and the final document is formatted for publication.

Changes Pursuant to Legislation Requirements

p. 11 General Information **Reporting and Notification** **Annual Reporting**	**Removed requirement for newspaper ad due a change in legislative language**: Each district must annually publish ~~in the local newspaper~~ and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:	CS/SB 1048 – Student Assessments Implementation of ELA grades 3-10 and mathematics grades 3-8 assessments and progress monitoring beginning in the 2022-2023 school year.
p. 12 General Information **Participation in District and Statewide Assessments**	**Last sentence removed:** ~~STAR Early Literacy Assessment is administered to each kindergarten student within the first 30 school days of the year.~~	CS/SB 1048 – Student Assessments Implementation of ELA grades 3-10 and mathematics grades 3-8 assessments and progress monitoring beginning in the 2022-2023 school year.
p. 12 General Information **Reporting to Parents**	**Added language:** The district will provide student's results on state assessments and district-required local assessments to the student and his/her parent within 1 week of those results being received by the district.	CS/SB 1048 – Student Assessments Implementation of ELA grades 3-10 and mathematics grades 3-8 assessments and progress monitoring beginning in the 2022-2023 school year.

Changes Pursuant to Legislation Requirements

p. 20 General Information	**Revised per new legislation:** Civic and Character Education Civic and character education nis required on the qualities and responsibilities of patriotism and citizenship, including kindness, respect for authority, life, liberty, and personal 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 s. 101.151 (9). ~~Character education is required for students in K-12th grades. The character development program should stress:~~ ~~a. The qualities of patriotism~~ ~~b. Responsibility~~ ~~c. Citizenship~~ ~~d. Kindness~~ ~~e. Respect for Authority, life, liberty and personal property~~ ~~f. Honesty~~ ~~g. Charity~~ ~~h. Self-control~~ ~~i. Racial, ethnic and religious tolerance; and~~ ~~j. Cooperation~~ ~~For grades 9-12, instruction should include information 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.~~	CS/HB 7 – Individual Freedom – Civil Rights in Employment and K-20 Education

Changes Pursuant to Legislation Requirements

p. 21 General Information	Victims of Communism Day – the SDMC will observe November 7 as Victims of Communism Day honoring the 100 million people who fell victum to communist regimes across the world.	CB/HB 395 – Victims of Communism Day

Changes to General K-12

p. 13 General Information **The Report Card**	**Revised language:** The student's citizenship and behavior. Student's citizenship marks are "E, S, N, U (E-Excellent, S-Satisfactory, N-Needs Improvement, U-Unsatisfactory) for kindergarten and first grade. E, S, I, N, U (E-Excellent, S- Satisfactory, I-Improving, N-Needs Improvement, U-Unsatisfactory) for second ~~first~~ through fifth grades. Secondary marks are 1, 2, 3, or 4 (1-Excellent, 2-Satisfactory, 3-Needs Improvement, 4-Unsatisfactory); and	Revised language to update Report Card procedure for grade 1.
p. 15 General Information **Teacher Expectations**	**Revised language:** Teachers will monitor completion of homework and provide appropriate, graded feedback in a timely manner to students. Teachers should collaborate, whenever possible, to ensure that the amount of the homework assigned to any one student is not excessive. ~~Homework assignments should be posted (when available) on Schoology. Homework grades should reflect the attainment of content knowledge. Homework grades should not be impacted by non-academic criteria (i.e., paper headings, use of specific writing utensil unless accounted for in the grading expectations, etc.).~~	This language was revised based on feedback.

Changes to General K-12

p. 16 General Information **General Curriculum**	**Revised language:** **Revised language:** Intervention, Remediation and Progress Monitoring Students must participate in Florida's statewide assessments and progress monitoring. Each student who scores below Level 3 in reading or mathematics must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate instruction and intervention using the problem-solving process within the MTSS framework.	CS/SB 1048 – Student Assessments Implementation of ELA grades 3-10 and mathematics grades 3-8 assessments and progress monitoring beginning in the 2022-2023 school year.
p. 17 General Information **General Curriculum**	In addition to an intervention plan, which includes progress monitoring, 3rd- 105th grade students, performing at Level 1 or Level 2 on required state assessments must receive intensified support the following year.	CS/SB 1048 – Student Assessments Implementation of ELA grades 3-10 and mathematics grades 3-8 assessments and progress monitoring beginning in the 2022-2023 school year.

Changes to General K-12

p. 20 General Information	**Revised per new legislation:** Civic and Character Education Civic and character education is required on the qualities and responsibilities of patriotism and citizenship, including kindness, respect for authority, life, liberty, and personal 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 s. 101.151 (9).	CS/HB 7 – Individual Freedom – Civil Rights in Employment and K-20 Education

Elementary School Education (Grades K-5)

p. 22 Elementary **Program of Studies**	**Removed unnecessary language:** All students will receive instruction in English Language Arts (ELA), mathematics, science, social studies, the arts, health and physical education aligned with state standards. Students and families must be notified at the beginning of each year as to how their grades in each core academic area will be determined. ~~This could be included in the course information shared with students and parents.~~	Removed unnecessary language.

Elementary School Education (Grades K-5)

p. 23 Elementary Program of Studies K-5	**Revised per legislation:** Health Education Comprehensive health education addresses 14 component areas under Florida State Statute 1003.42 (2)(n) - Required Instruction Grades K-12 • Community health • Consumer health • Environmental health • Family life • Injury prevention and safety • Internet safety • Nutrition • Personal health • Prevention and control of disease • Substance use and abuse A link to access and review the instructional materials used to teach the curriculum will be included on the district's website homepage. The process to opt out of health instruction will also be posted on the district's website homepage. Additionally, the opt out form can be found in the SPP, Appendix C.	Aligned with language in 1003.42.

Elementary School Education (Grades K-5)

p. 23 Elementary Program of Studies K-5	**Revised per legislation:** ~~Comprehensive age-appropriate and developmentally appropriate K-5 health education that addresses concepts of community health, consumer health, environmental health, and family life, including~~ ~~a. Mental and emotional health~~ ~~b. Injury prevention and safety~~ ~~c. Internet safety~~ ~~d. Nutrition~~ ~~e. Personal Health~~ ~~f. Prevention and control of disease~~ ~~g. Substance abuse; and~~ ~~h. Prevention of child sexual abuse, exploitation, and human trafficking.~~ ~~A link to access and review the instructional materials used to teach the curriculum will be included on the district's website homepage. The process to request an exemption will also be posted on the district's website homepage.~~ ~~A parent may make a written request to the school principal to exempt his or her student from the teaching of reproductive health or any disease, including HIV/AIDS.~~	Aligned with language in 1003.42.

Elementary School Education (Grades K-5)

p. 26 Elementary **Promotion and Good Cause Placements**	**Revise language to remove Florida standards:** All decisions pertaining to the promotion or retention of students will be communicated to parents and made under the authority of the School District of Manatee County in accordance with Florida statute. A student in K-2 or 4-5 is promoted if the student demonstrates mastery of the currently adopted state ~~Florida~~ standards in core academic subject areas. In accordance with state statute, K ~~3rd~~-5th grade students are mandated to participate in required state-approved assessments. Grade 3 students must score a Level 2 or higher on the English Language Arts statewide, standardized assessment for promotion to grade 4. A student may not be retained more than once in grade 3.	CS/SB 1048 – Student Assessments Implementation of ELA grades 3-10 and mathematics grades 3-8 assessments and progress monitoring beginning in the 2022-2023 school year.
p. 27 Elementary **Promotion and Good Cause Placements**	**Updated language to match legislation:** Good Cause "3" – Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment that has been approved by the Department of Education, administered after the required grade 3 statewide standardized English Language Arts assessment under Section 1008.22, F.S. The required percentile passing score for each approved alternative standardized reading assessment will be determined by the Department of Education. ~~Good Cause "3" – Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education, administered after the~~	CS/SB 1048 – Student Assessments Implementation of ELA grades 3-10 and mathematics grades 3-8 assessments and progress monitoring beginning in the 2022-2023 school year.

Elementary School Education (Grades K-5)

p. 30 Elementary **Intensive Intervention**	**Added in clarification on availability of FLDOE- resources:** The parents can use through a read-at-home plan, including electronic resources compiled by the Department of Education, to help their child succeed in reading	To aligned with updated FLDOE language.
p. 30 Elementary **Intensive Intervention**	**Added in clarification on availability of FLDOE resources** After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.	To aligned with updated FLDOE language.
p. 31 Elementary **Good Cause Placements**	**Added in language of required support for grade 4 Good Cause Exemptions:** Services for Students Promoted to Grade 4 with a Good Cause Exemption Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, or the statewide, standardized Mathematics assessment must be evaluated to determine the nature of the student's difficulty, the	To align with FLDOE language and the SDMC Comprehensive Education Reading Plan

Middle School Education (Grades 6-8)

p. 35 Middle School **Program of Studies**	**Revised per legislation:** Health Education Comprehensive health education addresses 14 component areas under Florida State Statute 1003.42 (2)(n) - Required Instruction Grades K-12 • Community health • Consumer health • Environmental health • Family life • Injury prevention and safety • Internet safety • Nutrition • Personal health • Prevention and control of disease • Substance use and abuse • Prevention of child sexual abuse, exploitation, and human trafficking For students in grades 7 through 12, shall include a teen dating violence and abuse. This component must include that includes, but is 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.	Aligned with 1003.42.

Middle School Education (Grades 6-8)

	For students in grades 6 through 12, shall include an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy. Life Skills 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. A link to access and review the instructional materials used to teach the curriculum will be included on the district's website. The process to request an exemption will also be posted on the district's website. Appendix C contains the Parent Opt Out form for Health Education. ~~Health Education~~ ~~Comprehensive age-appropriate and developmentally appropriate K-5 health education that addresses concepts of community health, consumer health, environmental health, and family life, including~~ ~~a. Mental and emotional health~~ ~~b. Injury prevention and safety~~ ~~c. Internet safety~~ ~~d. Nutrition~~ ~~e. Personal Health~~	

Middle School Education (Grades 6-8)

p. 39 Middle School **Grading Scale**	**Clarity:** Progress reports are posted~~issued~~ mid-way through each quarter..	Language was changed to reflect better how the progress reports are posted.
p. 44 Middle School **Enrollment in High School Credit Courses**	**Clarity:** Career & Technical Courses: a. CTE teacher, counselor, and/or administrator recommendation: and —The student must have earned a 3.0 grade point average in the previous year's ~~CTE coursecourse~~ within the same or similar curricular area.	Language was changed to reflect all prerequisite courses that can be taken by a student to qualify for the CTE course.
p. 45 Middle School **Grading Scale**	**Updated language to match legislation:** End-of-Course Assessment Waiver A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for who 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. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An individual IEP team will examine all information for each ESE student, and then make a determination regarding the potential for the results of the EOC to be waived. Any waiver of the statewide, standardized assessment requirements by individual education plan team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent. Semester grades for students using an End-of-Course Waiver will be averaged as follows: Semester 1: Quarter 1-50% and Quarter 2 -50% Semester 2: Quarter 3 -50% and Quarter 4 -50%.	Added this language to outline grading requirements when a student qualifies and uses an EOC assessment waiver.

Middle School Education (Grades 6-8)

p. 48 Middle School **Grade Forgiveness Policy**	**Align with new FLDOE language:** Credit recovery courses are credit-bearing courses with specific content requirements defined by ~~F~~state adopted ~~lorida s~~S~~t~~andards.	Changed wording to reflect new state assessments.

High School Education (Grades 9-12)

p. 52 High School **Grading Scale**	**Updated language to match legislation:** End-of-Course Assessment Waiver A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for who 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. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An individual IEP team will examine all information for each ESE student, and then make a determination regarding the potential for the results of the EOC to be waived. Any waiver of the statewide, standardized assessment requirements by individual education plan team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent. Semester grades for students using an End-of-Course Waiver will be averaged as follows: Semester 1: Quarter 1-50% and Quarter 2 -50% Semester 2: Quarter 3 -50% and Quarter 4 -50%.	Added this language to outline grading requirements when a student qualifies and uses an EOC assessment waiver.

High School Education (Grades 9-12)

p. 53 High School Class Rank	**Added language:** Class rank is determined by a student's cohort, which is defined by the year that the student enters 9th grade.	Per FLDOE, class rank is determined by a student's cohort, which is defined by the year that a student enters 9th grade.
p. 53 High School Class Rank	**Removed outdated language.** ~~For courses taken prior to the 2016-2017 school year, an additional one (1) weighted grade point will be added to each course grade of a "D" or above in courses designated as weighted in the Florida Department of Education Comprehensive Course Table. The charts below identify the grade weighting rules for courses taken in specified academic years.~~	The language is no longer needed for the 2022-2023 SPP.
p. 54 High School Class Rank	**Updated language:** Class rank will be determined based on courses for which credit and grades are awarded toward a Standard Diploma. Students earning a Access Points Pathway Standard Diploma~~.~~ , Hospital Homebound students, and Home Education students will not be included in the class ranking. A student's rank in class will be determined by using the cumulative weighted grade point average.	Updated language as a Special Diploma is not a diploma option for the class of 2023.

High School Education (Grades 9-12)

p. 54 High School **Class Rank**	**Removed outdated language:** ~~139. For courses taken prior to the 2016-2017 school year, the grade weighting scale is as follows:~~ ~~Unweighted Grade Points: A = 4, B = 3, C = 2, D = 1~~ ~~Weighted Grade Points: A = 5, B = 4, C = 3, D = 2~~	Removed this table as the graduation class will not have taken any courses prior to 2017.
p. 56 High School **Grade Forgiveness**	**Removed outdated language:** Agriscience ~~810668~~8106810	Corrected the course code for Agriscience Foundations.
p. 58 High School **Acceleration and Enrichment**	**Updated language:** A student ~~must~~ shall have a 3.0 grade point average and have earned a level 3 or higher on the FSA, passed a nationally-normed standardized test, or earned the required comparative/concordant score within the last two years to be eligible to participate in AP, IB, or ~~Cambridge~~ AICE, or at the discretion of the principal.	Changed language to offer greater flexibility in scheduling.

High School Education (Grades 9-12)

p. 60 High School **Early High School Graduation**	**Updated language:** Early high school graduation is an option if a student has completed a minimum of 24 credits and meets all graduation requirements in less than 8 ~~semesters~~semesters or meets the 18 credit ACCEL Diploma Option. A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours. Cohort is defined by the FLDOE as when the student enters 9th grade (1003.4281).	Altered the language to include the ACCEL Diploma option and to define cohort based off 1003.4281.
p. 65 High School **Credit Acceleration Program (CAP)**	**Aligned language with language from the FLDOE:** If a student earns course credit without enrollment in a course via the CAP, a grade of "T" is recorded on the transcript in the Grade column.	Altered the language to align with state language regarding the Credit Acceleration Program
p. 72 High School **U.S. Government**	**Added in additional language:** The Lou Frey Institute has created a supplemental resource guide and a practice examination for the FCLE. This has been approved by FDOE and is now available here: https://www.fldoe.org/accountability/assessments/k-12-student-assessment/fcle.stml.	Included additional information regarding the FCLE.

High School Education (Grades 9-12)

p. 72 High School **Comprehensive Health Education**	**Revised language:** Comprehensive health education addresses 14 component areas under Florida State Comprehensive health education addresses 14 component areas under Florida State Statute 1003.42 (2)(n) - Required Instruction Grades K-12 • Community health • Consumer health • Environmental health • Family life • Injury prevention and safety • Internet safety • Nutrition • Personal health • Prevention and control of disease • Substance use and abuse • Prevention of child sexual abuse, exploitation, and human trafficking For students in grades 7 through 12, shall include a teen dating violence and abuse. This component must include that includes, but is 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. For students in grades 6 through 12, shall include an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.	To align with state statute.

High School Education (Grades 9-12)

	Life Skills 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. A link to access and review the instructional materials used to teach the curriculum will be included on the district's website. The process to request an exemption will also be posted on the district's website. Appendix C contains the Parent Opt Out form for Health Education. ~~Health Education~~ ~~Comprehensive age-appropriate and developmentally appropriate K-5 health education that addresses concepts of community health, consumer health, environmental health, and family life, including~~ ~~a. Mental and emotional health~~ ~~b. Injury prevention and safety~~ ~~c. Internet safety~~ ~~d. Nutrition~~ ~~e. Personal Health~~	

High School Education (Grades 9-12)

p. 75 High School **Assessment Requirements**	**Added language:** Civics: Beginning with the 2021-2022 school year, students taking U.S. Government are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25 (4). Students earning a passing score on this assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25 (4).	Added in language recognizing 1007.25, the civic literacy assessment.
p. 87 High School **CTE Course Substitutions**	**Revised language:** ~~Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.~~ or through core academic courses aligned with the general education curriculum standards.	Aligned language with the state statute.

Virtual Education (Grades 9-12)

p. 91 Virtual Education	**Revised per FLVS memo:** Note: Per Florida Virtual memo of June 2011, public school students may only register for up to three FLVS courses at one time. • Full-time virtual education is available for home education and FLVS students. A student must be assigned to a FLVS teacher either before the school year begins or semester begins or within the first ten days of either semester to be able to withdraw from a SDMC face-to-face course.	Added language to better communicate to families the limit of FLVS courses a student may enroll in at one time, unless the student is a fulltime virtual student.

Health Education Materials

Comprehensive health education addresses 14 component areas under Florida State Statute 1003.42 (2)(n) - Required Instruction

For students in grades 7 through 12, shall include a teen dating violence and abuse.

For students in grades 6 through 12, shall include an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

A link to access and review the instructional materials used to teach the curriculum will be included on the district's website. The process to request an exemption will also be posted on the district's website. Appendix C of the SPP will also contain the Parent Opt Out form for Health Education and a list of instructional materials.

Special Circumstances:

- The title page date was changed to 2022-2023.
- The header and footer were changed to reflect the new school year and include chapter headings.
- Several edits are included throughout the document that reflect simple grammatical and typographical changes as well as pagination and spacing. These do not affect the meaning or intent of the content in any way.
- Several outlining edits were made, such as adding roman numerals to level 2 headings, and other edits throughout the document.
- Rationale for any policy changes will be stated; otherwise changes are simply formatting, grammatical, or to clarify language.
- There are edits throughout the document that clarify language and do not alter the intent of the policy or content in anyway. Only those things that revise policy will be included in the tabled titled "Proposed Changes Pursuant to Policies and Procedures".

Proposed Changes Pursuant to Legislative Requirements		
Section/Page	**Change**	**Rationale**
p. 11 General Information **Reporting and Notification** **Annual Reporting**	**Removed requirement for newspaper ad due a change in legislative language**: Each district must annually publish and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:	CS/SB 1048 – Student Assessments Implementation of ELA grades 3-10 and mathematics grades 3-8 assessments and progress monitoring beginning in the 2022-2023 school year.
p. 12 General Information **Participation in District and Statewide Assessments**	**Last sentence removed:** ~~STAR Early Literacy Assessment is administered to each kindergarten student within the first 30 school days of the year.~~	CS/SB 1048 – Student Assessments Implementation of ELA grades 3-10 and mathematics grades 3-8 assessments and progress monitoring beginning in the 2022-2023 school year.

p. 12 General Information **Reporting to Parents**	**Added language:** The district will provide student's results on state assessments and district-required local assessments to the student and his/her parent within 1 week of those results being received by the district.	CS/SB 1048 – Student Assessments Implementation of ELA grades 3-10 and mathematics grades 3-8 assessments and progress monitoring beginning in the 2022-2023 school year.
p. 20 General Information	**Revised per new legislation:** Civic and Character Education Civic and character education is required on the qualities and responsibilities of patriotism and citizenship, including kindness, respect for authority, life, liberty, and personal 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 s. 101.151 (9).	CS/HB 7 – Individual Freedom – Civil Rights in Employment and K-20 Education
p. 21 General Information	Victims of Communism Day – the SDMC will observe November 7 as Victims of Communism Day honoring the 100 million people who fell victum to communist regimes across the world.	CB/HB 395 – Victims of Communism Day

Proposed Changes to General (K-12) Section		
Section/Page	**Change**	**Rationale**
p. 13 General Information **The Report Card**	**Revised language:** The student's citizenship and behavior. Student's citizenship marks are "E, S, N, U (E-Excellent, S-Satisfactory, N-Needs Improvement, U-Unsatisfactory) for kindergarten and first grade. E, S, I, N, U (E-Excellent, S- Satisfactory, I-Improving, N-Needs Improvement, U-Unsatisfactory) for second through fifth grades. Secondary marks are 1, 2, 3, or 4 (1-Excellent, 2-Satisfactory, 3-Needs Improvement, 4-Unsatisfactory); and	Revised language to update Report Card procedure for grade 1.
p. 15 General Information **Teacher Expectations**	**Revised language:** Teachers will monitor completion of homework and provide appropriate, graded feedback in a timely manner to students. Teachers should collaborate, whenever possible, to ensure that the amount of the homework assigned to any one student is not excessive.	This language was revised based on feedback.
p. 16 General Information **General Curriculum**	**Revised language:** **Revised language:** Intervention, Remediation and Progress Monitoring Students must participate in Florida's statewide assessments and progress monitoring. Each student who scores below Level 3 in reading or mathematics must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate instruction and	CS/SB 1048 – Student Assessments Implementation of ELA grades 3-10 and mathematics grades 3-8 assessments and progress monitoring beginning in the 2022-2023 school year.

	intervention using the problem-solving process within the MTSS framework.	
p. 17 General Information **General Curriculum**	In addition to an intervention plan, which includes progress monitoring, 3rd- 10th grade students, performing at Level 1 or Level 2 on required state assessments must receive intensified support the following year.	CS/SB 1048 – Student Assessments Implementation of ELA grades 3-10 and mathematics grades 3-8 assessments and progress monitoring beginning in the 2022-2023 school year.
p. 20 General Information	**Revised per new legislation:** Civic and Character Education Civic and character education is required on the qualities and responsibilities of patriotism and citizenship, including kindness, respect for authority, life, liberty, and personal 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 s. 101.151 (9).	CS/HB 7 – Individual Freedom – Civil Rights in Employment and K-20 Education
Appendix C	**Health Education Instruction Materials** A table of required instruction elements to meet the requirements of 1003.42, Health Education.	Aligned with language in 1003.42.

Proposed Changes to Elementary Section		
Section/Page	**Change**	**Rationale**
p. 22 Elementary **Program of Studies**	**Removed unnecessary language:** All students will receive instruction in English Language Arts (ELA), mathematics, science, social studies, the arts, health and physical education aligned with state standards. Students and families must be notified at the beginning of each year as to how their grades in each core academic area will be determined.	Removed unnecessary language
p. 23 Elementary **Program of Studies**	**Revised per legislation:** Health Education Comprehensive health education addresses 14 component areas under Florida State Statute 1003.42 (2)(n) - Required Instruction Grades K-12 • Community health • Consumer health • Environmental health • Family life • Injury prevention and safety • Internet safety • Nutrition • Personal health • Prevention and control of disease • Substance use and abuse A link to access and review the instructional materials used to teach the curriculum will be included on the district's website homepage. The process to opt out of health instruction will also be posted on the district's website homepage. Additionally, the opt out form can be	Aligned with language in 1003.42.

	found in the SPP, Appendix C.	
p. 26 Elementary **Promotion and Good Cause Placements**	**Revise language to remove Florida standards:** All decisions pertaining to the promotion or retention of students will be communicated to parents and made under the authority of the School District of Manatee County in accordance with Florida statute. A student in K-2 or 4-5 is promoted if the student demonstrates mastery of the currently adopted state standards in core academic subject areas. In accordance with state statute, K -5th grade students are mandated to participate in required state-approved assessments. Grade 3 students must score a Level 2 or higher on the English Language Arts statewide, standardized assessment for promotion to grade 4. A student may not be retained more than once in grade 3.	CS/SB 1048 – Student Assessments Implementation of ELA grades 3-10 and mathematics grades 3-8 assessments and progress monitoring beginning in the 2022-2023 school year.
p. 27 Elementary **Promotion and Good Cause Placements**	**Updated language to match legislation:** Good Cause "3" – Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment that has been approved by the Department of Education, administered after the required grade 3 statewide standardized English Language Arts assessment under Section 1008.22, F.S. The required percentile passing score for each approved alternative standardized reading assessment will be determined by the Department of Education.	CS/SB 1048 – Student Assessments Implementation of ELA grades 3-10 and mathematics grades 3-8 assessments and progress monitoring beginning in the 2022-2023 school year.
p. 30 Elementary **Intensive Intervention**	**Added in clarification on availability of FLDOE resources:** The parents can use through a read-at-home plan, including electronic	To aligned with updated FLDOE language.

	resources compiled by the Department of Education, to help their child succeed in reading	
p. 30 Elementary **Intensive Intervention**	**Added in clarification on availability of FLDOE resources** After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.	To aligned with updated FLDOE language.
p. 31 Elementary **Good Cause Placements**	**Added in language of required support for grade 4 Good Cause Exemptions:** Services for Students Promoted to Grade 4 with a Good Cause Exemption Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, or the statewide, standardized Mathematics assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following: 1. A federally required student plan such as an individual education plan; 2. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and	To align with FLDOE language and the SDMC Comprehensive Education Reading Plan

	mathematics assessments may be exempted from participation by the principal; or 3. An individualized progress monitoring plan.	

Proposed Changes to Middle School Section		
Section/Page	**Change**	**Rationale**
p. 35 Middle School **Program of Studies**	**Revised per legislation:** Health Education Comprehensive health education addresses 14 component areas under Florida State Statute 1003.42 (2)(n) - Required Instruction Grades K-12 • Community health • Consumer health • Environmental health • Family life • Injury prevention and safety • Internet safety • Nutrition • Personal health • Prevention and control of disease • Substance use and abuse • Prevention of child sexual abuse, exploitation, and human trafficking For students in grades 7 through 12, shall include a teen dating violence and abuse. This component must include that includes, but is not be limited to, the definition of dating violence and abuse, the warning signs	Aligned with 1003.42.

	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. For students in grades 6 through 12, shall include an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy. Life Skills 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. A link to access and review the instructional materials used to teach the curriculum will be included on the district's website. The process to request an exemption will also be posted on the district's website. Appendix C contains the Parent Opt Out form for Health Education.	
p. 39 Middle School **Grading Scale**	**Clarity:** Progress reports are posted mid-way through each quarter…	Language was changed to reflect better how the progress reports are posted.
p. 44 Middle School	**Clarity:** Career & Technical Courses: a. CTE teacher, counselor, and/or administrator recommendation:	Language was changed to reflect all prerequisite courses

Enrollment in High School Credit Courses	and The student must have earned a 3.0 grade point average in the previous year'scourse within the same or similar curricular area**.**	that can be taken by a student to qualify for the CTE course.
p. 45 Middle School **Grading Scale**	**Updated language to match legislation:** End-of-Course Assessment Waiver A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for who 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. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An individual IEP team will examine all information for each ESE student, and then make a determination regarding the potential for the results of the EOC to be waived. Any waiver of the statewide, standardized assessment requirements by individual education plan team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent. Semester grades for students using an End-of-Course Waiver will be averaged as follows: Semester 1: Quarter 1=50% and Quarter 2 =50% Semester 2: Quarter 3 =50% and Quarter 4 =50%.	Added this language to outline grading requirements when a student qualifies and uses an EOC assessment waiver.
p. 48 Middle School **Grade Forgiveness Policy**	**Align with new FLDOE language:** Credit recovery courses are credit-bearing courses with specific content requirements defined by state adopted standards.	Changed wording to reflect new state assessments.

Proposed Changes to High School Section		
Section/Page	**Change**	**Rationale**
p. 52 High School **Grading Scale**	**Updated language to match legislation:** End-of-Course Assessment Waiver A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for who 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. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An individual IEP team will examine all information for each ESE student, and then make a determination regarding the potential for the results of the EOC to be waived. Any waiver of the statewide, standardized assessment requirements by individual education plan team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent. Semester grades for students using an End-of-Course Waiver will be averaged as follows: Semester 1: Quarter 1=50% and Quarter 2 =50% Semester 2: Quarter 3 =50% and Quarter 4 =50%.	Added this language to outline grading requirements when a student qualifies and uses an EOC assessment waiver.
p. 53 High School **Class Rank**	**Added language:** Class rank is determined by a student's cohort, which is defined by the year that the student enters 9th grade.	Per FLDOE, class rank is determined by a student's cohort, which is defined by the year that a student enters 9th grade.
p. 53 High School **Class Rank**	**Removed outdated language.**	The language is no longer needed for the 2022-2023 SPP.

p. 54 High School **Class Rank**	**Updated language:** Class rank will be determined based on courses for which credit and grades are awarded toward a Standard Diploma. Students earning a Access Points Pathway Standard Diploma , Hospital Homebound students, and Home Education students will not be included in the class ranking. A student's rank in class will be determined by using the cumulative weighted grade point average.	Updated language as a Special Diploma is not a diploma option for the class of 2023.
p. 54 High School **Class Rank**	**Removed outdated language:** ~~139. For courses taken prior to the 2016-2017 school year, the grade weighting scale is as follows:~~ ~~Unweighted Grade Points~~ / ~~Weighted Grade Points~~ ~~A = 4~~ / ~~A = 5~~ ~~B = 3~~ / ~~B = 4~~ ~~C = 2~~ / ~~C = 3~~ ~~D = 1~~ / ~~D = 2~~	Removed this table as the graduation class will not have taken any courses prior to 2017.
p. 56 High School **Grade Forgiveness**	**Removed outdated language:** Agriscience 8106810	Corrected the course code for Agriscience Foundations.
p. 58 High School **Acceleration and Enrichment**	**Updated language:** A student shall have a 3.0 grade point average and have earned a level 3 or higher on the FSA, passed a nationally-normed standardized test, or earned the required comparative/concordant score within the last two years to be eligible to participate in AP, IB, or AICE, or at the discretion of the principal.	Changed language to offer greater flexibility in scheduling.

p. 60 High School **Early High School Graduation**	**Updated language:** Early high school graduation is an option if a student has completed a minimum of 24 credits and meets all graduation requirements in less than 8 semesters or meets the 18 credit ACCEL Diploma Option. A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours. Cohort is defined by the FLDOE as when the student enters 9th grade (1003.4281).	Altered the language to include the ACCEL Diploma option and to define cohort based off 1003.4281.
p. 65 High School **Credit Acceleration Program (CAP)**	**Aligned language with language from the FLDOE:** If a student earns course credit without enrollment in a course via the CAP, a grade of "T" is recorded on the transcript in the Grade column.	Altered the language to align with state language regarding the Credit Acceleration Program
p. 72 High School **U.S. Government**	**Added in additional language:** The Lou Frey Institute has created a supplemental resource guide and a practice examination for the FCLE. This has been approved by FDOE and is now available here: https://www.fldoe.org/accountability/assessments/k-12-student-assessment/fcle.stml.	Included additional information regarding the FCLE.

p. 72 High School **Comprehensive Health Education**	**Revised language:** Comprehensive health education addresses 14 component areas under Florida State Comprehensive health education addresses 14 component areas under Florida State Statute 1003.42 (2)(n) - Required Instruction Grades K-12 • Community health • Consumer health • Environmental health • Family life • Injury prevention and safety • Internet safety • Nutrition • Personal health • Prevention and control of disease • Substance use and abuse • Prevention of child sexual abuse, exploitation, and human trafficking For students in grades 7 through 12, shall include a teen dating violence and abuse. This component must include that includes, but is 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. For students in grades 6 through 12, shall include an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.	To align with state statute.

	Life Skills 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. A link to access and review the instructional materials used to teach the curriculum will be included on the district's website. The process to request an exemption will also be posted on the district's website..Appendix C contains the Parent Opt Out form for Health Education.	
p. 75 High School **Assessment Requirements**	**Added language:** Civics: Beginning with the 2021-2022 school year, students taking U.S. Government are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25 (4). Students earning a passing score on this assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25 (4).	Added in language recognizing 1007.25, the civic literacy assessment.
p. 87 High School **CTE Course Substitutions**	**Revised language:** or through core academic courses aligned with the general education curriculum standards.	Aligned language with the state statute.

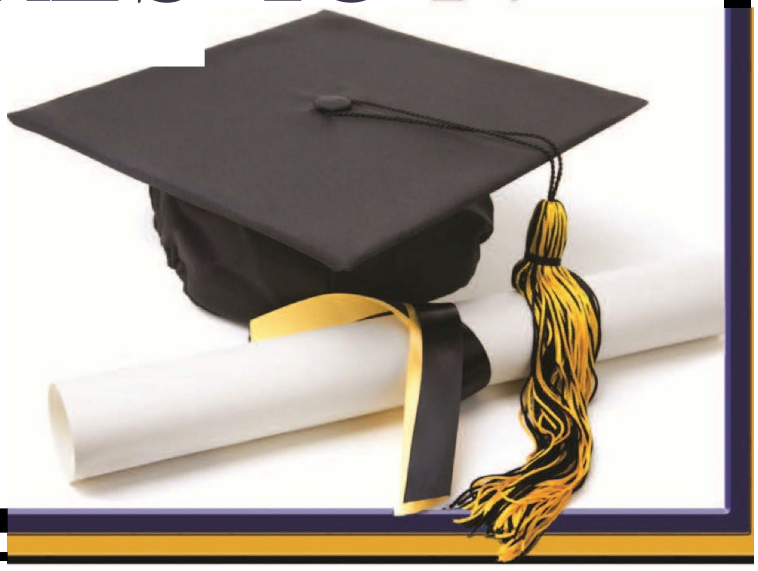
Proposed Changes to Virtual School Section		
Section/Page	**Change**	**Rationale**
p. 91 Virtual Education	**Revised per FLVS memo:** Note: Per Florida Virtual memo of June 2011, public school students may only register for up to three FLVS courses at one time. • Full-time virtual education is available for home education and FLVS students. A student must be assigned to a FLVS teacher either before the school year begins or semester begins or within the first ten days of either semester to be able to withdraw from a SDMC face-to-face course.	Added language to better communicate to families the limit of FLVS courses a student may enroll in at one time, unless the student is a fulltime virtual student.

2022-2023

K-12



STUDENT PROGRESSION PLAN



Hold for Cover Page

Student Progression Plan Notice

The School Board has the authority to adopt rules for implementing the student progression requirements for students in grades kindergarten through 12. The Student Progression Plan for Manatee County defines the criteria for graduation, participation in graduation, promotion, intensive remediation, course offerings, evaluating student performance, and reporting to students and parents. The Student Progression Plan for Manatee County has been developed based on Florida Statutes and current and local needs.

Changes may be made to the School District of Manatee County Student Progression Plan at any time pending new legislation or interpretation of legislation from the Florida Department of Education.

In the event of a situation which significantly alters the standard process for delivering education, such as natural disasters, pandemics, etc., the School District of Manatee County reserves the right to amend policies and procedures to allow for the continued education, articulation and graduation of students.

For purposes of this document, pursuant to Florida Statute, "Parent" is either or both parents of a student, any guardian of a student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of the parent (FS 1000.21(5)).

For more information, see Florida Department of Education website – www.fldoe.org.

School District of Manatee County
215 Manatee Avenue West
Bradenton, Florida 34205
(941) 708-8770

Table of Contents

GENERAL INFORMATION (K-12), SECTION 4.9 11

I. Admission and Enrollment 11

A. First Enrollment 11

B. Entry from another Manatee County School 33

C. Entry from a Public or Private School Within Florida 44

D. Entry from Home Education 55

E. Over Age Students Who Interrupt Their Education 55

F. School Choice Options 66

G. Homeless Students 77

H. Transfer Students from Out of Country 99

I. State Uniform Transfer of Credit Guidelines for Middle School 99

J. State Uniform Transfer of Credit Guidelines for High School Credit Courses 1010

II. Withdrawals 1111

A. Withdrawal to a School Outside of the District 1111

B. Withdrawal to a School within the District 1111

III. Reporting and Notification 1111

A. Annual Reporting 1111

B. Allocation of Resources 1212

C. Participation in District and State Assessments 1212

D. Reporting to Parents 1212

E. Report Card 1212

F. Progress Reports 1313

IV. General Curriculum Information 151514

A. Curriculum Additions or Modifications 151514

B. District Homework Guidelines 151514

C. Multi-tiered System of Supports (MTSS) 151514

D. Intervention, Remediation and Progress Monitoring ..... 1616~~15~~
E. Career and Technical Education Course Offerings ..... 202~~019~~

ELEMENTARY SCHOOL EDUCATION (GRADES K-5), SECTION 4.9.1 ..... 222~~221~~

I. Program of Studies Grades K-5 ..... 222~~221~~

A. English Language Arts (ELA) ..... 232~~322~~
B. Physical Education (PE) and Recess ..... 232~~322~~
C. K-5 Academically Challenging Curriculum to Enhance Learning (ACCEL) ..... 242~~423~~

II. Promotion and Good Cause Placements ..... 252~~524~~

A. Promotion Requirements ..... 252~~524~~
B. Good Cause Criteria for K-2 ..... 262~~624~~
C. Good Cause Criteria for Grade 3 ..... 262~~625~~
D. Good Cause Criteria for Grades 4-5 ..... 292~~927~~
E. Summer School Promotion ..... 292~~927~~

III. Intensive Intervention ..... 292~~927~~

A. Parent Notification of a Reading Deficiency for Students Grades K-5 (F.S. 1008.25) 292~~927~~
B. Services for Students Retained in Grade 3 ..... 313~~128~~
C. Services for Students Promoted to Grade 4 with a Good Cause Exemption ..... 313~~129~~

MIDDLE SCHOOL EDUCATION (GRADES 6-8), SECTION 4.9.2 ..... 333~~330~~

I. Program of Studies Grades 6-8 ..... 333~~330~~

A. Course Offerings ..... 333~~330~~
B. Required Courses ..... 343~~431~~
C. Physical Education ..... 343~~431~~
D. Career Research Course ..... 353~~532~~
E. Required Remediation ..... 373~~633~~
F. Advancement Via Individual Determination (AVID) ..... 373~~733~~
G. Academically Challenging Curriculum to Enhance Learning (ACCEL) ..... 373~~733~~

II. Promotion and Retention ..... 383~~734~~

A. Promotion Requirements ..... 383~~734~~
B. Middle School Grading ..... 393~~835~~

III. Transfer Students ..... 414~~137~~

A. Transfer Grade Policy 4141137
B. Virtual School Transfers 4241138
IV. Course Acceleration and Enrichment 4242238
A. High School Credit Courses Offered in Middle School 4242238
B. District Criteria for Enrollment in High School Credit Courses 4443339
C. Awarding Grades and Credits for High School Credit Courses in Middle School 4544441
D. District Criteria for Enrollment in Advanced Middle School Courses 4847443
E. Credit Acceleration Program (CAP) 4848444
F. Grade Forgiveness Policy 4948444
G. Alternative Education Programs and the Department of Juvenile Justice 4948445
HIGH SCHOOL EDUCATION (GRADES 9-12), SECTION 4.9.3 5050546
I. Program of Studies Grades 9-12 5050546
II. Grades and Credits 5050546
A. Grading Scale 5050546
B. Semester Grades 5151547
C. Makeup Work 5353548
D. Grade Point Average 5353548
E. Class Rank 5353549
F. Honors Recognition 5555550
G. Grade Forgiveness 5555550
H. Credits 5656552
III. Promotion 5858553
A. Promotion Guidelines 5858553
IV. Acceleration and Enrichment 5858553
A. Advanced Placement (AP) 5959554
B. AP Capstone™ 5959554
C. International Baccalaureate (IB) 5959554
D. Cambridge Advanced International Certificate of Education (AICE) 6060555
E. Early High School Graduation. 6060555
F. Advancement Via Individual Determination (AVID) 6060555

G. Middle School Dual Enrollment ..... 6161~~56~~
H. Dual Enrollment and Early Admission ..... 6161~~56~~
I. Credit by Examination ..... 6464~~59~~
J. College and University Programs ..... 6464~~59~~
K. Academically Challenging Curriculum to Enhance Learning (ACCEL) ..... 6464~~59~~
L. Credit Acceleration Program (CAP) ..... 6565~~60~~

V. Graduation Requirements ..... 6565~~60~~

A. General Information ..... 6666~~60~~
B. Change in Graduation Requirements ..... 6666~~61~~
C. Participation in the Graduation Ceremony ..... 6666~~61~~
D. Summer Graduation ..... 6767~~62~~
E. Graduation Requirements: Standard Diploma ..... 6767~~62~~
F. Credit Requirements: Standard Diploma. ..... 6969~~64~~
G. Course Information ..... 7171~~66~~
H. Assessment Requirements ..... 7575~~69~~

VI. Diploma Options ..... 7979~~72~~

A. ACCEL Diploma ..... 7979~~72~~
B. Diploma Equivalency Options ..... 7979~~72~~
C. Certificate of Completion ..... 8282~~75~~

VII. Exceptional Student Education ..... 8383~~76~~

A. Standard Diploma Pathways ..... 8383~~76~~
B. CTE Course Substitutions for Graduation Requirements ..... 8787~~79~~
C. Deferral of Standard Diploma ..... 8787~~79~~
D. Certificate of Completion ..... 8888~~80~~
E. ESE Assessment Requirements ..... 8888~~80~~

VIII. English for Speakers of other Languages (ESOL) ..... 8989~~81~~

IX. College Readiness ..... 8989~~81~~

X. Exit Interviews ..... 9090~~82~~

K-12 VIRTUAL EDUCATION, SECTION 4.9.3 ..... 9191~~83~~

I. Virtual Programs ..... 9191~~83~~

A. Policy ..... 9191~~83~~
B. Virtual Education Programs ..... 9191~~83~~
C. Full-time Virtual Education Options ..... 939~~385~~
D. Part-time Virtual Education Options ..... 949~~486~~
E. General Information ..... 959~~587~~

Appendix A ..... 979~~789~~

Intensive Instruction Waiver Request ..... 979~~789~~

Appendix B ..... 991~~0091~~

2020-2021 Curriculum, Instruction, and Assessment Decision Tree ..... 991~~0091~~

Appendix C… 96

Health Education… 96

General Information (K-12), Section 4.9

I. Admission and Enrollment

To enroll a student in school in the School District of Manatee County (SDMC), the parent must have physical custody of the student at least 50% of the time and certify to that fact on the enrollment form. The address of the enrolling parent will be used for purposes of pupil assignment to a school. If parents are separated or divorced, the student will not change schools when the student stays with the non-enrolling parent, unless there has been a documented change in custody. For the purpose of this policy, the term "parent" is defined as either or both biological or adoptive parents of a student, or any legal guardian of a student. The term "legal guardian" includes any guardian established by court order or a guardian-in-fact established by the filing of a proper Guardianship Affidavit with the District. Step-parents have no legal rights regarding enrollment and school activities, unless guardianship to act on behalf of the spouse is established. A "change in custody" occurs when a child who was living with the enrolling parent at least 50% of the time, no longer lives with the enrolling parent at least 50% of the time. The enrolling parent will not be changed unless both parents agree, changes to the parenting plan or other legal documentation is presented expressly directing this change and/or there is a change of address outside of the zoned school boundary. Any Florida student who resides outside of Manatee County who wishes to attend the School District of Manatee County must have permission from both the school district of his or her residence and the Manatee County School District. The Superintendent or designee is authorized to give the permission. Students must apply annually. Any student who receives permission prior to the start of the school year will be granted permission for the upcoming school year only. Any student receiving permission to attend after the first day of school will be granted permission to complete the current school year only. The student must maintain acceptable attendance, discipline, and academic requirements. The student does not have a property interest in attending the school, and the Superintendent may revoke the student's permission to attend at any time.

First Enrollment

Prior to the student's first day, the school must have received the documentation detailed below as required by Section 1003.21, Florida Statutes. The Manatee School Enrollment Form may be obtained from the zoned school or from the SDMC website. Changes can only be made to this form by the enrolling parent. Students may only be released from school to those who are listed on the Pick-Up/Emergency Contact list section of the Enrollment Registration Form. The enrolling parent is responsible for notifying the school of any updates or changes to the information on the enrollment registration form.

Students who are experiencing homelessness and do not have access to the required documents, please see the information in section G. Homeless Students on page 7.

Students entering kindergarten must be five years of age on or before September 1st.

1. Verification of Age - One of the following documents must be provided:
    - An original or certified copy of child's birth certificate
    - A certificate of baptism, accompanied by parent's affidavit

- An insurance policy
- An original or certified copy of a religious ceremony certificate, accompanied by Parent's Affidavit
- A passport
- A copy of the student's school record
- An affidavit of age sworn to by parent, accompanied by a medical practitioner's statement

2. Evidence of immunization against communicable diseases

Florida law (1003.22 F.S.) requires that students attending Florida schools, (public, private and charter) have the following documentation on file in their school health records:

- Physical exam (DH-3040 or equivalent) COMPLETED and SIGNED by a health professional who is licensed in Florida or in the state where the student resided at the time of the health examination, and who is authorized to perform a general health examination under such licensure. The exam must be within the 12 months prior to your child enrolling in a Florida School. Children are not admitted to school without a physical exam. Contact your medical provider (doctor/clinic) for a school physical exam (DH-3040).
- Certificate of Immunization (DH 680) with all immunization dates/or disease date(s) completed and/or updated by the health care provider. Students entering the designated grade levels are required to show proof of these vaccines or a valid medical/religious exemption before entry into school.

3. Proof of Manatee County Residency -Schools will accept one of the following sets of documents:

- A copy of a current water bill, electric bill, lease agreement, or proof of home ownership in parent's name, with address and name of parent/legal guardian as receiving the service
- A copy of a Migrant Services Certificate of Eligibility
- An official letter from company which is providing housing with name of parent (for example, migrant camp)
- A residency letter from Project Heart Homeless Education Program to verify that a family is deemed homeless under the McKinney-Vento Act

If the parent cannot provide one of the listed requirements, all of the following are required:

- A notarized statement from the owner/lessee of the home where they are living, stating the names of all people residing at the address
- A current utility bill (power or water) with the owner/lessee's name and address
- A government issued ID with the new address or processed USPS change of address documentation

4. Academic History

The School District of Manatee County strongly encourages the enrolling parent to provide copies of any

special education records (such as IEP) that might assist in placement of students in the appropriate classes.

- Last Report Card
- Withdrawal Form
- A 1st grader who attended a private kindergarten for a full year must provide proof of attendance and successful completion of kindergarten
- Copies of any special education records (such as evaluation reports, eligibility forms, IEP, 504, or EP) that might assist in placement of students in the appropriate classes
- Transcripts are required for students with high school credit to determine progress toward graduation

Entry from another Manatee County School

Upon initial admission or entry from one attendance zone to another in SDMC, evidence of residence must be presented to the receiving school. All addresses are subject to verification by the School Board.

Parent must provide the following documents:

5. Manatee School Enrollment Form.

   Manatee School Enrollment Form may be obtained from the zoned school or from the SDMC website. Changes can only be made to this form by the enrolling parent. Students may only be released from school to those who are listed on the Pick-Up/Emergency Contact list section of the Enrollment Registration Form. The enrolling parent is responsible for notifying the school of any updates or changes to the information on the enrollment registration.

6. Proof of Manatee County Residency – Schools will accept one of the following documents:

   - A copy of a current water/electric bill, lease agreement, proof of home ownership in parent's name, with address and name of parent
   - A copy of a Migrant Services Certificate of Eligibility
   - An official letter from company which is providing housing with name of parent (for example, migrant camp)
   - A residency letter from Project Heart Homeless Education Program to verify that a family is deemed homeless under the McKinney-Vento Act

If the parent cannot provide the above requirements, all of the following are required:

- A notarized statement from the owner/lessee of the home where they are living, stating the names of all people residing at the address
- A current utility bill (power or water) with the owner/lessee's name and address
- A government issued ID with the new address or processed USPS change of address documentation

Contact the Office of Student Assignment at (941)708-4971 for additional options.

Falsification of address can make a student ineligible for high school athletics for one (1) calendar year.

7. Withdrawal form from previous school.

Entry from a Public or Private School Within Florida

Parent must provide the following documents:

8. Manatee School Enrollment Form

   Manatee School Enrollment Form may be obtained from the zoned school or from the SDMC website. Changes can only be made to this form by the enrolling parent. Students may only be released from school to those who are listed on the Pick-Up/Emergency Contact list section of the Enrollment Registration Form.

   The enrolling parent is responsible for notifying the school of any updates or changes to the information on the enrollment registration form.

9. Proof of Manatee County residency – Schools will accept one of the following documents:

   - A copy of a current water/electric bill, lease agreement, proof of home ownership in parent's name, with address and name of parent
   - A copy of a Migrant Services Certificate of Eligibility
   - An official letter from company which is providing housing with name of parent (for example, migrant camp)
   - A residency letter from Project Heart Homeless Education Program to verify that a family is deemed homeless under the McKinney-Vento Act

If the parent cannot provide the above requirements, all of the following are required:

- A notarized statement from the owner/lessee of the home where they are living, stating the names of all people residing at the address
- A current utility bill (power or water) with the owner/lessee's name and address
- A government issued ID with the new address or processed USPS change of address documentation

Contact the Office of Student Assignment at (941)708-4971 for additional options.

Falsification of address can make a student ineligible for high school athletics for one (1) calendar year.

10. Withdrawal form from previous school.

11. Academic History

The School District of Manatee County strongly encourages the enrolling parent to provide copies of any special education records (such as IEP) that might assist in placement of students in the appropriate classes.

- Last Report Card
- Withdrawal Form

- A 1st grader who attended a private kindergarten for a full year must provide proof of attendance and successful completion of kindergarten
- Copies of any special education records (such as evaluation reports, eligibility forms, IEP, 504, or EP) that might assist in placement of students in the appropriate classes
- Transcripts are required for students with high school credit to determine progress toward graduation

Entry from Home Education

Students who are participating in a home education program may be admitted to SDMC on a full-time or part-time basis. The student seeking entry must meet the same registration requirements as full-time students [F.S. 1002.41]. Students transferring to SDMC from home education as a full-time student must have documentation to verify academic history in the form of a transcript, annual evaluation, or portfolio as outlined in section 1002.41 F.S. Home education students must register for all courses prior to the start of the semester they will attend. Home education students who are excluded from a class because the course is not offered or due to space limitations at their zoned school may be assigned to another school if there is available space.

The school principal will establish the time and place for arrival and departure of home education students. SDMC is not responsible for the transportation of students in a home education program to or from the school. Students who attend on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students. Students who are participating in a home education program may participate in extracurricular activities. Participation is on a space available basis, and students must meet the same registration requirements as full-time students [F.S. 1002.20(18)(b)].

Over Age Students Who Interrupt Their Education

The following procedures are to serve as a guide for appropriate placement. The final decision will be made by the school principal of the regular school and the Supervisor of Alternative Education.

12. Except as provided in (4), (5), (6), and (7) below, a student seventeen years of age or older who has interrupted his or her high school education and who subsequently desires to enroll in Manatee County Public Schools may enroll in county adult programs or alternative programs. The student may not enroll in a regular high school except in extenuating circumstances approved by the principal of the regular school and the Supervisor of Alternative Education. The principal will determine if enrollment is appropriate. Parents of students who are not enrolled may appeal the principal's decision to the Executive Director of Secondary Education.

13. Except as provided in (4), (5), and (6) below, students may not enroll in or continue in a regular high school for more than eight semesters, unless the principal approves the enrollment beyond eight semesters. The principal will consider the reason the student wants to continue high school, the educational progress to date, and the student's commitment to education. If the principal does not approve enrollment in the regular high school beyond the eight semesters, the student may enroll in county adult programs or alternative programs. The semester count begins the first semester a student

enrolled in ninth grade at any public or private school.

14. Except as provided in (4) below, students may not enroll in or continue in a regular high school if they cannot earn the number of required credits to graduate by their 20th birthday. The student may enroll in county adult programs or alternative programs.

15. For students with disabilities who have not graduated with a Standard Diploma, the district will provide services until the end of the school year in which the student turns 22 years old, providing that the student was 21 years old on the first day of school.

16. English Language Learners (ELL) who have completed the credits required for graduation and who have failed to meet the 10th grade standards as measured by the required state assessments shall be eligible for compensatory education for "a thirteenth year" as provided in Section 1003.43.F.S.

17. If a foreign-born ELL student without records enters school, the student must be placed age appropriately (14= 9th grade, 15= 9th or 10th grade, 16=10th grade, and 17=11th grade), and the Uniform Transfer Records Guideline Verification Process must be followed.

18. Per the State of Florida Consent Decree and the Office of Civil Rights, no student may be denied enrollment in the regular high school program on the basis of refugee status or limited English proficiency. Students who qualify for ELL services must be placed age appropriately if no official transcript is available.

19. Students who enter without records are eligible for the verification process as defined in the Uniform Transfer of Records Guidelines.

School Choice Options

The School Choice Program shall provide an opportunity for all students in Manatee County to apply for assignment to any district school that is within the designated elementary cluster or middle school region of the student's zoned school as determined by the address of the student's parent. Approval of School Choice applications will be by school, program, and building capacities as well as the Board's goal of maintaining a student population at every district school which reflects the district's overall socio-economic distribution of population.

Applications to participate in the Voluntary School Choice Controlled Open Enrollment Program shall be available at all school sites and the Office of Student Assignment during the School Choice Open Enrollment period. This form shall be completed by the student's enrolling parent and submitted to the designated office prior to the close of the School Choice Open Enrollment period. Students who have been approved through the Choice process to attend a school out of their assigned area will be governed by the following rules:

20. High school athletic eligibility at the Choice school will be determined according to the provisions of the Florida High School Athletic Association (FHSAA). If there is a question regarding the eligibility of any student, FHSAA procedures shall be followed.

21. Students receiving School Choice are approved through the completion of the highest grade level at that

school. The Choice school, therefore, becomes the student's assigned district attendance school. However, the principal may recommend that the student be withdrawn and returned to his/her home zoned school for severe attendance or disciplinary issues. The principal's recommendation is subject to review by the District Administrative Appeals Committee.

22. Students who are approved for Choice are expected to continue in attendance at the Choice school throughout at least one school year and may then apply for a different school, including their original boundary assigned school, but only through application during the School Choice Open Enrollment period.

23. Other School Choice options include: Hardship Transfers, Home Education, Manatee County Virtual Programs, and Enrollment in Charter Schools.

24. Students can only be in attendance at one school as assigned by the Office of Student Assignment other than being enrolled in a virtual or home school program.

Homeless Students

Homeless students are children and youth who lack a fixed, regular, and adequate nighttime residence and include children who are:

25. Sharing the housing of others due to loss of housing, economic hardship, or a similar reason;

26. Living in motels, hotels, travel trailer parks, or camping grounds due to the lack of alternative accommodations;

27. Living in emergency or transitional shelters or abandoned in hospitals;

28. Sleeping in a place that is not ordinarily used as a sleeping place for human beings;

29. Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;

30. Migrant and living in one of the above.

Homeless children and youth shall be immediately enrolled even if the student is unable to provide documents that are typically required for enrollment, such as previous academic records, records of immunization and other health records, proof of residency, or other documentation. Enrollment means permitting the student to attend classes and participate fully in school activities. Although the Act is silent on the definition of "immediate", the standard dictionary definition is "without delay". Therefore, the student must begin attending classes and participating fully in school activities without delay. Generally, that would mean the same or the following day. Families claiming to be homeless and needing enrollment assistance should be referred to Project HEART Homeless Education Program, and the family will be provided with a residency letter for proof of residency.

Homeless children and youth shall be immediately enrolled even if students are unable to produce immunization or other required health records, recognizing that families and youth who are homeless are

frequently unable to obtain and keep copies of records. The vast majority of homeless students have been enrolled in school before and have had required immunizations. These records should be a part of their school records. Since the enrolling school is required to contact the previous school for records, the information should be available quickly. The enrolling school and the District Homeless Liaison should work together to get immunization records as soon as possible. If a student has not had immunizations, initial doses should be administered as soon as possible. Families claiming to be homeless and needing to enroll without immunization records and or a physical examination should be referred to Project HEART Homeless Education Program, and the family will be provided with a 30 school day waiver in order to help them acquired the necessary documentation for their records.

Unaccompanied children and youths, not in the physical custody of a parent, and living in homeless situations are defined as unaccompanied homeless students. Unaccompanied Homeless students have the right to self-enroll and should be referred to Project HEART Homeless Education Program for enrollment assistance and other services.

When it is in the student's best interest and it is the wish of the parent, or it is the wish of an unaccompanied youth, homeless students can continue to attend the school of origin. The school of origin means the school that the student attended when permanently housed, or the school in which the student was last enrolled. Formerly homeless students can also continue at the school of origin for the remainder of the school year in which they obtain permanent housing.

If the District Homeless Liaison assigns a homeless student to a school other than the school of origin, a written explanation must be provided to the parent, including the right to appeal the decision.

If there is a dispute regarding school selection or enrollment, the student shall be immediately admitted to the school of origin or assigned zone school as requested by the parent and transportation provided to and from the school of origin, pending resolution of the dispute.

The case must be referred to Project HEART Homeless Education Program to ensure the resolution process is carried out as quickly as possible. Project HEART Homeless Education Program will convene a review committee including a representative from the transportation department and the Superintendent's designee.

Parents may appeal an unfavorable decision to the Supervisor of Student Assignment. The decision of the Supervisor of Student Assignment may be appealed to the Superintendent who is vested with the authority to place students in the school which is in their best interest. The Superintendent will render the final local decision concerning school placement. Parents have the right to appeal to the Florida Department of Education.

Transportation will be provided for a homeless student to and from the school of origin for the remainder of the school year. Homeless students needing transportation assistance to school of origin should be referred to project HEART Homeless Education Program.

Transfer Students from Out of Country

Students who transfer to a School District of Manatee County site without records should be placed age appropriately. The student's age on September 1 of the school year in which enrollment occurs should be used to determine "age" at entry. Coordination with the school-based ELL Committee is recommended to assist in issues regarding course placement for such students. Students cannot be denied access to free and appropriate education due to lack of academic records. If an out-of-country student without records enters school, the student must be placed age appropriately, and the Uniform Transfer of Records Guideline Verification Process must be followed.

Students who indicate "yes" on the Home Language Survey during enrollment must be assessed for language proficiency within the first 20 days of enrollment. Students eligible for English Language Learner (ELL) services are entitled to equal access to programs, such as early childhood, vocational, and adult education programs. ELL students should not be restricted for reasons related to limited English proficiency. Students must receive understandable instruction, not necessarily in their native language.

State Uniform Transfer of Credit Guidelines for Middle School

The procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country are as follows:

31. 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, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.

32. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined below.

33. Alternative Validation Procedure

    If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district's Student Progression Plan shall be used for validation purposes as determined by the teacher, principal, and parent.

    a. A portfolio evaluation by the principal or designee, including samples of course work, subject area assessments, and standardized tests to show mastery of the standards for the course;

    b. Demonstrated performance in courses taken at other public or private accredited schools;

    c. A demonstrated proficiency on nationally-normed standardized subject area assessments;

    d. A demonstrated proficiency on the required state assessment; or

    e. A written review of the criteria utilized for a given subject provided by the former school.

State Uniform Transfer of Credit Guidelines for High School Credit Courses

The procedures for students transferring from out-of-state or out-of-country, including ELLs, into a Florida public school are as follows:

34. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value. Credits for courses requiring an EOC will be accepted based on state statute.

~~34.~~

35. If validation of the official transcript is deemed necessary, or the student does not possess an official transcript, or is a home education student, successful completion of courses shall be validated through performance during the first grading period. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should earn a grade of "C" or better at the end of the first grading period in that course. A student who meets ~~this criteria~~this criterion will receive a Pass ("P") grade on the academic history for the validated courses, which has no impact on a student's GPA. Students must be provided at least 90 days from date of transfer to prepare for assessment if required. Students who do not meet the validation based on performance requirement shall have courses validated using the Alternative Validation Procedure as described below:

a. A portfolio evaluation by the principal or designee, including samples of course work, subject area assessments, and standardized tests to show mastery of the standards for the course

b. A demonstrated performance in courses taken at other public or private accredited schools;

c. A demonstrated proficiency on nationally-normed standardized subject area assessments;

d. A demonstrated proficiency on the required state assessments or other required state assessment; or

e. A written review of the criteria utilized for a given subject provided by the former school.

~~36.~~35. Students who enter a Florida public school at the 11th or 12th grade from out-of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which they are transferring. However, to receive a Standard High School Diploma, a transfer student must earn a 2.0 grade point average and pass the required state assessment(s) or an approved alternative assessment. The approved alternative assessments are the PSAT, ACT and SAT.

~~37.~~36. Transferring students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.

~~38.~~37. A dependent child of a member of the United States Armed Forces, who enters a public school at the 12th grade level from out of state or from a foreign country and provides satisfactory proof of attaining a score on an approved alternative assessment that is concordant to a passing score on the required state assessment(s), has satisfied the assessment requirement for a Standard High School Diploma. In lieu of testing requirements for graduation in a school of the receiving state, states shall

accept exit or end-of-course exams required for graduation from a school in the sending state or national norm-referenced achievement tests or alternative testing.

II. Withdrawals

Withdrawal to a School Outside of the District

Parents withdrawing a student from a School District of Manatee County site to another school district must complete a withdrawal form at the school. This form is a record of the student's grades up to the last date of attendance. All books must be returned, and any fines resolved prior to withdrawal.

The enrolling school will request official records. The registrar will send copies of the cumulative folder, a transcript (high school), and any other educational records pertinent to academic placement to the requesting school.

Withdrawal to a School within the District

Parents withdrawing a student from a School District of Manatee County site to another School District of Manatee County school must complete a withdrawal form at the school.

This form is a record of the student's grades up to the last date of attendance. All books must be returned, and any fines resolved prior to withdrawal.

The enrolling school will request official records. The registrar will send the cumulative folder and any other educational records pertinent to academic placement to the requesting school.

III. Reporting and Notification

Annual Reporting

Each district must annually publish to the public ~~in the local newspaper~~ and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:

~~39.~~38. the provisions of student progression and the district's policies and procedures on student retention and promotion

~~40.~~39. by grade, the number and percentages of all students in grades 3 through 10 performing at level 1 and 2 of the required English Language Arts (ELA) state assessment

~~41.~~40. by grade, the number and percentages of all students retained in grades 3 through 10

~~42.~~41. information on the total number of third grade students who were promoted or placed for good cause by each category of good cause

~~43.~~42. any revisions to the district's policy on student retention and promotion from the prior year.

The Department of Curriculum and Professional Learning has the responsibility to ensure this information is printed prior to September 1st each year.

Allocation of Resources

Remedial and supplemental instructional resources must be allocated, and spending prioritized as follows:

~~44.~~43. First, to students who are substantially deficient in Grades K~~K~~- 3 Reading.

~~45.~~44. Second, to students who score below grade level on required state assessments, including:

a. Students in grades 3-10 who score Level 1 or 2 on required state assessments in English Language Arts (ELA) or mathematics or who fail the End of Course (EOC) Exam;

~~f.~~b. Students in grades 11-12 who do not meet the required state assessments or EOC graduation requirement in English Language Arts (ELA) or mathematics.

~~46.~~45. Third, to students who failed to meet the performance levels required for promotion.

Participation in District and State Assessments

~~All students in grades K through 12 must participate in the statewide assessment programs as required by Florida Statute. District progress monitoring assessments are also administered to K-12 students at intervals throughout the year. Schools will participate in assessments for learning as indicated in the District Assessment Schedule.~~ All students in grades Pre-K through 12 must participate in Florida's statewide assessments & progress monitoring system as required by Florida Statute. District progress monitoring assessments are also administered to K-12 students at intervals throughout the year. Schools will participate in assessments for learning as indicated in the District Assessment Schedule. ~~STAR Early Literacy Assessment is administered to each kindergarten student within the first 30 school days of the year.~~

Reporting to Parents

The district will provide student's results on state assessments and district-required local assessments to the student and his/her parent within 1 week of those results being received by the district~~.~~. ~~The district must annually report in writing to the student and his/her parent the student's results on each statewide assessment test.~~ The student's progress toward achieving state and district requirements for proficiency in core academic subject areas shall be reported quarterly (in a written format) adopted by the district school board to each student and his/her parents. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information.

All written and oral communication between school district personnel and parents of current or former English Language Learners shall be in the parents' primary language or other mode of communication commonly used by the parents, unless clearly not feasible.

Report Card

The Report Card must clearly depict the following:

~~47.~~46. The student's academic performance on grade level in each class or course, which in grades K through 12 must be based upon achievement of the State Standards as evidenced by class work, tests, and other academic performance indicators;

47. The student's citizenship and behavior. Student's citizenship marks are "E, S, N, U (E-Excellent, S-Satisfactory, N-Needs Improvement, U- Unsatisfactory) for kindergarten and first grade. E, S, I, N, U (E-Excellent, S- Satisfactory, I-Improving, N-Needs Improvement, U-Unsatisfactory) for second ~~first~~ through fifth grades. Secondary marks are 1, 2, 3, or 4 (1-Excellent, 2-Satisfactory, 3-Needs Improvement, 4-Unsatisfactory); and

~~48.~~

~~49.~~48. The student's attendance, including absences and tardies.

The student's final Report Card for a school year shall include a statement indicating end-of-the-year status regarding performance or nonperformance at grade level (has/has not performed satisfactorily at grade level); acceptable or unacceptable behavior (has/has not demonstrated acceptable behavior); attendance (has/has not met district attendance requirements); and promotion or non-promotion (has/has not met promotion requirements at this time). The end-of-the-year report card must indicate promoted, retained, or placed for good cause.

Each English Language Learner receiving English for Speakers of Other Languages (ESOL) services is graded based on his/her academic progress at his/her level of English proficiency. The teacher must document that accommodations and strategies of instruction and assessment were employed, which allowed the student to demonstrate progress in the achievement of the benchmarks and grade-level expectations. A grade of "Unsatisfactory," "D," or "F" may only be assigned to an English Language Learner receiving ELL services if he/she received appropriate accommodations and strategies in instruction and assessment, and the student demonstrated no progress toward achieving the standards and grade-level expectations at his/her level of English proficiency.

A student with a disability who is taking standardized state assessments, such as required state assessments, is graded on his/her achievement of the standards, benchmarks and grade level expectations appropriate for his/her grade using the standard Report Card. The student is to be given appropriate accommodations for all classroom instruction and testing as documented on the student's Individual Education Plan (IEP). A student with a disability may participate in the Florida Alternative Assessment based on the IEP team decision using the Florida Alternative Assessment Participation Checklist located on the assessment page of the IEP. The student is to be given appropriate accommodations for all classroom instruction and testing as documented on the student's IEP. The student will be graded on his/her achievement of the Access Point Standards, benchmarks and IEP goals using the standard Report Card.

-Progress Reports

Schools will notify students and parents of the student's mid-term academic progress (1st-12th grades). For English Language Learners, the Progress Report comments are translated into the home language of the

English Language Learners when feasible. If appropriate, schools will make the Spanish and Haitian Creole translation of the Progress Reports available to parents and inform parents in the comments section of the Progress Reports that, "the English Language Proficiency Level is taken into consideration when planning instruction, assessments, and grading for English Language Learners."

Grades for courses taken through Manatee Virtual School and course recovery will not be included on the mid-quarter Progress Report.

IV. General Curriculum Information

Curriculum Additions or Modifications

Any curriculum modification being considered by a school must be submitted on the Request for Program Additions or Modifications form and reviewed by members of the Instructional Division and submitted to the Deputy Superintendent for Instructional Services prior to any changes being implemented at the school level. Florida Statute requires all courses offered in the State of Florida be aligned to the State Standards.

District Homework Guidelines

The School District of Manatee County acknowledges the educational validity of homework as an extension of the instructional program.

Clarification: Homework shall typically refer to those assignments that are meaningfully prepared by the classroom teacher for students to complete outside of the school setting to reinforce and extend the curriculum taught within the classroom.

Purpose:

~~50.~~49. Homework is designed as a reinforcement tool to deepen the understanding of concepts and provide practice for the mastery of skills formally instructed in the classroom.

~~51.~~50. Homework is designed to promote student responsibility and independent work habits.

Guidelines for Homework:

~~52.~~51. Homework assignments shall be based on the abilities of the students.

~~53.~~52. Homework shall not be used as a punitive measure.

~~54.~~53. Homework assigned for reinforcement shall be done outside of class time.

Teacher Expectations:

Teachers will monitor completion of homework and provide appropriate, graded feedback in a timely manner to students. Teachers should collaborate, whenever possible, to ensure that the amount of the homework assigned to any one student is not excessive. ~~Homework assignments should be posted (when available) on Schoology. Homework grades should reflect the attainment of content knowledge. Homework grades should not be impacted by non-academic criteria (i.e., paper headings, use of specific writing utensil unless accounted for in the grading expectations, etc.).~~

Multi-tiered System of Supports (MTSS)

The District's Multi-Tiered System of Support (MTSS) provides high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. The MTSS framework is a continuum of integrated academic, behavioral, social-emotional learning, mental health, and attendance supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels. To ensure efficient use of resources, schools begin with the identification

of trends and patterns using school-wide and grade-level data. Within the MTSS framework, resources are allocated in direct proportion to student needs. Data collected at each tier is used to measure the efficacy of supports so that meaningful decisions can be made regarding what instruction and intervention should be intensified and/or maintained. Students who need instructional intervention beyond what is provided universally for behavioral and academic content areas, are provided with targeted, supplemental interventions delivered and embedded within the content area courses, individually or in small groups, at increasing levels of intensity. Throughout the continuum of instruction and intervention, planning/problem-solving is used to match instructional resources to educational need. Teams continue to engage in instructional planning and problem-solving to ensure that student success is achieved and maintained. Regular communication between problem-solving teams (i.e., Instructional Leadership Team led by the principal, the Teacher Collaborative Teams, the Intensive Support Team (IST), Individual Education Plan Team, MTSS-Behavior Team), where data-based problem solving is occurring, will guide the appropriate intervention needs.

Intervention, Remediation and Progress Monitoring

Students must participate in Florida's statewide assessments and progress monitoring. Each student who scores below Level 3 in reading or mathematics must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate instruction and intervention using the problem-solving process within the MTSS framework.

In consultation with the student's parent, the school in which the student is enrolled must engage in the problem-solving process to develop and implement an intervention plan which includes a progress-monitoring plan. The Multi-Tiered System of Support framework (MTSS) will serve as a guide for identifying students in need of tiered interventions and progress monitoring. The problem-solving cycle, which is an integral part of the MTSS framework, should be used to match interventions with areas of need. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction within the MTSS framework and identify ways to improve his or her behavioral and/or academic achievement:

~~55.~~54. a federally required student plan such as an individual education plan;

~~56.~~55. a school-wide system of progress monitoring for all students;

~~57.~~56. a targeted individualized intervention plan that includes a progress monitoring plan.

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, and mathematics must continue to be provided with remedial or supplemental instruction until:

~~58.~~57. the expectations are met;

~~59.~~58. the student graduates from high school; or

~~60.~~59. the student is not subject to compulsory school attendance.

Problem solving teams should monitor students' responses to intervention and engage in problem solving as needed to ensure positive student response to intervention.

In addition to an intervention plan, which includes progress monitoring, 3rd- 10~~5~~th grade students, performing at Level 1 or Level 2 on required state assessments must receive intensified support the following year. An Early Warning System and Elementary Reading Decision Tree will be used by Problem Solving teams to identify K-5 students in need of supplemental and intensive supports in the areas of behavior, attendance, and academics. Explicit, systematic, and multi-sensory reading intervention strategies beyond the 90-minute literacy block and frequent, ongoing progress monitoring must occur. Mathematics intervention may be integrated within the student's current mathematics class.

In addition to an intervention plan, which includes progress monitoring, middle and high school students performing at Level 1 or 2 on Florida's statewide assessment in reading and mathematics or who do not earn a Level 3 or higher within the last two academic years may be enrolled in and complete an intensive reading or mathematics course the following year. Students may exit intensive courses at the end of the quarter/semester by demonstrating proficiency at Level 3 or higher on Florida's statewide assessment, or by meeting a concordant/comparative score on a state-approved assessment (PSAT, SAT, ACT) in reading and/or mathematics or by showing proficiency on the district benchmark assessment. Problem-solving teams should monitor students' response to intervention and engage in problem solving as needed to ensure positive student response to intervention.

A school-wide progress monitoring plan provides structure for monitoring the progress of all students and will be an integral part of the school improvement plan. Within the school improvement plan, the school-wide progress monitoring plan has four major components. The intervention plan, which includes progress monitoring for students scoring below a L~~l~~evel 3 on the required state assessments, must include the following:

~~61.~~60. Diagnostic Assessment:

Diagnostic assessments, in addition to the initial screening, are to be administered to all students scoring below a Level 3. Parents may not opt their child out of the District approved diagnostic tool. In absence of state assessment data, school diagnostic data, or report card showing completion of grade level, the student will be placed into the ~~age appropriate~~age-appropriate grade level.

a. The specific diagnostic assessments to be administered must be identified, as well as the process for administering the assessments.

b. For students scoring Level 1 or 2 on the required state reading assessments, reading proficiency must be assessed at the beginning of the school year. The student must continue to be provided with targeted and intensive reading instruction until the reading deficiency is remediated. Targeted intensive instruction is usually associated with the following:

(i) Variety of opportunities for practice

(ii) Problem solving which results in interventions targeted to specific skill development

(iii) Smaller chunks of text or content

(iv) Guided and independent practice

(v) Skill development and practice integrated into all activities

(vi) Frequent progress monitoring

(vii) Criterion-based evaluation of success

c. Diagnostic results are to be gathered and maintained for the students scoring Level 1 and 2 on required state assessments in reading or math.

d. Diagnostic results must be readily accessible to teachers, school administrators, Certified School Counselors, parents, and School Psychologists.

~~62.~~61. Intervention plans should include:

a. Interventions, in the targeted areas of weakness, to assist students in meeting state and district expectations in behavior, reading, writing, and or math.

b. Targeted strategies to accelerate learning.

c. Measurable targets or goals for each deficit area.

d. A description of the supplemental or intensive instructional intervention and support, when they will be provided, how often, by whom, and for how long.

e. For reading deficiencies, identification of a student's specific areas of need in phonemic awareness, phonics, fluency, comprehension, vocabulary, and/or oral language. Targeted intervention must be provided for any students scoring Level 1 and 2 on required state assessments in reading or math.

f. Remedial instruction and intervention strategies may include, but are not limited to the following:

(i) Summer school

(ii) Dropout prevention services

(iii) Parent tutorial programs required

(iv) Contracted academic services

(v) Reading instruction

(vi) After-school instruction and other extended day services

(vii) Tutoring

(viii) Mentoring

(ix) Intensive skill development programs

(x) In-person academic advising for struggling high school students (F.S. 1003.491)

~~63.~~62. Parent Consultation and Communication

Parents of students in kindergarten through grade 5 who exhibit a substantial reading deficiency based

upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must receive notification in writing of the following:

- Their child has been identified as having a substantial reading deficiency, including a description/explanation in parent friendly terms, of the exact nature of the child's difficulty in reading achievement.
- A description of the current services that are provided to the child.
- A description of the proposed interventions and supports that will be provided to the child to remediate the reading deficiency.
- If the reading deficiency is not remediated by the end of grade 3, the child must be retained unless the child meets good cause criteria.
- Strategies, including multisensory strategies, the parent can use through a read-at-home plan to help their child succeed in reading.
- That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion for grade 3 and that additional evaluations, portfolio reviews, and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for promotion.
- A parent of a third grade student who is identified as being at risk for retention, can request the school immediately begin collecting evidence for a portfolio.
- The district's specific criteria and policies for mid-year promotion for student retained in grade 3.

In addition, schools may not wait for a kindergarten through grade 3 student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive interventions.

For students in grades 6 through 12, the school shall notify the student and his/her parents of any remedial or supplemental academic instruction by the end of the first quarter. Parents may be notified through personal verbal contact, through a district-provided letter, during an Individual Education Plan team meeting, or a face-to-face meeting. All written and oral communication between the school district's personnel and parents of current or former English Language Learners shall be in the parents' primary language or the mode of communication commonly used by the parents unless clearly not feasible.

The letter is to include general information about the seriousness of the situation and the intervention plan in place for the students not meeting proficiency. The letter should also include an invitation for the parents to meet with instructional staff to consult about their child's plan.

Parents should be given an explanation of the information on which the decision was based, as well as a copy of the intervention plan for their child.

Parental approval for general education instructional interventions is not required.

~~64.~~63. **Monitoring for Results:**

The intervention plan must be developed by the end of first quarter, or within 6 weeks of a new student entering school, or as soon as a need is identified through the analysis of data by a problem-solving team. Students receiving supplemental interventions at the end of a school year should begin receiving interventions at the beginning of the next school year until there is evidence that the student has closed the gap and no longer needs supplemental or intensive support services.

The principal or designee will monitor the implementation of the school-wide progress monitoring plan and the school's plan for providing targeted intervention.

Each quarter, the principal or designee will review the progress of students identified as not meeting proficiency with the Instructional Leadership Team (ILT). The team will check for compliance with the school-wide progress monitoring plan (diagnostic assessment, intervention strategies, quarterly progress updates) and use data to inform instruction. Student progress shall be monitored at least twice a month and compared with the progress of peers to guide instructional decisions. If a student is not responding positively to interventions, an intensive individualized intervention plan should be developed with assistance from a problem-solving team at the school.

Each school will identify its problem-solving teams and their roles and responsibilities for monitoring the progress of all students (e.g. Instructional Leadership Team; Teacher collaborative Teams, IEP Teams, MTSS-B Team, and Intensive Support Team).

If a student is not responding positively to interventions, an intensive individualized intervention plan should be written. The intervention plan, including the plan for monitoring progress, can be documented on a student's Individual Education Plan (IEP), English Language Learner's Plan (ELL), or Section 504 Accommodation Plan.

~~65.~~64. For Elementary School Students who are retained:

a. The intervention plan, which includes a plan for progress monitoring, must specify, through the problem-solving process, how the second year's instructional program will be different from the previous year's program, utilizing interventions matched with the student's deficit areas.

b. Students must be provided evidence-based, explicit, systematic, and multi-sensory reading instruction in an area of deficit, (i.e. phonemic awareness, phonics, fluency, vocabulary, comprehension, and other strategies).

Career and Technical Education Course Offerings

Career and Technical Education elementary and middle school students, including students with disabilities, may be given the options to earn Career and Professional Education (CAPE) Digital Tool certificates and CAPE industry certifications.

Civic and Character Education

~~Character education is required for students in K-12th grades. The character development program should stress:~~Civic and character education nis required on the qualities and responsibilities of patriotism and citizenship, including kindness, respect for authority, life, liberty, and personal 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 s. 101.151 (9).

~~a. The qualities of patriotism~~

~~b. Responsibility~~

~~c. Citizenship~~

~~d. Kindness~~

~~e. Respect for Authority, life, liberty and personal property~~

~~f. Honesty~~

~~g. Charity~~

~~h. Self-control~~

~~i. Racial, ethnic and religious tolerance; and~~

~~j. Cooperation~~

~~For grades 9-12, instruction should include information 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.~~

~~The character development curriculum for grades 11 and 12 shall include instruction on voting using the uniform primary and general election ballot described in s. 101.151(9).~~

Victims of Communism Day

The SDMC will observe November 7 as Victims of Commuism Day honoring the 100 million people who fell victum to communist regimes across the world per CS/HB 395.

-Parental Rights

All parental rights are reserved to the parent of a minor child in this state without obstruction or interference from the state, any of its political subdivisions, any other governmental entity, or any other institution, as set forth in s. 1014.04, including, but not limited to all of the following rights of a parent of a minor child:

(a) The right to direct the education and care of his or her minor child.

(b) The right, pursuant to s. 1002.20(2)(b) and (6), to apply to enroll his or her minor child in a public school or, as an alternative to public education, a private school, including a religious school, a home education program, or other available options, as authorized by law.

(c) The right, pursuant to s. 1002.20(13), to access and review all school records relating to his or her minor child.

(d) The right to consent in writing before the state or any of its political subdivisions makes a video or voice recording of his or her minor child unless such recording is made during or as part of a court proceeding or is made as part of a forensic interview in a criminal or Department of Children and Families investigation or is to be used solely for the following purposes:

1. A safety demonstration, including the maintenance of order and discipline in the common areas of a school or on student transportation vehicles;

2. A purpose related to a legitimate academic or extracurricular activity;

3. A purpose related to regular classroom instructions;

4. Security or surveillance of buildings or grounds; or

5. A photo identification card.

(e) The right to be notified promptly if an employee of the state, any of its political subdivisions, any other governmental entity, or any other institution suspects that a criminal offense has been committed against his or her minor child, unless the incident has first been reported to law enforcement or the Department of Children and Families and notifying the parent would impede the investigation.

The School District of Manatee County will develop and adopt a policy to promote parental involvement in the public school system including but not limited to;

1. A plan for parental participation in schools to improve parent and teacher cooperation in such areas as homework, school attendance and discipline;

2. A procedure for a parent to learn about his or her minor child's course of study, including the course of any supplemental education materials;

3. Procedures for a parent to object to instructional materials and other materials used in the classroom.

Elementary School Education (Grades K-5), Section 4.9.1

I. Program of Studies Grades K-5

All students will receive instruction in English Language Arts (ELA), mathematics, science, social studies, the arts, health, and physical education aligned with state standards. Students and families must be notified at the beginning of each year as to how their grades in each core academic area will be determined.~~d. This could be included in the course information shared with students and parents.~~

English Language Arts (ELA)

All students in K-5 shall be assigned an uninterrupted 90-minute reading block, with additional time for instruction in the writing process and additional time for reading intervention as needed with a highly qualified, effective teacher, a core reading program, and ongoing progress monitoring.

Physical Education (PE) and Recess

Physical education (PE) instruction focuses on the outcomes of achieving and maintaining a health-enhancing level of fitness and understanding that physical activity provides the opportunity for enjoyment, challenge, self-expression, communication, and well-being. Elementary schools provide 150 minutes of PE per week. In addition, schools are required to provide 20 consecutive minutes of unstructured free-play recess per day. A minimum of 30 consecutive minutes of PE is required on any day that formal (PE) instruction is provided. The elementary school principal may designate any instructional personnel to provide the PE. Elementary schools will integrate health education standards into science and PE as appropriate.

Health Education

Comprehensive health education addresses 14 component areas under Florida State Statute 1003.42 (2)(n) - Required Instruction

Grades K-12

- Community health
- Consumer health
- Environmental health
- Family life
- Injury prevention and safety
- Internet safety
- Nutrition
- Personal health
- Prevention and control of disease
- Substance use and abuse

~~Comprehensive age-appropriate and developmentally appropriate K-5 health education that addresses concepts of community health, consumer health, environmental health, and family life, including~~

~~a. Mental and emotional health~~

~~b. Injury prevention and safety~~

~~c. Internet safety~~

~~d. Nutrition~~

~~e. Personal Health~~

~~f. Prevention and control of disease~~

~~g. Substance abuse; and~~

~~h. Prevention of child sexual abuse, exploitation, and human trafficking.~~

A link to access and review the instructional materials used to teach the curriculum will be included on the district's website homepage. The process to ~~request an exemption~~opt out of health instruction will also be posted on the district's website homepage. Additionally, the opt out form can be found in the SPP, Appendix C.

~~A parent may make a written request to the school principal to exempt his or her student from the teaching of reproductive health or any disease, including HIV/AIDS.~~

K-5 Academically Challenging Curriculum to Enhance Learning (ACCEL)

Each school must offer the following ACCEL options; whole-grade and mid-year promotion, subject-matter acceleration, and virtual instruction in higher grade-level subjects. Whole-grade and mid-year promotion requires an elementary student to meet the district acceleration procedures. Whole-grade and mid-year promotion requires students to meet student progression promotion criteria. Subject-matter acceleration is available when a student has met the prerequisite course requirements for that content area. Virtual instruction in higher grade level subjects is available when students have exhausted the course offerings at the school, and students meet the course prerequisites. In addition to these requirements, the following must be considered when establishing eligibility.

~~66.~~65. The student's performance on required state assessments

~~67.~~66. The student's grades or grade point average

~~68.~~67. The student's attendance and conduct

~~69.~~68. Teacher and school counselor recommendations

Each school must inform students and parents of these options. A student or a parent may request one of the options by written request to the principal. This will be followed by a parent conference to discuss eligibility and placement.

Whole-Grade Promotion:

An elementary student must meet all of the following criteria to be eligible for whole-grade promotion:

~~70.~~69. The student must be consistently performing above grade level standards on a locally determined assessment, a statewide assessment or a standardized assessment in reading/language arts and mathematics for each of the past two years. For kindergarten students, schools will use state and district assessment data for ELA and mathematics.

In addition to this, students must meet the following criteria:

a. The student cannot skip third grade as a result of whole-grade promotion.

b. The student must be recommended by the p~~P~~rincipal, the parent, classroom teacher, and the school counselor.

c. All whole-grade promotions must be approved by a district promotion committee and entered appropriately in the student information system.

Mid-Year Promotion:

An elementary student must meet all of the following criteria to be eligible for mid-year promotion:

~~71.~~70. The student must be consistently performing above grade standards on a locally determined assessment, a statewide assessment or a standardized assessment in reading/language arts and mathematics for each of the past two years. For kindergarten students, schools will use state and district assessment data for ELA and mathematics.

~~72.~~71. The student must be recommended by the p~~P~~rincipal, the classroom teacher, parent and the school counselor.

~~73.~~72. All mid-grade promotions must be approved by a district promotion committee and take place prior to the end of first semester and entered appropriately in the student information system.

~~74.~~73. Third graders must meet all the requirements in statute. Students cannot skip third grade.

Subject-Matter Acceleration:

An elementary student is eligible for subject-matter acceleration when the student has mastered the subject standards in the prerequisite grade-level course. The student must be recommended by the classroom teacher and the school principal based on achievement of the learning targets and standards.

II. Promotion and Good Cause Placements

Promotion Requirements

All decisions pertaining to the promotion or retention of students will be communicated to parents and made under the authority of the School District of Manatee County in accordance with Florida statute. A student in K-2 or 4-5 is promoted if the student demonstrates mastery of the currently adopted state ~~Florida~~ standards in

core academic subject areas. In accordance with state statute, K~~3rd~~-5th grade students are mandated to participate in required state-approved assessments. Grade 3 students must score a Level 2 or higher on the English Language Arts statewide, standardized assessment for promotion to grade 4. A student may not be retained more than once in grade 3.

K-2 and 4-5 students will be promoted or "Good Caused" each year with their cohort group. Those students who do not meet grade-level standards in English Language Arts and Mathematics will be supported in the next grade level through intensive remediation as well as an alternative instructional setting if needed.

Good Cause Criteria for K-2

A student who does not meet the promotion criteria ~~should~~ will be considered for good cause placement in the next grade. ~~–~~Good cause placement is defined as:

K-2 Grade Good Cause
Good Cause "A-ESE" –A student with a disability in grades K-2 can be placed for good cause if the Individual Education Plan (IEP) indicates that the student is making adequate progress towards their individual goals and/or is receiving services appropriate to progressing their individual skills. Documentation indicates that the promotion of the student with disabilities is appropriate, based upon the student's academic record, and shall be submitted from the student's teacher/therapist to the school principal.
Good Cause "A-ESOL" – An English Language Learner (ELL) who has had less than two years of instruction in English for Speakers of Other Languages (ESOL) program (not including PreK) based on the initial date of entry into a school in the United States (DEUSS), can be placed for good cause. The ELL Committee must be convened, and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report. (Use this exemption first for eligible K-2 English Language Learners.)
Good Cause "A-504" – A student with a Section 504 plan can be placed for good cause if the Report of Conference Form indicates the student's disability along with the recommendation and reasons for the student's exemption from the promotion criteria in reading and mathematics. Documentation of remediation in reading and/or mathematics will be included within the school-wide progress monitoring plan.
Good Cause "A-Com" – A student in grades K-2 can be placed for good cause if a committee comprised of the student's teachers, school counselor, or other appropriate personnel as designated by the principal documents the recommendation and the reasons for the student's exemption from the promotion criteria. Documentation could be included in a student portfolio, case conference notes, or documentation in the school-wide progress monitoring plan. Student will receive intervention and support in the next grade level. No student can be assigned to a grade level based solely on age or other factors that constitute social promotion.

Good Cause Criteria for Grade 3

Good Cause Criteria:

Per state statute, a student may not be retained more than once in grade 3. A student is exempt from retention for good cause and placed in the next grade if the student meets one of the following. 3rd grade good cause is defined as:

3rd Grade Good Cause
Good Cause "1" –English Language Learners who have had less than two years of instruction in English for Speakers of Other Languages (ESOL) program (not including~~excepting~~ PreK) based on the initial date of entry into a school in the United States (DEUSS). The ELL Committee must be convened, and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report.
Good Cause "2" – Students with disabilities whose Individual Education Plans (IEP) indicate that participation in statewide assessment is not appropriate, consistent with the requirements of section 1008.212, F.S..
Good Cause "3" – Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment ~~approved by the State Board of Education, administered after the results of the required state assessments are received. The acceptable levels of performance on the alternative assessments for grade 3 is at or above the 45th percentile on the reading comprehension measure of the Stanford Achievement Test 10 or the 50th percentile or above on the spring i-Ready reading diagnostic as the alternative standardized assessments.~~ that has been approved by the Department of Education, administered after the required grade 3 statewide standardized English Language Arts assessment under Section 1008.22, F.S. The required percentile passing score for each approved alternative standardized reading assessment will be determined by the Department of Education.
Good Cause "4" – Students who demonstrate, through a student portfolio, that they are reading on grade level as evidenced by demonstration of mastery of the State Standards in reading equal to at least a Level 2 performance on required state assessment. To demonstrate mastery of the required reading skills, the student portfolio must: • be selected by the student's teachers as determined by district criteria; • be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom; include evidence that the benchmarks assessed by the grade 3 reading required state assessment have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% informational text, and that are between 100-700 words with the district's/school's adopted core reading curriculum that are aligned with the State Standards. A parent of a student in grade 3 who is identified at any time during the year as being at risk of retention may request that the school immediately begin collection of evidence for a portfolio.

Good Cause "5" – Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for 2 years or more but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
Good Cause "7"– Any third-grade student receiving intensive remediation in reading for two or more years, but still has deficiency in reading and has been previously retained in K-3 for a total of two years. If placed under this exemption, intensive reading instruction must include an altered instructional day that includes specialized diagnostic information and specific reading strategies. A student may not be retained more than once in 3rd grade. Any currently retained 3rd grader would qualify for this Good Cause.

The school district Superintendent shall accept or reject the school principal's recommendation in writing.

Good Cause Criteria for Grades 4-5

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. 4th and 5th Grade good cause is defined as:

Grade 4-5 Good Cause
Good Cause "A-ESE" –A student in grades 4-5 with a disability can be placed for good cause if the Individual Education Plan (IEP) indicates that the student is making adequate progress towards their individual goals and/or is receiving services appropriate to progressing their individual skills. Documentation indicates that the promotion of the student with disabilities is appropriate, based upon the student's academic record, and shall be submitted from the student's teacher/therapist to the school principal.
Good Cause "A-ESOL"—An English Language Learner (ELL) who has had less than two years of instruction in English for Speakers of Other Languages program based on the initial date of entry into a school in the United States (DEUSS), can be placed for good cause. The ELL Committee must be convened, and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report.
Good Cause "A-504" – A student with a Section 504 plan can be placed for good cause if the Report of Conference Form indicates the student's disability along with the recommendation and reasons for the student's exemption from the promotion criteria in reading and mathematics.
Good -Cause "A-Com"-- A student in grades 4-5 can be placed for good cause if a committee comprised of the student's teachers, school counselor, or other appropriate personnel as designated by the principal documents the recommendation and the reasons for the student's exemption from the promotion criteria. Documentation could be included in a student portfolio, case conference notes, or documentation in the school-wide progress monitoring plan. Student will receive intervention and support in the next grade level. No student can be assigned to a grade level based solely on age or other factors that constitute social promotion.

~~Good cause must be documented in the comment section on the student's cumulative folder by stating, "Student is placed for good cause into grade (state grade)." Promotion decisions will be made at the end of the school year.~~

Summer School Promotion

Summer school reading programs are provided for third grade students who do not meet the promotion criteria or who are not approved for Good Cause placement. Third grade students who meet state defined criteria at the end of the Summer Reading Camp will qualify for good cause.

III. Intensive Intervention

Parent Notification of a Reading Deficiency for Students Grades K-5 (F.S. 1008.25)

Parents of students in kindergarten through grade 5 who exhibit a substantial reading deficiency based upon

screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must receive notification in writing of the following:

~~75.~~74. that their child has been identified as having a substantial reading deficiency, including a description/explanation in parent friendly terms, of the exact nature of the child's difficulty in reading achievement;

~~76.~~75. a description of the current services that are provided to the child;

~~77.~~76. a description of the proposed interventions and supports that will be provided to the child to remediate the reading deficiency;

~~78.~~77. that if the reading deficiency is not remediated by the end of grade 3, the child must be retained unless the child meets good cause criteria;

~~79.~~78. strategies, including multisensory strategies, the parent can use through a read-at-home plan, including electronic resources compiled by the Department of Education, to help their child succeed in reading;

~~80.~~79. that the statewide, standardized English Language Arts assessment is not the sole determiner of promotion for grade 3 and that additional evaluations, portfolio reviews, and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for promotion;

~~81.~~80. that any grade 3 student who is identified as being at risk for retention, the parent can request the school immediately begin collecting evidence for a portfolio; and

81. the district's specific criteria and policies for mid-year promotion for student retained in grade 3.

82. information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485 and information on parent training modules and other reading engagement resources available through the initiative.

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement

~~Please see Appendix B – Elementary Reading Decision Tree.~~

In addition, schools may not wait for a kindergarten through grade 3 student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive interventions.

Please see Appendix B – Elementary Reading Decision Tree.

Services for Students Retained in Grade 3

Students retained in grade 3 must be provided a highly effective teacher as determined by the teacher's performance evaluation under section 1012.34, F.S. and beginning July 1, 2020, the teacher must also be certified or endorsed in reading. In addition, these students must be provided intensive interventions in reading to remediate the student's specific reading deficiency and prepare the student for promotion. These interventions must include:

~~82.~~83. Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.

~~83.~~84. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies above.

~~84.~~85. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies. This instruction may include:

a. Integration of content-rich texts in science and social studies within the 90-minute block.

b. Small group instruction.

c. Reduced teacher-student ratios.

d. More frequent progress monitoring.

e. Tutoring or mentoring.

f. Transition classes containing 3rd and 4th grade students.

g. Extended school day, week, or year.

Services for Students Promoted to Grade 4 with a Good Cause Exemption

Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, or the statewide, standardized Mathematics assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following:
1. A federally required student plan such as an individual education plan;
2. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
3. An individualized progress monitoring plan.

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading

instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. (Section 1008.25(4), F.S., and Section 1008.25(6)(b), F.S.)

Middle School Education (Grades 6-8), Section 4.9.2

I. Program of Studies Grades 6-8

A. Course Offerings

Middle school grades 6-8 basic education course offerings are selected from the Florida Department of Education's Course Code Directory and approved by the district.

The program of studies for middle school grades includes the following state and local offerings:

Language Arts	Art
Mathematics	Music
Science	Physical Education/Health
Social Studies	Career/Technical Education
Reading	Foreign Language

Advancement Via Individual Determination

Other enrichment and exploratory courses may be offered by individual middle schools, such as dance, drama, agriculture, and gifted services. Each school will hold a parent meeting either in the evening or on a weekend to inform parents about the school's curriculum and activities.

Middle school students may have the opportunity to earn high school credits and/or industry certifications.

In addition to ~~research~~evidenced-based reading courses, reading instruction is integrated throughout the entire curriculum. All middle schools must follow the district-approved curriculum. Schools are prohibited from suspending a regular program of curricula to administer practice tests or engage in other test-preparation activities for a statewide assessment. However, activities including instruction on test-taking strategies are authorized.

Students are required to be enrolled on a full-time basis, to include 7 courses or the equivalent. If there are extenuating circumstances, students may use a combination of Manatee Virtual School courses and traditional courses to meet the full-time criteria.

In order to use this option, seats must be available in the required Manatee Virtual School courses, and principal approval is required. Students wishing to have a part-time enrollment status may do so by registering as a home education student. Home education students may take up to 3 courses at their districted school, providing there is room in the course(s).

An English Language Learner (ELL) with no prior school records shall be assigned to a grade level based on

age-appropriate placement.

B. Required Courses

~~85.~~86. Promotion from middle school to high school requires that the student successfully complete three middle school or higher courses in each of the following:

a. English Language Arts

b. Mathematics

c. Social Studies (including Civics, assessed by a state required End-of-Course Exam)

d. Science

~~86.~~87. Social Studies:

The required study of state and federal government and civics education will be incorporated into Civics. One of these courses must be at least a one-semester civics education course. Each student's performance on the statewide, standardized EOC assessment in civics education constitutes 30 percent of the student's final course grade. A middle grades student who transfers into the state's public school system from out-of-country, out-of-state, private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the c~~C~~ivics education requirement for promotion from the middle grades if the student's transcripts document passage of three courses in social studies or two year-long courses in social studies that includes coverage of civics education.

~~87.~~88. Language Arts:

English Language Arts must emphasize literature, informational/technical text, writing, listening and speaking, and language.

~~88.~~89. Mathematics:

Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit.

C. Physical Education

~~89.~~90. Middle schools must offer the equivalent of one class period per day of physical education for one semester of each year for students enrolled in grades 6 through 8.

~~90.~~91. Physical Education Waiver:

Parents may submit a waiver of the physical education requirement for their child. Students in grades 6-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

a. The student is enrolled in a remedial course.

b. The student's parent indicates in writing to the school that:

(i) The parent requests that the student enroll in another course from among those courses already offered as options by the school district as space allows; or

(ii) The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement. Students who use the waiver because they participate in physical activities outside the school day must be enrolled in school on a full- time basis.

Career Research Course

Middle school students must successfully complete one course in career and education planning which must result in a completed internet-based, customizable personalized academic and career plan for the student. The personalized academic and career plan may be revised as the student progresses through middle school and high school. The course must include research-based assessments to assist students in determining educational and career goals, emphasize the importance of entrepreneurship and employability skills, and must include information from the Department of Economic Opportunity's economic security report under s. 445.07, F.S.

The personalized academic and career plan must inform students of:

~~91.~~92._____high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. 1003.4285, F.S.,

~~92.~~93._____the requirements for each scholarship in the Florida Bright Futures Scholarship Program;

~~93.~~94._____state university and Florida College System institution admission requirements;

~~94.~~95._____available opportunities to earn college credit in high school, including Advanced Placement (AP) courses; the International Baccalaureate (IB) Program; the Advanced International Certificate of Education (AICE) Program; dual enrollment, including career dual enrollment; and

~~95.~~96._____career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to ss. 1003.492 or 1008.44, F.S.

Health Education

Comprehensive health education addresses 14 component areas under Florida State Statute 1003.42 (2)(n) - Required Instruction

Grades K-12

- Community health
- Consumer health
- Environmental health
- Family life
- Injury prevention and safety
- Internet safety
- Nutrition
- Personal health
- Prevention and control of disease
- Substance use and abuse
- Prevention of child sexual abuse, exploitation, and human trafficking

For students in grades 7 through 12, shall include a teen dating violence and abuse. This component must include that includes, but is 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.

For students in grades 6 through 12, shall include an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

Life Skills
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.

~~Comprehensive age-appropriate and developmentally appropriate K-5 health education that addresses concepts of community health, consumer health, environmental health, and family life, including~~

~~a. Mental and emotional health~~

~~b. Injury prevention and safety~~

~~c. Internet safety~~

~~d. Nutrition~~

~~e. Personal Health~~

~~f. Prevention and control of disease~~

~~g. Substance abuse; and~~

~~h. Prevention of child sexual abuse, exploitation, and human trafficking.~~

~~The health education curriculum shall include an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.~~

A link to access and review the instructional materials used to teach the curriculum will be included on the district's website ~~homepage~~. The process to request an exemption will also be posted on the district's website. ~~homepage~~.Appendix C contains the Parent Opt Out form for Health Education.

~~A parent may make a written request to the school principal to exempt his or her student from the teaching of reproductive health or any disease, including HIV/AIDS.~~

Required Remediation

Participation in the assessment program is mandatory for all students enrolled in a public school. Students must earn a Level 3 or higher in English Language Arts (ELA) and/or Mathematics on a standardized assessment within the last 2 or more consecutive years. Students who do not meet this criteria may be required to receive enhanced instruction through a course that will assist in building the student's skills and in mastering standards.

School administrators may use district benchmark assessments to determine proficiency if no state standardized assessment scores are available at the time of enrollment.

Intensive Instruction Waiver:

Parents may submit a waiver of the intensive instruction requirement for their child to the student's school counselor. Exercising this option can jeopardize a student's opportunity for an ESE assessment waiver and prohibit students from participation in alternative graduation options in high school. The following criteria must be met to qualify for this waiver:

~~96.~~97._____Parents must complete the Intensive Instruction Waiver Request Form.

~~97.~~98._____Student must be in 6th-11th grade.

Advancement Via Individual Determination (AVID)

AVID is an elective course designed to prepare students for college readiness and success. Students who apply for and are accepted into the course must also take at least one advanced level or high school credit course. The AVID curriculum supports students as they undertake the most rigorous courses, with emphasis on writing as a learning tool, the inquiry method, collaborative grouping, organization, and academic reading.

Academically Challenging Curriculum to Enhance Learning (ACCEL)

Each school must offer the following ACCEL options: whole-grade and mid-year promotion, subject-matter

acceleration, virtual instruction in higher grade-level subjects, and Credit Acceleration Program (CAP). Whole-grade and mid-year promotion requires secondary students to meet student progression course/credit promotion criteria. Subject-matter acceleration is available when a student has met the prerequisite course requirements for that content area. Virtual instruction in higher grade-level subjects is available when students have exhausted the course offerings at the school and students meet the course prerequisites. The Credit Accelerated Program may be used for any course that requires an end-of-course exam to earn credit in the course. In addition to these requirements, the following must be considered when establishing eligibility:

~~98.~~99. the student's performance on required state assessments

~~99.~~100. the student's grades or grade point average

~~100.~~101. the student's attendance and conduct

~~101.~~102. teacher and school counselor recommendations

Each school must inform students and parents of these options. A student or a parent may request one of the options by written request to the principal. This request will be followed by a parent conference to discuss eligibility and placement.

II. Promotion and Retention

Promotion Requirements

Students will be promoted to the next grade level based on the number of years in middle school. Students who do not meet promotion criteria to 9th grade will be supported in the next grade level through intensive remediation as well as an alternative instructional setting.

To be promoted from 8th grade to high school, a student must successfully complete 12 core academic courses to include 3 courses in each of the following academic areas:- language arts, math, science, and social studies (to include Civics). Students who do not meet promotion criteria to 9th grade will be supported in the next grade level at an alternative instructional setting

Promotion from 8th grade to 9th grade for a student who transfers into Florida from out-of-state during middle school will be based on the student successfully completing the number of core courses in language arts, mathematics, science, and social studies for each year the student has been in Florida. If a student transfers into a Florida public middle school from a Florida private school during their middle grade years, the student must meet all promotion requirements as defined by state statute.

If a student has successfully completed a high school course, failure of the End-of-Course Assessment will not result in the student being retained in middle school.

8th grade students who are enrolled in a virtual program for an academic course must complete the academic course by the last day of school or will be placed in an alternative instructional setting.

Middle School Grading

Grading Scale:

Student achievement in all courses will be evaluated using numeric and letter grades. As designated in Florida Statute, letter grading scale and definitions adopted for all courses in grades 6 through 8 are as follows:

Value	Numeric Range	Letter Grade	Definition
4	90-100	A	Outstanding Progress
3	80-89	B	Above Average Progress
2	70-79	C	Average Progress
1	60-69	D	Lowest Acceptable Progress
0	0-59	F	Failure

Note: W = Withdrawn I = Incomplete* NG—No Grade Assigned

*An incomplete grade ("I") will be changed to a letter grade upon completion of all course requirements within 10 school days of the I being issued, under normal circumstances. If after ten days the course requirements are not completed, the incomplete grade will become an "F."

A progress report or report card grade cannot be more than 100%. Students must be notified in writing at the beginning of each course as to how their grade will be determined. This could be included in the Course Syllabus or information shared with students and parents.

Exam Exemptions:

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

Progress Reports:

Progress reports are ~~issued~~posted mid-way through each quarter (approximately 4.5 weeks) to notify students and their parents or guardians of mid-term academic progress. Progress reports are available via the Parent Portal. Schools may print Progress Reports at the ~~P~~principal's discretion. Parents may request a printed copy of the progress report. Additionally, parents may monitor student progress regularly through the FOCUS Parent Portal. To communicate with teachers, parents may contact each teacher by phone at school or through email.

Grades for courses taken through Manatee Virtual School and course recovery will not be included on the mid-quarter Progress Report.

Report Cards:

Report cards, which are available on a quarterly basis, specify the student's academic performance, conduct and behavior, and attendance, including absences and tardies. Academic performance is based on examinations as well as written papers, class participation, and/or other academic performance criteria. Report cards are available via the Parent Portal. Schools may print report cards at the pPrincipal's discretion. Parents may request a printed copy of the report card.

Makeup Work:

Following an excused absence, the students have the responsibility to contact their teachers on the next attendance day in order to obtain any missed assignments. Work assigned prior to the absence is due the day the student returns to school. Work assigned during the student's absence is due within a period of time equal to the number of days that the student was absent.

End of Year Grades:

The end of the year average in the district grade book system is based on the average of all four quarters, with the requirement that a passing grade must be earned either third or fourth quarter in order for the student to pass the course for the year. Letter grades will be awarded based on the district grade-ing scale.

For middle school courses that do not have a state-required End-of-Course Exam, a point system has been established for the benefit of students who may have experienced an unsuccessful quarter.

Teachers are to award whichever grade is the highest for each student -- the grade determined by the average of the four quarters, or the grade determined by the Point System. Students are still required to earn a minimum of at least one (1) point in second semester for either method of grading.

The Point System for End-of-the-Year Grades is determined as follows:

Each quarter grade will be assigned a value selected from the following:	To determine the end-of-year grade for a middle school course, total the numerical values of the four quarters and select the grade from the table below:
A = 4 B = 3 C = 2 D = 1 F = 0	A = 14 – 16 B = 10 – 13 C = 6 – 9 D = 3 – 5 F = 0 – 2

If the grade book program average and the grade determined by the point system differ, the student is to be given the higher of the two grades as long as the student earns at least one (1) point in second semester.

Grades for high school courses are calculated each semester according to the high school procedures and, therefore, do not have an end of the year grade. Middle school semester-long courses that do not have a state mandated EOC will be calculated by averaging the two quarters to determine a semester-long final grade.

The Ppoint Ssystem cannot be used to determine the end-of-year grades for Civics. It must be calculated using the EOC as 30% of the year-long course grade. Students are not required to earn at least 1 point in 3rd or 4th

quarter as the final grade is strictly based on the average of the 4 quarters and the EOC.

The final grade for Civics will be calculated as follows:

Quarter 1—17%

Quarter 2—18%

Quarter 3—17%

Quarter 4—18%

EOC—30%

Semester grades in Civics for students using an ESE End-of-Course Assessment Waiver will be averaged as follows:

Quarter 1=25%

Quarter 2 =25%

Quarter 3 =25%

Quarter 4 =25%.

Parent Notification:

Each year, to prepare students for career and postsecondary education planning, all middle schools shall notify students in grades 6 - 8 and their parents of the three-year and four-year high school graduation options, so that they may select the program that best meets the student's needs. This notification shall be conducted prior to the annual course selection so that a student's academic plan and a time frame for achieving the graduation option may be modified to meet the student's needs. The selection of a graduation option is an exclusive choice of the student and parent. However, if a diploma option is not selected, the choice will revert to the standard four-year diploma option, which requires 24 credits.

III. Transfer Students

Transfer Grade Policy

The procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country are as follows:

~~102.~~103. 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, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (b) of this rule.

~~103.~~104. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this

requirement shall have courses validated using the Alternative Validation Procedure, as outlined below.

~~104.~~105. Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district S~~s~~tudent P~~p~~rogression P~~p~~lan shall be used for validation purposes as determined by the teacher, principal, and parent or guardian:

a. Portfolio evaluation by the superintendent or designee;

b. Demonstrated performance in courses taken at other public or private schools that are accredited;

c. Demonstrated proficiencies on nationally-normed standardized subject area assessments;

d. Demonstrated proficiencies on the required state assessment; or

e. Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined above if required.

~~105.~~106. Transferring students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.

Virtual School Transfers

Students who are enrolled full time in a virtual school program are required to meet the same promotion requirements of all other public school students in the state of Florida.

For a student who transfers back into a non-virtual district school any time during the year, the student shall be required to bring evidence of grades in progress as documented by withdrawal forms, p~~P~~rogress r~~R~~eports, or r~~R~~eport c~~C~~ards.

If the student is able to produce the required documentation, the grades received while attending the virtual school program will become part of the student's record in the same manner as any other transfer student. However, if the student is unable to provide the required documentation, validation of courses shall be based on performance during the first grading period in the non-virtual district school classroom. This validation will follow the same procedures as outlined under Transfer Grade Policy.

IV. Course Acceleration and Enrichment

Principals may override district criteria and place students in high school dual enrollment courses based on data indicating that the student is capable of success in the courses. This data must be documented.

High School Credit Courses Offered in Middle School

High school dual credit courses provide middle school students who have advanced skills the opportunity to pursue a more rigorous education. The expectation is that these students will take challenging courses, such as

Advanced Placement, AICE, International Baccalaureate, and College Dual Enrollment, during their senior year of high school. High school credit courses are not offered in middle school for the purpose of graduating early or experiencing an "easier" senior year. Failure to take rigorous academic courses during the senior year could prevent a student from being accepted into many colleges and universities. Parents of student athletes who take high school courses in middle school should visit the National Collegiate Athletic Association (NCAA) web-site.

Each middle school may offer dual enrollment high school courses based on the needs of their students, special program requirements, and whether the minimum number of students enroll in the course. Course offerings vary by school; please see the school's Curriculum Guide for specific course offerings.

Career and Technical Education (CTE) courses that have been approved by the Director of CTE, articulate to high school CTE programs in their feeder pattern, and are the introductory course in a specific program of study.

A Curriculum Modification Request Form can be submitted by the principal to the Office of Student Assignment for the Deputy Superintendent for Instructional Services to request approval to offer high school credit courses.

~~106.~~107. Grades for high school courses taken during middle school will appear on the high school transcript and will be averaged in with the high school grade point average. Students must carry forward all grades and any credits earned in high school courses.

~~107.~~108. ~~Both~~ State assessments, benchmark data and course grades must be monitored. If a middle school student is struggling in a high school course during first or second quarter, a schedule change may be implemented by the school administrator to move the student to the middle school course, as long as there is room in the course. Remaining in high school courses places the middle school student at risk of failing a required core subject. The schedule change must be made before the end of first semester.

Once the semester is completed and the student has earned the high school credit, the grade and credit cannot be removed from the high school transcript, even if the grade is a" "D or "F".

~~108.~~109. Middle school students who earn a "C" or lower in a high school course are strongly encouraged to retake the course under the Grade Forgiveness Policy.

~~109.~~110. Schools will use district criteria for identifying eligible students for enrollment in honors or high school credit courses. Schools must have a plan for reviewing students' required state assessments scores and their grade point averages to ensure that all eligible students are considered for placement into these courses. Principals may override the district criteria and place students in dual enrollment courses based on data indicating that the student is capable of success in the courses. This data must be documented.

~~110.~~111. AVID students must be placed in at least one honors, advanced, or dual enrollment course. Principals are encouraged to make exceptions to the placement criteria in the AVID students' areas of strength. Special consideration should be given to placing students in Algebra 1 Honors in an AVID student's 8th grade year.

District Criteria for Enrollment in High School Credit Courses

Students earning a "D" or "F" in a high school credit course at the end of the first semester may be withdrawn and scheduled into a middle school course in the same subject area by the school administrator.

~~111.~~112. English I Honors:

The student must have earned a Level 3, 4, or 5 on the most current required state assessment in English Language Arts (ELA) or have both of the following:

a. teacher, counselor, and/or administrator recommendation

b. 3.5 grade point average for the year in the 7th grade Advanced Language Arts course

~~112.~~113. 8th Grade Algebra I or Algebra I Honors:

The student must have earned a Level 3, 4, or 5 on the most current required state assessment in Mathematics or have both of the following:

a. teacher, counselor, and/or administrator recommendation

b. 3.5 grade point average for the year in the 7th grade Advanced Mathematics course

~~113.~~114. 7th Grade Algebra I Honors:

The student must have earned a Level 4 or 5 on the most current required state assessment in Mathematics, scored a stanine of 8 or 9 on the Iowa Algebra Prognosis Test, completed the district developed summer assignment, or have both of the following:

a. teacher, counselor, and/or administrator recommendation

b. 3.5 grade point average for the year in the 6th grade Advanced Mathematics course

~~114.~~115. 8th Grade Geometry Honors:

The student must have earned a "C" or higher in each semester of Algebra I Honors and must have passed the End-of-Course Assessment. A student who passes the Algebra I Honors course but does not pass the Algebra End-of-Course Assessment or earned the required comparative/concordant score may not enroll in Geometry Honors.

~~115.~~116. World Languages I:

The student must have earned a Level 4 or 5 on the most current required state assessment in English Language Arts or have both of the following:

a. teacher, counselor, and/or administrator recommendation

b. 3.0 grade point average in the previous year's Advanced Language Arts course

~~116.~~117. World Languages II:

a. the student earned a 3.0 grade point average in the first year of the World Language course; and

b. teacher, counselor, and/or administrator recommendation

~~117.~~118. Physical Science Honors/Integrated Science Honors:

The student must have earned a Level 4 or 5 on the most current required state assessment in English Language Arts and Mathematics or have both of the following:

a. a 3.0 grade point average in the previous year's Advanced Science course.

b. teacher, counselor, and/or administrator recommendation

~~118.~~119. Career & Technical Courses:

a. CTE teacher, counselor, and/or administrator recommendation; and

b. The student must have earned a 3.0 grade point average in the previous year's course within the same or similar curricular area. ~~CTE course~~.

Awarding Grades and Credits for High School Credit Courses in Middle School

Course Requirements:

High school dual enrollment courses must meet all of the requirements of high school courses. High school requirements include:

~~119.~~120. assessment of students through a semester exam;

~~120.~~121. administration of any state-required end-of-course exams;

~~121.~~122. calculation of the semester grade using the high school procedure;

~~122.~~123. minimum 135 hours as required in Florida Statute;

~~123.~~124. district-approved instructional materials aligned with the district-approved curriculum; and

~~124.~~125. reporting of the first and second semester grades to the high school the student will attend.

Grades:

Course grades will be averaged as follows:

The student's semester grade is calculated by averaging according to the following scale:

Quarter 1 = 40%
Quarter 2 = 40%
Benchmark Assessment or teacher designed exam = 20%

Quarter 3 = 40%
Quarter 4 = 40%
Benchmark Assessment or teacher designed exam = 20%

All state generated EOCs (Algebra I and Geometry) will constitute 30% of the final course grade. The grade will be calculated as follows:

Quarter 1 = 35%	Quarter 3 = 35%
Quarter 2 = 35%	Quarter 4 = 35%
Semester Exam = 30%	EOC = 30%

Credit Recovery courses will follow the same grade calculation as all other similar courses.

End-of-Course Assessment Waiver

A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for who 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. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An individual IEP team will examine all information for each ESE student, and then make a determination regarding the potential for the results of the EOC to be waived.

Any waiver of the statewide, standardized assessment requirements by individual education plan team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

Semester grades for students using an End-of-Course Waiver will be averaged as follows:

Semester 1: Quarter 1=50% and Quarter 2 =50%

Semester 2: Quarter 3 =50% and Quarter 4 =50%.

Florida Course Credit Statute

Florida Statute requires that a student enrolled in a year-long course shall receive a full credit if the student passes one semester of the course but fails the other semester based on the defined recalculation process. This statute may also be applied if recalculation of a year-long grade would result in a higher final grade for the student, even if a semester grade of "F" was not earned. A student or parent must request this recalculation in

writing. Schools must ensure students and parents are aware of this option.

The numeric semester grades will be averaged to calculate a year-long grade. If this average is to the student's benefit, it will be entered on the student's academic history as the final grade for the course. Each school will follow the district plan to ensure that the grade recalculation is completed and entered into the student system.

Courses carried forward as high school credit will be used to satisfy the high school graduation and Florida Academic Scholars Award requirements. A middle school student must be granted credit toward high school graduation requirements for courses taken through dual enrollment.

Once a high school grade is earned (credit carried forward to high school), that grade becomes a permanent record on the student's transcript and may not be removed from the transcript.

High School Dual Enrollment Courses - End-of-Course Exams (EOC):

~~125.~~126. To earn high school credit for Algebra I, a middle school student must take the state-wide standardized Algebra I EOC assessment and pass the course. The student's performance on the Algebra I EOC assessment constitutes 30% of the student's final course grade. If a student passes the course but does not pass the EOC, the promotion requirement for middle school is met, but the student must pass an Algebra I EOC retake or have earned a comparative/concordant score on a state approved assessment in order to earn a high school diploma.

To earn high school credit for a Geometry course, a middle school student must take the state-wide standardized Geometry EOC assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.

Semester grades for ~~student~~students who do not take the semester exam will be calculated with a 0% as the exam portion of the grade calculation. All make-ups for semester 1 exams must be completed within 10 school days following the semester 1 exam window. Once the exam is completed, the semester grade will be recalculated.

~~126.~~127. Students enrolled in a high school course with a statewide, standardized end-of-course assessment shall not take the corresponding grade-level required state assessment.

~~127.~~128. A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for whom the IEP committee determines that an end-of-course (EOC) assessment with accommodations cannot accurately measure the student's abilities, shall have the EOC assessment results waived for the purpose of determining the student's course grade and credit. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An IEP team will examine all information for each ESE student and make a determination regarding the potential for the results of the EOC to be waived.

Any waiver of the statewide, standardized assessment requirements by the IEP team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

District Criteria for Enrollment in Advanced Middle School Courses

Students/Parents may request enrollment in advanced middle school courses during the course selection process in the spring. Upon verification that required criteria has been met, enrollment will be granted. Principals may override the district criteria and place students in advanced courses based on data indicating that the student is capable of success in the courses. This data must be documented. AVID students must be placed in at least one honors, advanced, or dual enrollment course. Principals are encouraged to make exceptions to the placement criteria in the AVID students' areas of strength.

~~128.~~129. Accelerated Math:

The student must have earned a Level 3 or above on the most current required state assessment in Mathematics or have both of the following:

a. teacher, counselor, and/or administrator recommendation

b. 3.0 grade point average for the year in the previous year's Mathematics course

~~129.~~130. Advanced Language Arts

The student must have earned a Level 3 or above on the most current required state assessment in English Language Arts (ELA) or have both of the following:

a. teacher, counselor, and/or administrator recommendation

b. 3.0 grade point average for the year in the previous year's Language Arts course

~~130.~~131. Advanced Science:

The student must have earned a Level 3 or above on the most current required state assessment in Science, Mathematics, or English Language Arts (ELA) or have both of the following:

a. teacher, counselor, and/or administrator recommendation

b. 3.0 grade point average for the year in the previous year's Science course

~~131.~~132. Advanced Social Studies:

The student must have earned a Level 3 or above on the most current required state assessment in English Language Arts (ELA) or have both of the following:

a. teacher, counselor, and/or administrator recommendation

b. 3.0 grade point average for the year in the previous year's Social Studies course

Credit Acceleration Program (CAP)

The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains a

specified score on the assessment. The school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance on the corresponding statewide standardized end-of-course assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized end- of-course assessment during the regular administration of the assessment.

The credit awarded is for the regular course level and not the honors level. The credit for this course is not weighted for GPA calculation purposes.

If a student fails a course requiring an EOC to earn credit, but attains a score indicating satisfactory performance on the corresponding EOC, credit will be awarded for the course as prescribed by state statute. Students must retake the course in order to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course and earns a "C" or above.

Grade Forgiveness Policy

Middle school students taking high school courses may repeat and replace a grade of "C", "D", or "F" earned during middle school in the high school course, with a grade of C or higher, earned subsequently in the same or comparable courses.

Credit Recovery courses are credit-bearing courses with specific content requirements defined by ~~Florida State Standards~~state adopted standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1) (a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of- Course assessment retake.

Alternative Education Programs and the Department of Juvenile Justice

For students in alternative programs, including DJJ, the Career Education component must be completed by all students prior to leaving the 8th grade. For students in DJJ programs, the physical education requirement will be waived if the student is in a commitment program as an eighth grader. Physical education is not available in the DJJ program. For juvenile justice programs and alternative programs offering extended learning opportunities, promotions may occur as the requirements herein described are met.

High School Education (Grades 9-12), Section 4.9.3

I. Program of Studies Grades 9-12

High school basic education course offerings are selected from the Florida Department of Education's Course Code Directory and approved by the Deputy Superintendent for Instruction Services for the School District of Manatee County. All students will receive instruction in reading, English/language arts, mathematics, science, social studies, the arts, health and physical education. The School District of Manatee County will adhere to all statutes regarding required instruction.

Students are required to be enrolled on a full-time basis, to include seven courses or the equivalent. If there are extenuating circumstances, students may use a combination of Manatee Virtual School courses and traditional courses to meet the full-time criteria. In order to use this option, seats must be available in the required Manatee Virtual School courses, and principal approval is required. Students wishing to have a part-time enrollment status may do so by registering as a home education student. Home education students may take up to three courses at their districted school, providing there is room in the courses selected. Home education students will not be awarded a diploma from the School District of Manatee County and may not participate in any senior graduation activities on the districted school campus.

II. Grades and Credits

Grading Scale

Student achievement in all courses will be evaluated using numeric and letter grades. As designated in Florida Statute, the letter grade scale and definitions adopted for all courses in grades 9 through 12 are as follows:

Value	Numeric Range	Letter Grade	Definition
4	90-100	A	Outstanding Progress
3	80-89	B	Above Average Progress
2	70-79	C	Average Progress
1	60-69	D	Lowest Acceptable Progress
0	0-59	F	Failure

Note: W = Withdrawn I = Incomplete* NG—No Grade Assigned

*An incomplete grade ("I") will be changed to a letter grade upon completion of all course requirements within 10 school days of grades being posted, under normal circumstances. If, after 10 days, the course requirements are not completed, the incomplete grade will become an "F."

Exam Exemption Policy:

Seniors who earn a "B" or higher for both third and fourth quarters may exempt the required semester exam. State mandated cEnd-of-cCourse exams and dual enrollment course exams may not be exempted. Grades for students who are eligible to exempt the sSemester cExam will be averaged using only the third and fourth quarter grades. Each quarter will be calculated at 50% of the total semester grade.

Grading Policies:

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

Students must be notified in writing at the beginning of each course as to how their grades will be determined. This could be included in the course syllabus or information shared with students and parents.

Pass/Fail grades will not be issued for courses offered in Manatee District Schools. Students who transfer in with a Pass ("P") grade will earn the credit for the indicated course(s) but will not have a grade calculated into their grade point average.

In alignment with post-secondary education, withdrawals from a course will not become part of the student record if the course is dropped within the first ten days of the start of the semester. A "W" (Withdraw) will be recorded after the first ten days but prior to the end of the first/third quarter. Either a "WP" (Withdraw Passing) or "WF" (Withdraw Failing) will be recorded if the course is dropped after the first quarter, indicating the student's progress at the time of withdrawal. There is no impact on GPA.

Progress Reports are issued mid-way through each quarter (approximately 4.5 weeks) to notify students and their parents or guardians of mid-term academic progress. Additionally, parents may monitor student progress regularly through the FOCUS Parent Portal. To communicate with teachers, parents may contact each teacher by phone at school or through email. Many teachers maintain a web page or post through our online platform Schoology to upload information such as homework, other assignments, major projects, unit assessments, and the course syllabus.

Semester Grades

A Semester Exam is required in all courses for high school credit. Semesters Exams may not be given early. Semester grades for students who do not take the semester exam will be calculated with a 0% as the exam portion of the grade calculation. All make-ups for semester 1 exams must be completed within 10 school days following the semester 1 exam window. Once the exam is completed, the semester grade will be recalculated.

Course grades will be averaged as follows:

The student's semester grade is calculated by averaging according to the following scale:

Quarter 1 = 40%	Quarter 3 = 40%
Quarter 2 = 40%	Quarter 4 = 40%
Semester Exam = 20%	Semester Exam = 20%

The Algebra I, Geometry, U.S. History, and Biology EOCs will constitute 30% of the final course grade. The grade will be calculated as follows:

Quarter 1 = 35%	Quarter 3 = 35%
Quarter 2 = 35%	Quarter 4 = 35%Semester Exam = 30%
EOC= 30%	

Credit Recovery courses will follow the same grade calculation as all other similar courses.

End-of-Course Assessment Waiver

A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for who 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. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An individual IEP team will examine all information for each ESE student, and then make a determination regarding the potential for the results of the EOC to be waived.

Any waiver of the statewide, standardized assessment requirements by individual education plan team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

Semester grades for students using an End-of-Course Waiver will be averaged as follows:

Semester 1: Quarter 1=50% and Quarter 2 =50%

Semester 2: Quarter 3 =50% and Quarter 4 =50%.

Florida Course Credit Statute

Florida Statute requires that a student enrolled in a year-long course shall receive a full credit if the student passes one semester of the course but fails the other semester and the average of the two semesters is a 60% or higher based on the defined recalculation process.

If recalculation of a year-long grade, even if a semester grade of "F" was not earned, would result in a higher

final grade for the student, this statute may also be applied. A student or parent must request this recalculation in writing. Schools must ensure students and parents are aware of this option.

The numeric semester grades will be averaged to calculate a year-long grade. If this average is to the student's benefit, it will be entered in the student's academic history as the final grade for the course. Each school will follow the district plan to ensure that the grade recalculation is completed and entered into the student system.

This rule applies when both semesters are taken within one school year, and the student fails one of the two semesters. Students continue to earn ~~a~~ half-credit for passing a semester of a course. This does not affect other credit recovery options.

Make-up Work

Following an excused absence, the student has the responsibility to contact his/her teachers on the next attended day in order to obtain any missed assignments. Work assigned prior to the absence is due the day the student returns to school. Work assigned during the student's excused absence is due within a period of time equal to the number of days that the student was absent.

Grade Point Average

~~132.~~133. A student's cumulative grade point average (GPA) will be calculated based upon all of the courses a student has completed, including courses taken for high school credit in middle school, except those where the forgiveness policy applies. Transfer credit(s) with a grade of Pass (P) will not be calculated into the grade point average. In order to graduate, students must earn a cumulative unweighted GPA of 2.0 on a 4.0 scale.

134. Parents of students who have a cumulative GPA of 1.5 or below at the end of each semester in grades 9, 10, 11, and 12 shall be notified that the student is at-risk of not meeting the graduation requirements. The notice shall contain an explanation of the policies the district has in place to assist the student in meeting the GPA requirement.

~~133.~~

Class Rank

~~134.~~135. For the purposes of class ranking, high schools will use a weighted grading system for appropriate courses as indicated in the Florida Department of Education Comprehensive Course Table for high school credit courses. Class rank for graduation will be determined in January of the current school year. Class rank is determined by a student's cohort, which is defined by the year that the student enters 9th grade.

135. ~~For courses taken prior to the 2016-2017 school year, an additional one (1) weighted grade point will be added to each course grade of a "D" or above in courses designated as weighted in the Florida Department of Education Comprehensive Course Table. The charts below identify the grade weighting rules for courses taken in specified academic years.~~

136. Class rank will be determined based on courses for which credit and grades are awarded toward a Standard Diploma. Students earning a Access Points Pathway Standard Diploma, ~~a Special Diploma~~, Hospital Homebound students, and Home Education students will not be included in the class ranking. A student's rank in class will be determined by using the cumulative weighted grade point average.

137. Class rank will be calculated and locked for graduation recognition purposes ten (10) school days after the end of the first semester. After it is locked, there will be no recalculation of class rank for graduation purposes.

138. Grade weighting is done at the discretion of the school district. The School District of Manatee County will weight all courses, including those transferred in from out of district, based on the scales described ~~in 6 and 7~~ below.

139. ~~For courses taken prior to the 2016-2017 school year, the grade weighting scale is as follows:~~

~~Unweighted~~	~~Weighted~~
~~Grade Points~~	~~Grade Points~~
~~A = 4~~	~~A = 5~~
~~B = 3~~	~~B = 4~~
~~C = 2~~	~~C = 3~~
~~D = 1~~	~~D = 2~~

~~140.~~139. Beginning with courses taken during the 2016-2017 school year and thereafter, the grade weighting scale is as follows:

Unweighted Grade Points	Weighted Honors Course Grade Points	Weighted Advanced Studies Course* Grade Points
A=4	A=4.5	A=5
B=3	B=3.5	B=4
C=2	C=2.5	C=3
D=1	D=1.5	D=2

* (Section 1003.437, F.S., specifies that "For the purposes of class ranking, district school boards may exercise a weighted grading system pursuant to s. 1007.271." For districts that use a weighted grading system, s. 1007.271(18), F.S., states that "school districts and Florida College System institutions must weigh dual enrollment courses the same as A~~a~~dvanced P~~p~~lacement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited." This provision relating to GPA weighting includes all dual enrollment courses, including career education courses.)

~~141.~~140. Career and Technical Education courses that are Level 3 courses and lead to an industry certification are weighted the same as a grade earned in an Honors course for the purpose of calculating grade point average (GPA).

Honors Recognition

The upper 10% of the graduating class, based on the weighted rank in class, will be graduated with Honors in the recognition of excellence in academic achievement. High schools will determine the top 10% and top 4% of the graduating class using the weighted grade point average. All Honors and Highest Honors students will be recognized at commencement. A Valedictorian and a Salutatorian will not be chosen.

Grade Forgiveness

Achievement of a cumulative grade point average of 2.0 (unweighted) on a 4.0 scale is required for graduation. To assist students in meeting this requirement, districts may offer grade forgiveness policies, summer school, before-school or after-school attendance, special counseling, volunteers or peer tutors, school- sponsored help sessions, homework hotlines, and study skills classes.

~~142.~~141. To assist students in achieving a cumulative grade point average of 2.0 (unweighted) on a 4.0 scale, the forgiveness policy provides that students may replace a "D" or "F" with a grade of "C" or higher, earned subsequently in the same or comparable course. Only one grade and one credit may be earned for the same course. When a course is repeated, all grades appear on the student's transcript. The forgiveness policy applies only when a course is repeated after the course for which the "D" or "F" was earned. Students may repeat a course already passed only once.

~~143.~~142. The only exception to these forgiveness policies shall be made for a student in middle school who takes any high school course for high school credit and earns a grade of "C", "D", or "F". In such cases, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher, earned subsequently in the same or comparable course. When a course is repeated, all grades appear on the student's transcript. All grades, except those that meet the conditions of the grade forgiveness policy, will be calculated in the grade point average.

~~144.~~143. In all cases of grade forgiveness, only the new grade is used in the calculation of the student's grade point average. Any course not replaced according to the forgiveness policy is included in the calculation of the cumulative grade point average required for graduation. Post-secondary institutions may have different grade forgiveness policies and could include ALL courses attempted. This could recalculate GPA and affect admissions decisions.

~~145.~~144. Elective courses may be replaced with any other elective course, as long as graduation requirements are still met with the substituted elective course. A student may choose to retake a high school course where no credit was awarded.

Courses for Graduation for Standard Diploma	Course completed	Course(s) that will Forgive the grade

Required specific courses for graduation (Biology, HOPE/PE, Algebra I, Geometry, U.S. History, U.S. Govt., Economics, World History)	Regular course Honors, AP, IB, AICE course	Same course or Honors if available Same course or regular course
Required nonspecific courses for graduation (English, Mathematics, Science)	Regular course Honors, AP, IB, AICE course	Same course or Level 2 or Level 3 course in the same discipline Same course or regular course, or Level 3 course in the same discipline Agriscience Foundations (8106810~~8106680~~), if used as a science credit, can forgive an equally rigorous science
Electives	Any elective	Same course or any elective

Credit Recovery courses are elective credit-bearing courses with specific content requirements defined by Florida State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment), It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery or grade forgiveness or to support on-time graduation.~~.~~

Credits

The granting of course credit is based on an evaluation of the individual student's achievement of established district and state performance standards and other requirements as designated by the teacher. Performance standards will include specific course content as specified in statutes and in the district curriculum.

~~146.~~145. For the purpose of high school graduation requirements, one full credit is determined as follows:

a. A minimum of 135 hours of bona fide instruction in a designated course of study which contains student performance standards; or

b. For schools that have been authorized to implement block scheduling by the district school board, a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements.

~~147.~~146. One-half (.5) credit means a minimum of 67.5 hours of bona fide instruction or a minimum of 60 hours of bona fide instruction in a high school that implements block scheduling. One half (.5) credit shall be awarded at the end of each semester/term upon the satisfactory completion of course requirements.

~~148.~~147. Student performance standards must be met for each Academic and Career and Technical Education Program in grades 9 through 12 for which credit toward high school graduation is awarded.

~~149.~~ Credit will be awarded if a student not enrolled in or who has not completed a course takes and passes a statewide standardized assessment through the Credit Acceleration Program.

~~150.~~148. No student may be granted credit toward high school graduation for enrollment in the following programs or courses:

a. More than a total of nine elective credits in remedial programs.

b. More than one credit in exploratory vocational courses.

c. Any Level 1 course, unless the student's assessment indicates a more rigorous course would be inappropriate, in which case a written assessment of the need must be included in the Individual Education Plan or the Individual Progress Monitoring Plan and signed by the principal, school counselor and the parent, if the student is not 18 years or older.

~~151.~~149. Enhanced Instruction for Non-Proficient Students:

~~152.~~ Students must earn a Level 3 or higher in English Language Arts (ELA) and/or Math on a standardized assessment within the last two or more consecutive years. Students who do not meet this criteria may be required to receive enhanced instruction through a course that will assist in building the students' skills and in mastering standards~~.~~

- School administrators may use concordant/comparative scores on state-approved assessments (SAT, ACT, PERT. PERT may not be used by students entering 9th grade in 2019~~8~~-2020~~19~~ and thereafter. ~~)~~ to determine proficiency if no state standardized assessment scores are available at the time of enrollment.

~~153.~~150. Intensive Instruction Waiver:

Parents may submit a waiver of the intensive instruction requirement for their child to the student's school counselor. Exercising this option can jeopardize a student's opportunity for an ESE assessment waiver and prohibit students from participation in alternative graduation options in high school. The following criteria

must be met to qualify for this waiver:

a. Parents must complete the Intensive Instruction Waiver Request Form.

b. Student must be in 6th-11th grade.

III. Promotion

Promotion Guidelines

Students will be promoted based on the number of years in which they have attended high school:

First year—9th grade

Second year—10th grade

Third year—11th grade

Fourth year—12th grade

Students entering high school for the first time may be placed into the 9th grade.

Students who do not meet graduation requirements after the 8th semester of high school and choose to continue their high school education, will be placed in an alternative site at the start of their 9th semester.

Students who plan to graduate in three years will be promoted to 12th grade after the first semester of their third year in high school.

IV. Acceleration and Enrichment

Articulated acceleration is available and serves to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. This includes, but is not be limited, to Dual Enrollment and Early Admission, Cambridge Advanced International Certificate of Education Program (AICE), Advanced Placement (AP), and the International Baccalaureate (IB) Program. Credits earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration.

Each high school shall advise students of programs through which a high school student can earn college credit, including ~~Advanced Placement~~ AP~~(AP)~~, ~~International Baccalaureate~~IB ~~(IB)~~, ~~Cambridge Advanced International Certificate of Education Program (AICE)~~AICE, dual enrollment courses, career academy courses, and courses that lead to national industry certification, as well as offerings through virtual instruction.

A student shall~~must~~ have a 3.0 grade point average and have earned Level 3 or higher on the FSA, passed a nationally-normed standardized test, or earned the required comparative/concordant score within the last two years to be eligible to participate in AP, IB, or ~~Cambridge~~ AICE ,or at the discretion of the principal~~.~~

A student transferring in from out-of-state, homeschool, or private school with a state or national normed test

score demonstrating that the course is academically appropriate, may enroll in AP, IB, or ~~Cambridge~~ AICE. If requested by the student or parent, the principal may override the district criteria and place students in advanced studies courses based on data indicating that the student is capable of success in the courses. This data must be documented.

Home education students may participate in dual enrollment, career dual enrollment, early admission, and credit by examination. Credit earned by home education students through dual enrollment shall apply toward the completion of a home education program that meets the requirements of Section 1002.42, Florida Statute.

~~A.~~ Advanced Placement (AP)

Advanced Placement (AP) is the enrollment of an eligible secondary school student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course may be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam in accordance with the policies of the receiving college or university. Students shall be exempt from the payment of any fees, excluding restocking fees when applicable, for AP courses in which they are enrolled, including fees for administration of the AP examination, regardless of whether the student achieves a passing score. Students requesting to take AP exams for courses in which they are not currently enrolled must pay for the cost of the AP exam.

A school may withdraw s Students earning a "D" or "F" in an Advanced Placement Course may be withdrawn and scheduled into another course in the same subject area.

AP Capstone™

AP Capstone™ is a diploma program based on two AP courses: AP Seminar and AP Research. These yearlong courses focus on developing the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. If a student earns scores of 3 or higher in AP Seminar and AP Research, he or she will receive the AP Seminar and Research Certificate™. If a student earns scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams, the student will receive the AP Capstone Diploma™. AP Seminar - During this course, students investigate a variety of topics through various viewpoints. Students will also complete a team project and an individual paper and presentation, as well as take a written end-of-course exam. AP Research - In AP Research, students explore various research methods and complete an independent research project. The project can build on a topic, problem, or issue covered in AP Seminar or on a brand-new topic of your own choosing. At the end of the project, students submit an academic paper and present and defend the research findings.

International Baccalaureate (IB)

The International Baccalaureate (IB) Program is the curriculum whereby students are enrolled in a program of studies offered through the IB Program administered by the IB Office. The State Board of Education has established rules that specify the cutoff scores and IB Examination that will be used to grant postsecondary credit at community colleges and universities. Students shall be awarded a maximum of 30 college semester credit hours. Students shall be exempt from the payment of any fees, excluding restocking fees when applicable, for IB courses in which they are enrolled, including fees for administration of the examinations,

regardless of whether or not the student achieves a passing score on the examination.

A school may withdraw s~~S~~tudents earning a "D" or "F" in an IB Course at the end of the first semester may be withdrawn and scheduled into another course in the same subject area.

Cambridge Advanced International Certificate of Education (AICE)

Cambridge Advanced International Certificate of Education (AICE) provides a high-quality curriculum which prepares young people for honors degree programs. It requires the study of subjects drawn from three curriculum areas; mathematics and science, languages, and arts and humanities. ~~Cambridge~~ AICE offers students the opportunity to tailor their studies to their individual interests, abilities, and future plans within an international curriculum framework. The State Board of Education has established rules that specify the cutoff scores that will be used to grant postsecondary credit at community colleges and universities. Students shall be awarded a maximum of 30 college semester credit hours. Students shall be exempt from the payment of any fees, excluding restocking fees when applicable, for Cambridge AICE courses in which they are enrolled, including fees for administration of the examinations, regardless of whether or not the student achieves a passing score on the examination. Students requesting to take Cambridge AICE exams for courses in which they are not currently enrolled must pay for the cost of the Cambridge AICE exam.

A school may withdraw s~~S~~tudents earning a "D" or "F" in a ~~Cambridge~~ AICE c~~C~~ourse at the end of the first semester ~~may be withdrawn~~ and scheduled into another course in the same subject area.

Early High School Graduation

Early high school graduation is an option if a student has completed a minimum of 24 credits and meets all graduation requirements in less than 8 semesters, or meets the 18 credit, ACCEL Diploma Option. 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. Cohort is defined by the FLDOE as when the student enters 9th grade (1003.4281).

A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.

Advancement Via Individual Determination (AVID)

Advancement Via Individual Determination (AVID) is designed to prepare students for college readiness and success. Students who apply for and are accepted must also take at least one weighted course (Honors, Pre-AP, AP, IB, ~~Cambridge~~ AICE, and Dual Enrollment) and the AVID Academic elective. AVID is designed for students who are capable of completing a college-preparatory curriculum. The AVID curriculum supports students as they undertake the most rigorous courses, with an emphasis on writing as a learning tool, the inquiry method, collaborative course grouping, organization, and academic reading. ~~AVID students must be placed in at least one honors, Cambridge AICE, AP, dual enrollment, or IB course.~~ Principals are encouraged to make exceptions to the placement criteria in AVID students' areas of strength.

Middle School Dual Enrollment

High school courses may be taken by eligible middle school students.

~~154.~~151. High school courses taken during middle school may be used to satisfy high school graduation requirements and Florida Bright Futures Scholarship requirements.

~~155.~~152. A student must be granted credit toward high school graduation requirements for courses completed in middle school. Grades for high school credit courses taken during middle school will appear on the high school transcript, and the grades will average into the student's high school grade point average (GPA).

~~156.~~153. High schools shall not award high school credit for courses taken in middle school if the middle school did not award the high school credit.

~~157.~~154. Middle school students taking courses that require an EOC must follow statute.

Dual Enrollment and Early Admission

Dual Enrollment Programs and E~~e~~early A~~a~~dmission are available at all high schools.

~~158.~~155. The Dual Enrollment Program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career and technical certificate or an associate or baccalaureate degree.

~~159.~~156. The School Board shall inform all secondary school students of dual enrollment as an educational option and mechanism for acceleration. Students shall be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. District school boards must annually assess the demand for dual enrollment and other advanced courses, and the district school board shall consider strategies and programs to meet that demand and include access to dual enrollment on the high school campus whenever possible. Information regarding student education options which discriminate against dual enrollment courses is prohibited.

~~160.~~157. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollment.

~~161.~~158. Students who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses conducted during school hours and after school hours~~.~~

~~162.~~159. Instructional time for such enrollment may vary from 900 hours; however, the school district may only report the student for a maximum of 1.0 Full-time Equivalency (FTE). Any student so enrolled is exempt from the payment of registration, tuition, and laboratory fees. Vocational-preparatory instruction, college-preparatory instruction, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses

for potential inclusion in the program.

~~163.~~160. Each semester of instruction that is eligible for high school and postsecondary credit shall be reported by school districts as 75 membership hours for purposes of FTE calculation. Any student so enrolled is exempt from payment of registration, tuition, the purchase of the primary text, and laboratory fees.

~~164.~~161. Dual enrollment courses are weighted the same as ~~Advanced Placement~~AP, ~~Cambridge Advanced International Certificate of Education~~AICE, and ~~International Baccalaureate~~IB courses. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

~~165.~~162. The Department of Education adopted guidelines to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. A high school student must complete the following:

a. Demonstrate readiness for college-level course work if the student is to be enrolled in college courses;

b. Demonstrate readiness for career-level course work if the student is to be enrolled in career courses;

c. Indicate that in addition to the required placement examination, student qualifications for enrollment in college credit dual enrollment courses must include at least 3.0 unweighted GPA, and student qualifications for enrollment in career certificate dual enrollment course must include at least a 2.0 unweighted grade point average.

~~166.~~163. Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program and shall not be used to enroll students in isolated career courses.

~~167.~~164. The Inter-institutional Articulation Agreement is jointly developed between the School District of Manatee County and State College of Florida, University of South Florida ~~Sarasota-Manatee~~, and/or other postsecondary institutions to provide advanced instruction for those students who demonstrate a readiness to engage in postsecondary academic work. In this program, students may earn credit toward both a high school diploma and an Associate or Baccalaureate Degree. The agreement includes the following:

a. A delineation of courses and programs available for students;

b. A plan for the community college to provide guidance services to participating students on the selection of courses in the dual enrollment program;

c. The process by which students are eligible to participate in dual enrollment and their parents are informed about opportunities to participate in acceleration programs;

d. An assurance that each dual enrollment student is encouraged to identify a postsecondary education objective with which to guide the course selection;

e. An assurance that each student has a plan that includes a list of courses that will result in an Applied Technology Diploma, an Associate in Science degree, or an Associate in Arts degree, and, if the student identifies a baccalaureate degree as the objective, the plan must include courses that will meet the general education requirements and any prerequisite requirements for entrance into a selected baccalaureate degree program;

f. The process by which students and their parents exercise their option to participate in an acceleration program;

g. High school credits earned for completion of each dual enrollment course;

h. Postsecondary courses that meet the criteria for inclusion in the district articulated acceleration program to be counted toward meeting graduation requirements;

i. Eligibility criteria for student participation;

j. Institutional responsibility for screening prior to enrollment and monitoring student performance subsequent to enrollment;

k. Identification of the instructional quality criteria for dual enrollment courses and programs that are to be judged;

l. A delineation of institutional responsibilities for instructional quality;

m. A delineation of responsibilities for cost of dual enrollment courses and instructional materials;

n. Transportation;

o. The process for converting college credit hours through dual enrollment and early admissions to high school credit; and

p. An identification of the responsibility of the postsecondary educational institution for assigning letter grades for dual enrollment courses and the responsibility of school districts for posting dual enrollment grades to the high school transcript as assigned by the postsecondary institution awarding credit.

~~168.~~165. Only those academic elective courses approved in the Dual Enrollment Agreement can be taken for Dual Enrollment Credit. An academic elective that counts as credit toward graduation can be taken as Dual Enrollment with the approval of the principal.

~~169.~~166. The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment that satisfy the requirements of the district's inter-institutional articulation agreement and that equal one full credit of the equivalent high school course.

167. When dual enrollment is provided on the high school site by college or university faculty, the school

district shall reimburse the costs associated with the proportion of salary and benefits and other actual costs of the college or university to provide the instruction. Charter Schools are an entity of the School District of Manatee County and are bound by the rules and policies of the approved IAA between the school district and State College of Florida, University of South Florida ~~Sarasota-Manatee~~, or other postsecondary institutions. While the School District of Manatee County will be invoiced for the tuition, charter schools receive FTE for Dual Enrollment students and will be responsible to the School District for all dual enrollment tuition encumbered by their students.

~~170.~~

Credit by Examination

Credit by examination is the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. The State Board of Education states minimum scores required for an award of credit in the statewide articulation agreement.

College and University Programs

~~171.~~168. Students who wish to participate in an educational program offered by accredited schools, colleges, or universities, must have prior written agreement with the school principal, detailing any credit or grade acceptance toward high school graduation or inclusion on the high school transcript. Final inclusion on the high school transcript will be completed only upon the school's receipt of all necessary documentation from the appropriate institution.

~~172.~~169. All evidence of work/credits earned at another school will be based on an official transcript authenticated by the proper school authority. Credits from state or regionally accredited schools shall be accepted at face value, subject to validation where deemed necessary. Credits earned through alternative delivery systems that are accredited by a regional accrediting association, non-accredited schools, home schools, or non-accredited correspondence schools shall be validated by the administration of examinations or by establishing credits earned through successful performance in subsequent courses.

With the approval of the principal, students may earn credit through Dual Enrollment, Advanced Placement, Cambridge Advanced International Education Certificate, International Baccalaureate programs, Florida Virtual School, and by using substitutions indicated in the course code directory. Home education students may participate in College Dual Enrollment, working directly with and State College of Florida, University of South Florida ~~Sarasota-Manatee~~, or other postsecondary institutions, career and technical dual enrollment and early admission and credit by exam by postsecondary institutions. Dual Enrollment credit earned by home education students shall apply toward the completion of a home education program that meets the requirements of state statute.

Academically Challenging Curriculum to Enhance Learning (ACCEL)

Each school must offer the following ACCEL options: whole-grade and mid-year promotion, subject-matter acceleration, virtual instruction in higher grade level subjects, and Credit Acceleration Program (CAP). Whole-grade and mid-year promotion requires secondary students to meet student progression course/credit

promotion criteria. Subject-matter acceleration is available when a student has met the prerequisite course requirements for that content area. Virtual instruction in higher grade-level subjects is available when students have exhausted the course offerings at the school, and students meet the course prerequisites. The Credit Accelerated Program may be used for any course that requires an end-of-course exam to earn credit in the course. In addition to these requirements, the following must be considered when establishing eligibility:

~~173.~~170. The student's performance on required state assessments

~~174.~~171. The student's grades or grade point average

~~175.~~172. The student's attendance and conduct

~~176.~~173. Teacher and school counselor recommendations

Each school must inform students and parents of these options. A student or a parent may request one of these options by written request to the principal. This will be followed by a parent conference to discuss eligibility and placement.

Credit Acceleration Program (CAP)

~~1.~~174. The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains a specified score on the assessment. If the student attains a score indicating satisfactory performance on the corresponding statewide standardized end-of-course assessment then the ~~-~~school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course.~~,~~ The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized end-of-course assessment during the regular administration of the assessment. If a student earns course credit without enrollment in a course via the CAP, a grade of "T" is recorded on the transcript in the Grade column.

~~2.~~175. The credit will be awarded for the course as prescribed by state statute when a student fails a course requiring an EOC to earn credit, but attains a score indicating satisfactory performance on the corresponding EOC. Students must retake the course in order to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course and earns a "C" or above.

~~3.~~176. A student will be awarded course credit for earning a grade of 3 or higher on an Advanced Placement exam, even if not enrolled in the course, or for passing a CLEP test. If a student fails an AP course, but attains a score indicating satisfactory performance on the corresponding AP exam, credit will be awarded for the course as prescribed by state statute. Students must retake the course or an equivalent course in order to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course or an equivalent course and earns a "C" or above.

V. Graduation Requirements

General Information

A student in a Manatee County public school may earn a Standard Diploma, a Special Diploma for Exceptional Education Students who meet specific cohort entry requirements, or a Certificate of Completion. All requirements must be met before a diploma or certificate is awarded. The diploma or certificate will be awarded to reflect the year that the final requirements are met. To earn a diploma, a student must meet the graduation requirements for the school year in which that student entered ninth grade for the first time. In accordance with the Individuals with Disabilities Act (IDEA), students with disabilities may receive services through the public school system through age 21 (i.e., until their 22nd birthday) or until they graduate with a Standard Diploma, whichever comes first.

Before a student graduates from high school, the school shall assess the student's preparation to enter the work force and provide the student and student's parent/guardian with the results of the assessment. The Department of Education has determined that, because required state assessments assess certain Education Goal 3 standards, which were developed from a United States Secretary of Labor's report on necessary skills, the required state assessments can serve as this assessment.

Students who have met all requirements for the standard high school diploma except for passage of the required state assessment or an alternate assessment by the end of Grade 12 must be provided the following learning opportunities:

~~4.~~177. participation in an accelerated high school equivalency diploma preparation program during the summer;

~~5.~~178. upon completion of Certificate of Completion, be allowed to take the Postsecondary Education Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college, as appropriate: and

~~6.~~179. participation in an adult general education program for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the required state assessment an unlimited number of times in order to receive a standard high school diploma.

Change in Graduation Requirements

School Board approval is required prior to a school's increasing graduation requirements. An increase in academic credit or minimum grade point average requirements shall not apply to students in grades 9-12 at the time of the increase.

District School Boards may not establish requirements for the ACCEL Accelerated Diploma Option in excess of the requirements as per statute.

Participation in the Graduation Ceremony

A student must complete all requirements for a standard or special diploma in order to participate in his/her high school graduation ceremony. A student must be registered at a Manatee District high school in order to participate in that high school's graduation ceremony or must be enrolled in a School District of Manatee County sanctioned educational option. A full-time virtual school student will not be allowed to participate in graduation at his or her zoned school.

A student who withdraws from a high school, enrolls in an adult program, and successfully completes the Graduate Educational Development (GED) tests, may participate in the adult high school graduation ceremony and is awarded a State of Florida diploma. Students may not participate in the graduation ceremony with their previous high school.

Special Education students who earn a Certificate of Completion as addressed in the IEP may participate in the graduation ceremony. A student who receives a Certificate of Completion due to not meeting graduation requirements for a Standard Diploma may not participate in any graduation ceremony. A Special Education student whose diploma has been deferred based on the IEP team decision will be permitted to participate in the graduation ceremony for his or her cohort group only.

Summer Graduation

A student who completes the 12th grade having met all of the graduation requirements except for one credit may attend summer school. If the student satisfactorily completes the credit, the student may participate in the district summer graduation ceremony.

A student who completes the 12th grade, having met all of the graduation requirements except for the assessment requirement (either by passing the required state assessment or by achieving a concordant score) and successfully completes the Graduate Educational Development (GED) tests by June 30, may participate in the district summer graduation ceremony and be awarded a Manatee District diploma.

Students who graduate from an alternative educational path as sanctioned by the School District of Manatee County may participate in the summer graduation ceremony. Students enrolled in a School District of Manatee County alternative high school who are not permitted to walk with their zoned schools, may participate in the district summer graduation ceremony.

Graduation Requirements: Standard Diploma

Standard Diploma Options:

To graduate from a Manatee County public school, all students seeking a standard diploma must select one of the graduation diploma options:

~~7.~~180.	Four Year Standard Diploma	24 credits
~~8.~~181.	ACCEL Accelerated Graduation Option	18 credits
~~9.~~182.	CTE Graduation Pathway	18 credits

Students must select one of the graduation options. The choice is exclusively up to the student and his/her

parent/guardian ~~GUARDIAN~~.

Each year, schools shall notify students in grades 6 – 12 and their parent of the high school graduation options and requirements, including the respective curriculum requirements for those options, so that the student and parent may select the program which best fits their needs. This notification shall be made prior to the annual spring registration of students for the following year so that the student's academic plan can be selected or modified to meet the needs of the student. Students must be advised of eligibility requirements for state programs and postsecondary admissions.

If the student and parent fails to select a diploma option, the student shall be considered to have selected the Four Year Standard Diploma option, which requires 24 credits.

Changing between Standard and Accelerated Diploma Options:

Once a diploma option is selected, the option remains in effect throughout the student's high school experience, unless the parent and student submit in writing a request to change diploma options as part of the registration process for the upcoming school year. Any such change must be submitted in writing.

Diploma Endorsement:

School Boards may attach a Florida Gold Seal Career and Technical Endorsement to a Standard Diploma or award differentiated diplomas to those exceeding the prescribed minimums.

Grade Point Average:

In order to graduate from high school, students must achieve a cumulative unweighted grade point average (GPA) of 2.0 on a 4.0 scale in the courses required for graduation.

State Assessment:

Students must meet all state assessment requirements in order to graduate from high school with a Standard Diploma. Students may use concordant scores or the required state assessments waiver (ENNOBLES Act) to satisfy this requirement.

Diploma Designations:

The **Florida Seal of Biliteracy** Program is established to recognize high school graduates who have attained a high level of competency in listening, speaking, reading and writing in one or more foreign languages, in addition to English, by the award of a silver or gold seal on a Standard Diploma. The criteria for both seals can be found at http://www.fldoe.org/academics/eng-language-learners/world-languages-foreign-languages.stml .

Students may earn either a **Scholar Diploma** designation or a **Merit Diploma** designation by meeting specific criteria. The criteria is identified in the cohort charts to follow.

Standard Diploma Requirements

Academic Advisement – What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score.

Refer to Graduation Requirements for Florida's Statewide Assessments for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade[+]:

- Algebra 1
- Biology 1
- Geometry
- U.S. History

[+]Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
  - 2 credits in CTE courses, must result in program completion and industry certification
  - 2 credits in work-based learning programs or up to 2 elective credits, including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate or Practical Arts is not required
- Online course is not required

24-Credit Standard Diploma

4 Credits ELA

- ELA 1, 2, 3, 4
- ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement

4 Credits Mathematics*

- One of which must be Algebra 1 and one of which must be Geometry
- Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)
- An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)

3 Credits Science

- One of which must be Biology 1, two of which must be equally rigorous science courses
- Two of the three required course credits must have a laboratory component
- Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)
- An identified computer science** course may substitute for up to one science credit (except for Biology 1)

3 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- 0.5 credit in U.S. Government
- 0.5 credit in Economics

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*

1 Credit Physical Education*

- To include the integration of health

8 Elective Credits

1 Online Course

- Students must meet the state assessment requirements
- Students must earn a 2.0 grade-point average (GPA) on a 4.0 scale for all cohort years

* Eligible courses are specified in the Florida Course Code Directory.

**A computer science credit may not be used to substitute for both a mathematics and science credit.

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements:

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

*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.

Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

What are the additional graduation options for students with disabilities ?

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

What is the CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Biology 1
- Geometry
- U.S. History

State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per the Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

State University System of Florida

The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable, stackable, workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit.

Florida College Sysem.

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

Career and Technical Education Directors

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

Office of Student Financial Assistance

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

August 2019

CTE Graduation Pathway:

Beginning with the 2019-2020 school year, a student is eligible to complete an alternative pathway to earn a standard high school diploma through this new option by:

- Earning at least 18 credits.
- Earning a cumulative grade point average of a 2.0 on a 4.0 scale.
- Same requirements as for a standard diploma in ELA, Math, Science and Social Studies.
- Completing two credits in career and technical education. The courses must result in a program completion and an industry certification.
- Completing two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit of financial literacy, for work-based learning program courses to fulfill this requirement.

Course Information

Mathematics:

Successful completion of Algebra IA and Algebra IB will satisfy the Algebra I requirement for graduation. A certified school counselor or the principal's designee must advise students that state universities may require for admission three additional mathematics courses at least as rigorous as Algebra I. Level III Mathematics courses in the Florida Course Code Directory may substitute for the Algebra I requirement. Transfers from outside Manatee County may fulfill the Algebra I requirement with the state equivalents. Credit may not be earned for more than one of the options. Students must earn the necessary mathematics credits required for graduation.

A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry. This option will not impact a student's grade point average as no grade is awarded for the substituted math course.

A student may substitute a credit in computer science, if identified as equivalent in rigor by the commissioner, for one mathematics requirement except for Algebra I and Geometry. A computer science credit may only be used to substitute one course (either mathematics or science).

A student that earns an industry certification in 3D rapid prototype printing may substitute up to two credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor.

U.S. Government ~~Civics~~:

Beginning with the 2021-2022 school year, students taking U.S. Government are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25 (4). Students earning a passing score on this assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25 (4). The Lou Frey Institute has created a supplemental resource guide and a practice examination for the FCLE. This has been approved by FDOE and is now available here: https://www.fldoe.org/accountability/assessments/k-12-student-assessment/fcle.stml.

Comprehensive health education addresses 14 component areas under Florida State Comprehensive health education addresses 14 component areas under Florida State Statute 1003.42 (2)(n) - Required Instruction

Grades K-12

- Community health
- Consumer health
- Environmental health
- Family life
- Injury prevention and safety
- Internet safety
- Nutrition
- Personal health
- Prevention and control of disease
- Substance use and abuse
- Prevention of child sexual abuse, exploitation, and human trafficking

For students in grades 7 through 12, shall include a teen dating violence and abuse. This component must include that includes, but is 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.

For students in grades 6 through 12, shall include an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

Life Skills
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.

A link to access and review the instructional materials used to teach the curriculum will be included on the district's website. The process to request an exemption will also be posted on the district's website..Appendix C contains the Parent Opt Out form for Health Education.

~~Health Education~~

~~Comprehensive age-appropriate and developmentally appropriate K-5 health education that addresses concepts of community health, consumer health, environmental health, and family life, including~~

~~a. Mental and emotional health~~

~~b. Injury prevention and safety~~

~~c. Internet safety~~

~~d. Nutrition~~

~~e. Personal Health~~

~~f. Prevention and control of disease~~

~~g. Substance abuse; and~~

~~h. Prevention of child sexual abuse, exploitation, and human trafficking.~~

~~The health education curriculum shall include an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.~~

~~A link to access and review the instructional materials used to teach the curriculum will be included on the district's website homepage. The process to request an exemption will also be posted on the district's website homepage.~~

~~A parent may make a written request to the school principal to exempt his or her student from the teaching of reproductive health or any disease, including HIV/AIDS.~~

Students in grades 9-11 must receive basic training in first aid, including cardiopulmonary resuscitation. This training must be based on a one-hour, nationally recognized program that uses the most current evidence-based emergency cardiovascular care guidelines.

Science:

~~10.~~183. Agriscience Foundations I may count as a science credit.

~~11.~~184. Integrated Science I, II, and III taken in sequence will meet the science requirements. The School District of Manatee County will only offer this series of courses for ESE students. These students are required to take the Biology EOC at least one time.

~~12.~~185. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one Biology credit. Substitution may occur for up to two science credits, except for Biology I. This option will not impact a student's grade point average as no grades are awarded for the substituted science

course.

~~13.~~186. A student who earns credit in a computer science course may substitute the computer science credit for one science credit, except for Biology I, if identified as equivalent in rigor by the commissioner. A computer science credit may only be used to substitute one course (either mathematics or science).

Community Service:

If offered at the high school, students may enroll in Voluntary Public Service (0500370) or Voluntary School/Community Service (2104330). Students may earn community service hours and elective credit for the Voluntary Public Service course. To receive credit for the Voluntary School/Community Service course, students must complete at least 75 community service hours. Students will be awarded social studies elective credit as well as the community service hours earned during completion of the course standards.

Health Opportunities through Physical Education (HOPE):

HOPE is a year-long health and physical education (PE) course required of all high school students. A school may not require students to take the one credit in HOPE or a Health/PE variation of HOPE during the ninth grade.

Schools may offer 1 of the following options to meet the health/PE graduation requirement:

- student takes ½ credit in Physical education and ½ credit in Personal Fitness;
- student takes the one credit HOPE Core course; or
- student takes the one credit HOPE Physical Education Variation course.

Students can meet the HOPE requirement by passing .5 credit of Personal Fitness and .5 credit in a Physical Education course.

Certain activities as follows may satisfy a portion of or all of the HOPE/Physical Education requirement.

~~14.~~187. Interscholastic Sports:

Participation in two seasons of an interscholastic sport at the junior varsity and varsity levels satisfies the full 1 credit HOPE requirement.

~~15.~~188. Junior Reserve Officers Training Corps (JROTC):

Completion of two years in a Junior Reserve Officers Training Corps (JROTC) course satisfies the full one credit of HOPE/physical education requirement and the full one credit of Performing Arts requirement. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or Section 504 plan.

~~16.~~189. Completion of one semester, with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity,

or in a dance class shall satisfy .5 credit in physical education or .5 credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or Section 504 plan.

~~17.~~190. The HOPE curriculum includes education on teen dating violence and abuse as required by statute.

On-line Course:

Students entering 9th grade in the 2011-2012 school year and thereafter are required to pass one (1) course by some means of virtual instruction or blended learning course taught by an instructor certified to teach the course. A school may not require a student to take this on-line course or blended learning course outside the school day or in addition to the student's courses for a given semester. An on-line course or blended learning course taken during grades 6-8 for high school credit fulfills this requirement. This requirement does not apply to a student who has an IEP which indicates that an on-line course would be inappropriate or to a student who is enrolled in a Florida high school and has less than one academic year remaining in high school.

Assessment Requirements

To meet graduation requirements, a student must earn passing scores on the required state-wide assessments or earn scores on a standardized test (PSAT, SAT, and/or ACT) that are concordant/comparative with passing scores on the required state-wide assessments. Participation in the assessment program is mandatory for all school districts and all students attending public school. Students who transfer from out-of-state, home education or private school must have a passing score on a state-wide end-of-course assessment for Algebra from the previous state/district attended or a concordant score.

Civics: Beginning with the 2021-2022 school year, students taking U.S. Government are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25 (4). Students earning a passing score on this assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25 (4).

Concordant Scores by Year Student Entered Grade 9: 2010-11 through 2017~~-18~~ 2018-2019		
Assessment	**Reading Score**	**Math Score**
NGSSS Algebra I EOC		399* (2011-12) 489** (2014-15) 497 (2014-2015 to present)
FCAT 2.0 FSA ELA FSA ELA	245 (2010-2013) 349 (2013-2014) 350 (2014-2015 to present)	
SAT	430	
ACT	19	
PERT		97
SAT (Beginning with Spring 2016 administration through August 1, 2018):		
SAT Evidence- Based Reading and Writing	430	
SAT Reading Subtest	24	
*Students who entered Grade 9 in the 2010–11 school year were required to earn course credit in Algebra 1 or an equivalent course and participate in the Algebra 1 EOC Assessment. The results of the Algebra 1 EOC Assessment must constitute 30% of these students' final course grade, but there is not a passing requirement for this cohort of students.		
**Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board in January 2016 are eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.		
Concordant Scores by Year Student Entered Grade 9: 2019~~18~~-2020~~19~~ and Beyond		
Assessment	**Reading Score**	**Math Score**
FSA Algebra I EOC		497
Grade 10 FSA ELA	350	
SAT	480 (EBRW)	420 (Math)
ACT	18 (Average of English and Reading)	16 (Math)
PSAT		430

~~Beginning with the spring 2016 test administration, the following comparative scores can be used to meet the Reading assessment graduation requirement:~~

- ~~New SAT Evidence-Based Reading and Writing – 430~~
- ~~New SAT Reading Subtest - 24~~

Once a student who has failed the required state assessment for graduation has met the assessment graduation requirement for a standard high school diploma with a concordant score, the student is not required to continue retaking the required state assessment for graduation for the purpose of high school graduation and may be removed from an intensive intervention course at the change of the semester. Students scoring at Level 1 and 2 on required state assessments in reading and/or math must continue to receive intervention and remediation within the MTSS framework irrespective of meeting graduation requirements through concordant/comparative score if the problem-solving team finds the services necessary.

Students Currently Holding a Certificate of Completion:

~~18.~~191. Students currently holding a Certificate of Completion who are seeking a standard diploma must meet a concordant score ~~-~~based on the statute governing their 9th grade cohort requirements. As always, students may use a combination of SAT and ACT scores to meet the high school graduation testing requirements.

Test	Date Taken	Concordant Score
SAT Mathematics	Prior to March 2005	370
	March 2005 and Beyond	340
SAT Reading	Prior to March 2005	410
	March 2005 and Beyond	420
ACT Reading	N/A	19
ACT Mathematics	N/A	15

PERT	Beginning with students who graduated in 2015 through 2022 graduates.	97

~~19.~~192. The flexibility for concordant score requirements will be retained for students in this cohort who do not meet the requirements in 2010.

a. Students presenting ACT scores (no date restriction): Students may use the 2003 ACT concordant score requirements to meet the high school graduation testing requirements in reading and mathematics.

b. Students presenting SAT scores dated prior to March 2005: Students must use the 2003 concordant score requirements to meet the high school graduation testing requirements in reading and mathematics.

c. Students presenting revised SAT scores dated March 2005 and beyond: Students may use either the 2003 or 2009 concordant score requirements (mix and match to their advantage) to meet the high school graduation testing requirements.

VI. Diploma Options

ACCEL Diploma

Selection of the ACCEL Diploma Option:

Prior to a student selecting the ACCEL accelerated diploma option, designated school personnel should meet with the student and his/her parent to explain the requirements, advantages, and disadvantages of this option.

Students choosing the ACCEL diploma option must attend high school as a full-time student. No requirements for the ACCEL accelerated three-year high school graduation options shall be established in excess of the requirements listed in statute. A student who meets all of the requirements for a three-year diploma shall be awarded a standard diploma in a form prescribed by the State Board of Education.

Course Requirements for the ACCEL Accelerated Diploma:

A Standard Diploma will be awarded to a student who:

~~20.~~193. Completes Florida's high school Standard Diploma course requirements (based on the grade 9 cohort year) without the required physical education course and only three credits in electives (total of 18 credits)

~~21.~~194. An on-line course is not required.

~~22.~~195. Maintains a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

Diploma Equivalency Options

Other diploma options for Manatee district students include:

~~23.~~196. Adult High School Diploma

~~24.~~197. High School Equivalency Diploma (GED) Option

~~25.~~198. Performance-Based Exit Option (for DJJ Students only)

Adult Student High School Diploma:

In order to earn an Adult Education Standard Diploma, a student enrolled in an adult education program must meet all of the requirements for a Standard Diploma. However, the laboratory component for the science requirements may be waived if facilities are not available and the credit in physical education may be waived and elective credit may be substituted.

Any course listed within the Florida Course Code Directory in the areas of art, drama, dance, or music may be taken by adult education students and will satisfy the credit in performing arts that is required for high school graduation.

High school credit may be awarded for educational experience in the Armed Forces, to include the following:

~~26.~~199. Two elective credits for any individual who has completed one full year of military service:

~~27.~~200. Correspondence courses completed under USAFI: or

~~28.~~201. Organized courses completed in a school operated by the Armed Forces.

Credits may be awarded for prior learning and nonacademic activities. Up to eight credits may be awarded for experience. High school credit may be granted on the basis of examinations, administered as prescribed in State Board Rule.

Course credit or other evidence of work earned in another school district at an accredited school shall be transferred into Manatee County Adult School based on face value as authorized by State Statute, State Board of Education Rules, Manatee County School Board Policy, and the appropriate school authority. If deemed necessary, additional validation may be required.

Students 16 years old or older, with the approval of the principal, may exercise the Adult Education course option to earn up to four additional credits during their high school career.

Special assistance to obtain a high school equivalency diploma pursuant to Florida Statute may be given only when the student has completed all requirements for graduation except the attainment of the required cumulative grade point average.

High School Equivalency Diploma (GED) Option:

The GED is a battery of four General Educational Development Tests. A student must be 16 years of age at the time of application.

The GED Testing Center is located at the Manatee Technical College. The student must apply and pay online to schedule their test at www.ged.com . The test itself is taken at MTC West.

A student under the age of 16 must complete the Florida GED Testing Program's Testing Eligibility Exception Form (also known as the Underage Waiver) and submit it to the approved GED Testing Center.

After satisfactorily passing the High School Equivalency Test, the student will receive a State of Florida High School Diploma and will be considered an adult graduate. The student may participate in the adult high school graduation ceremony.

Performance-Based Exit Option:

The Performance-Based Diploma Exit Option is an alternative route to graduation for eligible Department of Juvenile Justice (DJJ) students who may not graduate with their cohort group because of credit deficiency, low grade point average, or being over-age for the grade. The program is not an option for early exit; it is designed to help students who fall behind to graduate with their kindergarten cohorts by receiving a State of Florida High School Performance- Based Diploma.

The program is designed to provide some academic support for students who are in jeopardy of not graduating with their cohort group. These students cannot graduate before their entry level classmates. The Manatee County model includes direct, explicit instruction, and an online instructional program.

The students must meet all of the following eligibility criteria:

~~29.~~202. The student must be enrolled in and attending a PK-12 program.

~~30.~~203. The student is at least 16 years old.

~~31.~~204. The student is enrolled in courses that meet high school graduation requirements and is earning and receiving credits.

~~32.~~205. The student is over age for grade, behind in credits, has a low grade point average, and is in jeopardy of not graduating with his or her cohort group.

~~33.~~206. The cohort group with which the student entered kindergarten is graduating or has graduated.

~~34.~~207. The student's reading level must be at seventh grade or higher at the time of selection (ninth grade or higher at the time of testing for the Florida High School Diploma authorized under Rule 6A-6.0201, F.A.C), as documented by a passing score on the Test of Adult Basic Education (TABE) reading component or other assessment to determine grade-level proficiency.

~~35.~~208. The student has acceptable scores on official GED Practice Tests administered under testing conditions.

Admission Procedures:

After initial eligibility is determined, a comprehensive review of student records by the child study team, including grades, credits, and educational plans, must be completed to determine if the Performance-Based Exit Option Model is the most appropriate educational strategy.

Parents must be informed and give consent to the student's participation in this option.

The student's record must include notification and eligibility, parents' right to administrative review of proposed placement, and parent consent for student participation prior to placement.

Parents must be provided clarification that the student transcript will indicate an alternative graduation route.

Certificate of Completion

A Certificate of Completion shall be awarded to a student who completes the 24 required credits for graduation, but who does not meet one or more of the following requirements:

~~36.~~209. earning passing scores on the required state assessment or scores on a standardized test that are concordant with passing scores on the required state assessment;

~~37.~~210. achieving the required cumulative grade point average of 2.0 on a 4.0 scale; or

~~38.~~211. completing all other requirements in Student Progression and remedial instruction.

The student shall be awarded a certificate of completion in a form prescribed by the State Board. Any student who receives a Certificate of Completion may elect to remain in the secondary school, either as a full-time or part-time student, for up to one additional year, and receive special instruction designed to remedy his/her identified deficiencies. If the student meets the additional requirements to earn a diploma, the diploma will be awarded from the home high school.

There is no Certificate of Completion awarded to students who are seeking a three-year diploma option. If the student does not meet all of the requirements for a three-year diploma option, the student automatically reverts to the 24 credit requirements for the four-year standard diploma.

The district superintendent shall be responsible for insuring that schools notify all students of the consequences of failure to receive a Standard Diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions.

The following section will be implemented to the extent that funding is provided in the General Appropriations Act. Students who have met all requirements for a Standard Diploma except for passage of the required state assessment or an alternative assessment by the end of grade 12 must be provided the following learning opportunities:

~~39.~~212. Participation in an accelerated high school equivalency diploma preparation program during the summer, and upon receipt of a certificate of completion, take the Postsecondary Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college, as appropriate.

~~40.~~213. Participation in an adult general education program for such time as the student requires in order to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the required state assessment an unlimited number of times in order to receive a standard high school diploma.

~~41.~~214. Participation in an immersion English Language instruction program during the summer following the senior year. There must be documentation that students have been enrolled in an ESOL

program for less than two school years and that they have met all requirements for the standard high school diploma except for passage of the required state assessment or alternate assessment. Students receiving such instruction are eligible to take the required state assessment or alternative assessment and receive a standard high school diploma upon passage of the required state assessment or the alternative assessment. Upon receipt of a certificate of completion, a student will be allowed the opportunity to take the Postsecondary Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college as appropriate.

VII. Exceptional Student Education

Standard Diploma Pathways

Effective school year 2014-2015, or after, all students with disabilities entering grade nine (for the first time) will be provided the opportunity to receive a standard high school diploma by meeting the same requirements as all students, OR through an alternate pathway as outlined below:

~~42.~~215. Standard Diploma available to all students to include students with disabilities:

a. Refer to Graduation Option Chart on page 77 - 78, first column, for specifics

b. Students with disabilities working for a scholar designation are not eligible for a waiver consideration, per scholar designation requirements.

c. Students with disabilities working for a merit designation may be considered for a waiver, if necessary, per merit requirements.

~~43.~~216. Standard Diploma Academic & Employment Pathway:

For any student with a disability, when the IEP team determines that mastery of academic (State Standards) and employment competencies is the most appropriate way for the student to demonstrate his/her skills, the student must demonstrate:

a. Documented achievement of all annual IEP goals, academic and employment competencies, industry certification, or occupational completion points (OCPs) in the student's transition plan; and

b. Maintain successful paid employment for at least one semester

c. Refer to Graduation Option Chart on page 77 - 78, center column

~~44.~~217. Standard Diploma Access Points Pathway:

For a student with a significant cognitive disability, when the IEP determines that mastery of State Standards Access Points is the most appropriate pathway, the student must be instructed in State Standards access points (modified curriculum) and participate in the statewide alternate assessment. This option includes:

a. Portfolio of quantifiable evidence for courses not measured by a state standardized assessment;

b. Refer to Graduation Option Chart on page 77 - 78, last column

Florida Standard Diploma High School Graduation Options for Students with Disabilities Entering 9th Grade in 2014-15 and Thereafter.

➢ **24 credit standard diploma option available to all students, including students with disabilities**	▪ **24 credit standard diploma option with academic and employment requirements, available only to students with disabilities**	❖ **24 credits standard diploma option available only to students with significant cognitive disabilities, who take access courses and the alternate assessment.**
4 Credits English Language Arts (ELA)		
➢ ELA I, II, III, IV ➢ ELA honors, Advanced Placement (AP), Advanced International Certification of Education (AICE), International Baccalaureate (IB), and dual enrollment courses may satisfy this requirement	▪ Must earn credits for all the courses listed in the first column ▪ May Substitute a CTE course with content related to English for English IV	❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses ❖ May substitute a CTE course with content related to English for English IV
4 Credits Mathematics		
➢ One of which must be Algebra I and one of which must be Geometry ➢ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry) scholar	▪ Must earn credits for all the courses listed in the first column ▪ May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry)	❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses ❖ May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry)

3 Credits Science		
➢ One of which must be Biology I, two of which must be equally rigorous science courses ➢ Two of three required credits must have a laboratory component ➢ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)	▪ Must earn credits for all courses listed in the first column ▪ May substitute a CTE course with content related to science for one science credit (except Biology I)	❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses ❖ May substitute a CTE course with content related to science for one science credit (except Biology I)
3 Credits Social Studies		
➢ 1 credit World History ➢ 1 credit U.S. History ➢ .5 credit in U.S. Government ➢ .5 credit in Economics ~~with Financial Literacy~~	▪ Must earn credits for all courses listed in the first column ▪ May substitute a CTE course with content related to social studies for one social studies credit (except for U.S. History)	❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses. ❖ May substitute a CTE course with content related to social studies for one social studies course (except for U.S. History)
1 credit and Performing Arts, Speech and Debate, or Practical Arts ** see below		

8 Elective Credits		
	▪ Must include .5 credits in an employment-based course ▪ May include ESE Courses	❖ May include employment based course(s)
1 Credit Physical Education to include the integration of health		
1 Online Course		
Online course may be waived by IEP team		
All students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessments, or earn a concordant/comparative score, unless a waiver of assessment results is granted by the IEP team.		

❖ Parental consent is required before a student may take Access Point courses.

** Eligible courses and eligible course substitutes are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp.

CTE Course Substitutions for Graduation Requirements

Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills, in accordance with subsection 6A-1.0943(5), F.A.C., and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements specified in Section 1003.4282(1)-(9) or 1002.3105(5), F.S., through the access course specified for each required core course~~, through more rigorous ESE courses in the same content area or through core academic courses. Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.~~ or through core academic courses aligned with the general education curriculum standards."

Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

Deferral of Standard Diploma

Once a student with a disability meets all the requirements for a standard diploma, they may defer the receipt of their diploma. This decision is made by the IEP team for the IEP in effect at the beginning of the year the student is expected to graduate and documented on the IEP. The IEP Team must review the benefits of deferring the standard high school diploma and describe to the parent and the student all services and program

options available.

Certain conditions must be met in order to defer the standard diploma:

~~45.~~218. The student's TIEP prescribes special education, transition planning, transition services, or related services through the student's 22nd birthday.

~~46.~~219. The student is enrolled in accelerated college credit, industry certification courses that lead to college credit, a collegiate high school, courses necessary for Scholar designation, or structured work-student, internship, or pre-apprenticeship.

The decision to defer a diploma must be made during the school year in which the student is expected to meet all graduation requirements. Students who fail to defer receipt of a standard high school diploma will be notified by the district, in writing, that receipt of the diploma ends the district's obligation to provide free appropriate public education (FAPE).

Students who choose to defer the receipt of the diploma will participate in a graduation ceremony with their graduation class. If student chooses to NOT participate in the graduation ceremonies, he/she forfeits the opportunity of participation in any future ceremonies.

Certificate of Completion

A student with a disability who receives a **certificate of completion** and has a TIEP that prescribes special education, transition planning, transition services, or related services may continue to receive free and appropriate public education (FAPE) until the student's 22nd birthday.

ESE Assessment Requirements

Standard Diploma with Required State Assessment Waiver

A student with a disability, as defined in S.1007.02(2), F.S., for whom the Individual Education Plan (IEP) committee determines that the required state assessment cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the required state assessment results waived for the purpose of receiving a standard high school diploma, if the student:

~~47.~~220. Completes the minimum number of credits and other requirements for graduation and

~~48.~~221. Does not earn passing scores on the required state assessment or on a standardized test that are concordant with passing scores on the required state assessment after attempting each required assessment at least once.

In order for the required state assessment graduation results to be waived, the School District of Manatee County IEP Team must meet to determine whether the required state assessment can accurately measure the student's abilities, taking into consideration allowable accommodations.

Consistent with the provisions of section 1003.43(11)(a), F.S., any senior who has not achieved a passing score on the required state assessment may receive intensive remediation.

Intensive Instruction Waiver:

Parents may submit a waiver of the intensive instruction requirement for their child to the student's school counselor. Exercising this option can jeopardize a student's opportunity for an ESE assessment waiver and prohibit students from participation in alternative graduation options in high school. The following criteria must be met to qualify for this waiver:

~~49.~~22. Parents must complete the Intensive Instruction Waiver Request form.

~~50.~~23. Student must be in 6th-11th grade.

End-of-Course Assessment Waiver

A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for who 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. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An individual IEP team will examine all information for each ESE student, and then make a determination regarding the potential for the results of the EOC to be waived.

Any waiver of the statewide, standardized assessment requirements by individual education plan team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

Semester grades for students using an End-of-Course Waiver will be averaged as follows:

Semester 1: Quarter 1=50% and Quarter 2 =50%

Semester 2: Quarter 3 =50% and Quarter 4 =50%.

VIII. English for Speakers of other Languages (ESOL)

Students who are enrolled in an ESOL program and have met all requirements for the standard high school diploma except for passage of the required state assessment or alternate assessment may receive immersion English language instruction during the summer following their senior year and/or return as a fifth year senior to have the opportunity to meet the graduation requirements. Students receiving such instruction are eligible to take the required state assessment or alternate assessment and receive a standard high school diploma upon passage of the required state assessment or the alternate assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act.

Students who enter without records are eligible for the verification process as defined in the Uniform Transfer of Records guidelines.

IX. College Readiness

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, to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation.

College-Ready Cut Scores:

Cut Scores Indicating College Readiness						
ACT	Reading	19	English	17	Mathematics	19
SAT	Verbal	440			Mathematics	440
PERT	Reading	104	Writing	99	Mathematics	113

Changes to college-ready cut scores

As a result of standard setting, rescissions were made to the Postsecondary Education Readiness Test college-ready cut scores for each content area. The revised scores are applicable to assessments administered on or after the effective date (October 22, 2012). Procedures for students administered assessments prior to the effective date of the rule should be held to the cut scores in effect at the time of the administration or test date. The revised scores appear below.

Postsecondary Education Reading Test	
Reading	106
Writing	103
Mathematics	114

Additionally, the reading cut score for the American College Testing Program-Enhanced ACT and the math cut score for PERT was revised to align with the high school graduation requirement.

ACT	Reading	19
PERT	Mathematics	97

X. Exit Interviews

Manatee County students are required to remain enrolled in school until the age of 16. The student's school counselor or other school personnel is required to conduct an Exit Interview with a student to discuss actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his/her education in a different environment, including, but not limited to, adult-education and GED test preparation. The student must complete a survey in the format prescribed by the Department of Education to provide data on reasons for terminating enrollment and actions taken by schools to keep students enrolled to

the student's school counselor.

K-12 Virtual Education, Section 4.9.3

I. Virtual Programs

Policy

The School Board has the authority to adopt rules for implementing the student progression requirements for students in grades kindergarten through twelve. The Student Progression Plan for Manatee County defines the criteria for graduation, participation in graduation, promotion, intensive remediation, course offerings, evaluating student performance, and reporting to students and parents. The Student Progression Plan for Manatee County has been developed based on Florida Statutes, current and local needs, and includes requirements for virtual education programs. For more information, see Florida Department of Education website – www.fldoe.org.

Virtual Education Programs

All students who choose to participate in a virtual education program must meet all of the local and state requirements for promotion, retention, and good cause exemptions. All instructional personnel, parents, and students are encouraged to become familiar with the requirements for progression from one grade to another, including the requisite testing programs.

Virtual instruction means a program of instruction provided in an interactive learning environment created through technology in which students are separated from their teachers by time, space, or both, and in which a Florida certified teacher is responsible for at least 70% of the online instruction to students in K-12.

As stipulated by the Florida K-20 Education Code (s.1002.20), parents have the right to choose educational options including virtual education. Manatee Virtual ~~Instructional Program~~School (MVS~~VIP~~), provides full-time and/or part-time opportunities for all Manatee County zoned and h~~H~~ome s~~S~~chool students to access middle and high school courses. A student's full-time school may not deny access to courses offered through any approved district virtual education program if the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age.

Note: Per Florida Virtual memo of June 2011, public school students may only register for up to three FLVS courses at one time.

- Full-time virtual education is available for home education and FLVS students.
- A student must be assigned to a FLVS teacher either before the school year begins or semester begins or within the first ten days of either semester to be able to withdraw from a SDMC face-to-face course.

The Manatee County School District shall provide students with access to enroll in courses available through the MVSIP option of the student and parent's choice and shall award credits or academic points for successful completion of such courses. While a district may not artificially limit a student's enrollment in online courses offered by the school district, another school district or FLVS if the student would be academically eligible to enroll in the same courses in a brick-and-mortar setting within the district, a district still has authority and responsibility to provide academic guidance to their students. This includes limiting enrollment in courses for which the student is not academically qualified, in the same manner it would limit a student from enrolling in brick-and-mortar courses for which the student is not academically qualified.

Access to approved virtual courses shall be available to zoned school students during or after the normal school day. Students wishing to take courses through an MVSIP option must work closely with their school counselor to ensure that appropriate virtual courses are reviewed and approved in order to match the needs of the students. MVSIP courses are available during the academic school year and summer session.

An important characteristic of the virtual instruction program is that students, along with a responsible adult, assume the responsibility for student success. All courses offered in the virtual instruction program are based on the Florida State Standards. All full-time Manatee virtual students are required to take and pass the state-required assessments at their zoned school. Students are able to participate in extracurricular activities at their zoned school. The virtual school option requires eligible students with the capacity and motivation to become independent learners.

Manatee Schools offer only Virtual Instructional Programs approved by the Florida Department of Education. All Virtual Instruction Providers are required to sign the District Assurances to affirm they are meeting all the requirements in Florida Statute. Manatee Virtual Program rules and procedures, both full and part-time, are included in the Manatee Virtual Program Handbook. Students who qualify for free and reduced lunch and do not have a computer at home may qualify to receive all required equipment.

All students enrolled in a virtual full-time district school program are subject to compulsory attendance requirements of s1003.21 Florida Statutes as specified in the Manatee Virtual Program Handbook. Attendance must be verified by virtual teacher, registrar, and the school district. The parent or a responsible adult is required to be available to assist the student as a learning coach through each school day. Middle school students will be graded on the average of the first semester grade and the second semester grade. If the student does not finish 100% of the second semester, they cannot pass the course regardless of their first semester grade. Courses that require an End-of-Course exam (EOC) must follow all state grading and credit requirements.

Middle and high school students will typically spend 5-6 hours daily on coursework and homework. Failure to make adequate progress or to demonstrate appropriate attendance may result in dismissal from the program.

MVSIP Programs:

In order for students to be eligible for any MVIP full-time virtual program for the 2022-20230 2021school year, the student must meet the eligibility requirements listed below.

51.224. Grades K-5 Criteria:

a. Children who are five years old on or before September 1, 2022~~0~~, are eligible to start kindergarten in August ~~2019~~2022.

b. To enter first grade, a child must be six years old on or before September 1, 2022~~0~~, and must have successfully completed kindergarten (Florida Statute 1003.21).

c. Have demonstrated academic success in the previous 2 years of school. Final report cards (If the student is moving to 1st grade, then submit kindergarten final report card).

d. State/District testing scores ~~FCAT,~~ FSA,~~ FAIR~~, AIMS Webb, iReady, other assessments from the 2021-2022~~19~~ 2020 school year. If the student is entering Kindergarten, no test scores required.

e. Apply for admissions in the enrollment window as posted on the Manatee County ~~Virtual Program website: https://www.manateeschools.net/Domain/1404.~~Schools website.

~~52.~~225. Grades 6-12 Criteria

a. Have demonstrated academic success in the previous semester courses

b. Have attained grade level proficiency on at least one of the following standardized test in the~~-~~ 2021-2022~~0 2021~~ school year:

- FSA ~~Sunshine State Standards~~
- All End of Course (EOC) Exams that student has already taken
- Stanford Achievement Test (50th percentile or higher on the Reading section)
- Iowa Test or Basic Skills (50th percentile or higher on the Reading section)
- Grade level proficiency on an official standardized test administered by another public school system

~~53.~~226. Reside in Manatee County

Full-time Virtual Education Options

MVS~~IP~~ provides one full-time virtual school program:

- Manatee Virtual School (MVS)

The full-time MVS is a contract program with FLVS which uses the FLVS curriculum and teachers.

Goals:

a. To provide a comprehensive virtual education program

b. To provide flexibility in student academic and non-academic scheduling

c. To provide opportunities for students to accelerate

To remain in MVS, a student must:

a. Maintain virtual attendance expectations as prescribed in the MVS and FLVS policies and procedures manual.

b. Meet benchmarks, including all state required-assessments.

c. Provide his/her own transportation to their zoned school on designated test days for all state required-assessments and provide photo ID.

d. Be considered zoned-school students for sports and extracurricular activities.

e. Follow and maintain course pace, according to course and instructor requirements.

f. Work with the zoned-school athletic director on any NCAA eligibility.

g. Agree and adhere to all the student and parent guidelines as stipulated in the Handbook.

h. Enroll and complete six half-credit courses each semester within the specified enrollment and completion dates.

How to apply to a Full Time Virtual Program

~~54.~~227. Manatee County public, charter, or home school students should consult with their school counselor, review the MVIP and FLVS websites. ~~You may also call the admission counselor at 941-301-8529~~.

Part-time Virtual Education Options

Students who wish to enroll in a virtual education option on a part-time ~~bases~~basis may choose to do so through either MVS or FLVS (see criteria above). This program allows students enrolled in public school or home school to take a portion of their coursework online for the purposes of acceleration, grade forgiveness or credit recovery. Zoned school students may participate in this program by taking any portion of their course-work online and at school (up to a total of 3 courses). Charter School students must register for FLVS courses for part-time enrollment. Public school students are required to take all required state assessments at their zoned school.

The performance of zoned school students shall be included for school grade or school improvement rating purposes by the non-virtual school providing the student's primary instruction.

Policies for Part-time Programs:

~~55.~~228. A student may not be placed in the same course concurrently at a district middle or high school and at Florida Virtual School.

~~56.~~229. Schools may not deny placement in a course offered through Florida Virtual School even if the school offers the same course.

~~57.~~230. A student who withdraws or is withdrawn from a virtual course within 28 days of entry must enroll in enough courses at the zoned school to maintain full-time enrollment status.

~~58.~~231. 8th grade students who are enrolled in a virtual program for an academic course must complete the academic course by the last day of school or will be placed in an alternative instructional setting.

General Information

Equipment Requirements

Students wishing to take a virtual course should have access to their own computer. Some provision is available to students with an established need as verified by the free-and-reduced lunch application process. Students must also have access to a phone to contact their teacher(s) for assistance.

Most virtual school courses make use of a wide variety of features and technologies, such as Java, Flash, Acrobat Reader, Apple QuickTime or Microsoft Media Player, and depending on the course, other specialized components that help students achieve a more immersive learning experience.

The PC, Mac, mobile and other hardware requirements vary according to the program provider and will be listed on each ~~programs~~program's website.

Due to the wide array of technologies in over 100 courses, there are some limitations to browsers and devices that the district can support. Currently, students may use recent versions of the following browsers:

- Internet Explorer 9.0 or higher
- Microsoft Edge
- Mozilla Firefox
- Google Chrome
- Apple Safari

~~MVIP~~/MVS/Florida Virtual School expects a full commitment to academic integrity from each student.

Academic integrity means:

- Student's work on each assignment will be completely his/her own.
- Student's collaboration with another classmate on any assignment will be pre-approved by their instructor.
- Students will not practice plagiarism in any form.
- Students will not allow others to copy their work.

- Students will not misuse content from the Internet.

Plagiarism is defined as follows: copying or using ideas or words (from another person, an online classmate, or an Internet or print source) and presenting them as your own.

Please be aware that all ~~MVIP/~~MVS/Florida Virtual School instructors utilize a **myriad of technologies to check student work for authenticity including, but not limited to, the upload of student work to TurnItIn.com**. In order to maintain the integrity of all grades, instructors may choose to facilitate random oral assessments and/or face-to-face exams. If an instructor confirms that a student has plagiarized work in any manner, the student will be subject to consequences determined by ~~MVIP/~~MVS /Florida Virtual School staff and may be **removed from the course and/or program with a failing grade.**

Extracurricular Activity Eligibility

A full-time virtual school student who meets specified academic and conduct requirements is eligible to participate in extracurricular activities at the zoned school.

Appendix A

Intensive Instruction Waiver Request

School District of Manatee County

Academic excellence is a priority for the School District of Manatee County. Providing students with every opportunity to develop today for their success tomorrow is our mission. To this end, intensive instruction is provided for students who do not demonstrate academic proficiency. This is a means to close the achievement gap and support students as they strive to earn their high school diploma.

Manatee County schools will provide intensive interventions for students with Reading and/or Math through a course called Intensive Reading and/or ~~Intensive~~ Foundational Math. These interventions shall be required for any student who has scored a Level 1 or 2 on the English Language Arts and/or a Level 1 or 2 on the Mathematics portion of the previous school year's FSA and/or for any student who has been identified as having a significant deficit in foundational reading and/or math skills among their cohort peers.

School administrators may use concordant/comparative scores on state-approved assessments as defined in state statute (~~,~~ SAT, ACT, PSAT) to determine proficiency if no state standardized scores are available at the time of enrollment.

Table 3: Concordant and Comparative Scores

Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading	
Available for *all* students who entered grade 9 in 2010–11 and beyond:	
SAT Evidence-Based Reading and Writing (EBRW)*	480
ACT English and Reading subtests**	18
Available *only* for students who entered grade 9 prior to 2018–19:	
SAT EBRW*	430
SAT Reading Subtest*	24
ACT Reading	19
Algebra 1 EOC (FSA or NGSSS)	
Available for *all* students who entered grade 9 in 2010–11 and beyond:	
PSAT/NMSQT Math***	430
SAT Math****	420
ACT Math	16
Available *only* for students who entered grade 9 prior to 2018–19:	
PERT Mathematics	97

*Administered in March 2016 or beyond. The combined score for the EBRW must come from the same administration of the Reading and Writing subtests. Students who entered grade 9 prior to 2018–19 may also use a concordant score of 430 on SAT EBRW or a 24 on the SAT Critical Reading subtest if it was earned prior to March 2016.
**The average of the English and Reading subtests. If the average of the two subject test scores results in a decimal (0.5), 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.
***Administered in 2015 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.
****Administered in March 2016 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.

Parents/Guardian may submit a written request for a waiver of the intensive instruction requirement for their student who is in the 6th -11th grade.

Exercising this option can:

1. Jeopardize a student's opportunity for an ESE assessment waiver.
2. Prohibit students from participation in alternative graduation options in high school.
3. Jeopardize a student's ability to graduate with their school year cohort.
4. ~~be in effect only for the current school year and must be re-filed each subsequent school year so desired.~~

Parent/Guardian(s) who wish to remove their student from intensive interventions provided through an intensive Reading and/or ~~Intensive~~ Foundational Math course for their child must complete and sign this form and return it to the school counselor.

By signing this waiver you are acknowledging that you understand that your child will not receive intensive interventions for deficits in reading or math through an intensive language arts or intensive math course which is the model utilized by Manatee County S~~s~~chool D~~d~~istrict for providing specific reading or math interventions.

I wish to exempt my student from intensive instruction for the _____ school year in (_) Intensive Reading and/or (___) Foundational~~Intensive~~ Math. (Please check those that apply). I have read and understand the conditions listed above upon exercising this option. Should my student fail to demonstrate proficiency (Level 3 or higher or a concordant score) on future state assessments, that student will be placed back into intensive instruction courses, and I must complete a waiver of exemption from intensive instruction each school year.

Student Name: (Print)_____School: _____Grade:_____

Parent/Guardian Name (Print): _____

Parent/Guardian Signature:_____Date: _____

Principal acknowledgement _____Date: _____

Initial Draft, subject to change upon review from Just Read, Florida!

Appendix B

2020-2021 Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): Kindergarten

IF:	**Student meets the following criteria at beginning of school year:** FLKRS scale score of 497 or above **OR** i-Ready scale score of 362 or above **AND** Letter Name Identification- at least 20 upper/lower case letter names
THEN:	**TIER 1 Only**

TIER 1

Initial instruction:

- *is standards-aligned*
- *builds background and content knowledge, motivation*
- *provides print rich, systematic, scaffolded, and differentiated instruction*
- *incorporates writing in response to reading*
- *includes accommodations (IEP, ESOL or 504)*
- *incorporates the principles of Universal Design for Learning*
- *includes specially designed instruction for students with disabilities*

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Wonders, McGraw-Hill Wonders includes the components that are necessary for a successful reading program including reading for meaning using high-quality text, systematic and explicit phonics instruction, and opportunities to apply the skills through reading and writing. The core materials include connected texts weekly, graphic organizers to support text structure, explicit vocabulary instruction, as well as explicit comprehension strategy instruction with opportunities for extended discussions and writing daily. All of these components fall under either the strong evidence or moderate evidence categories for evidenced-based practices. The development of these critical skills in Wonders has been shown to have a positive impact on student achievement.

Progress Monitoring

Assessment & Frequency	***Performance Criteria that indicates Tier 1 is sufficient***	***Performance Criteria that would prompt addition of Tier 2 interventions***
1. i-Ready Diagnostic- 3 times per year (August, January, May) 2. Letter Name Fluency Assessment- monthly until student fluently identifies at least 50 letter names 3. Running Record (Next Step in Guided Reading Assessments)- at least 2 times per year (January and May)	1. At least 50% progress towards typical growth target at mid-year (January) as measured by i-Ready diagnostic 2. Student fluently identifies at least 40 letter names at end of quarter 1 (October) as measured by a Letter Name Fluency Assessment 3. Student is reading at an instructional level B in January as measured by the Next Step in Guided Reading Assessment; student is reading at an instructional level D in May as measured by the Next Step in Guided Reading Assessment	1. Less than 50% progress towards typical growth at mid-year (January) as measured by i-Ready diagnostic 2. Student fluently identifies less than 40 letter names at the end of quarter 1 as measured by Letter Name Fluency Assessment 3. Student is reading at a Pre-A level in January as measured by The Next Step in Guided Reading Assessments; student is reading at an instructional level A or B in May

			as measured by the Next Step in Guided Reading Assessment
	How is the effectiveness of Tier 1 instruction being monitored? • Weekly administrative walkthroughs • Analysis of i-Ready diagnostic data three times per year • Monitoring of i-Ready lessons passed and time on task monthly • Analysis of Pre-A assessment data and running record data • MTSS Teams and Reading Leadership Teams • District walkthroughs of schools	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** • Targeted feedback to teachers based on administrative walkthroughs • School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom data • School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data • District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends • Literacy coaching cycles based on data, trends, and teacher needs	
	How is the effectiveness of Tier 1 curriculum being monitored? • Weekly administrative walkthroughs • i-Ready diagnostic data review • MTSS Teams and Reading Leadership Teams • Administrator and teacher feedback/input on curriculum maps	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** • Incorporate UDL principals to meet the needs of all students • Provide PD on explicit, systematic, and multisensory instruction • Weekly PLC's including analysis of student work samples and formative assessment data • Weekly grade level collaborative planning using a backward design model	
	How is instruction modified for students who receive instruction through distance learning? Through the use of Schoology, students will receive a combination of live and recorded lessons, as well as, independent tasks assigned through Schoology. Live lessons may be delivered to whole groups, small groups, or one-on-one. Instruction during live and recorded lessons will include a balance of on grade level material and differentiated material based on student data and standards. Teachers will use gradual release to explicitly show a skill and strategy, guide students through understanding the skill and strategy, and assigning independent tasks to be completed weekly.		

Grade Level(s): Kindergarten	
IF:	**Student meets the following criteria at beginning of school year:** FLKRS scale score of 438-496 **OR** i-Ready scale score of 320-361 **AND** Letter Name Identification- 10-19 upper/lower case letter names
THEN:	**TIER 1 instruction and TIER 2 interventions**

TIER 1 instruction and TIER 2 interventions

Interventions:

- *are standards-aligned*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills*
- *are matched to the needs of the students*
- *provide multiple opportunities to practice the targeted skill(s) and receive feedback*
- *occurs during time allotted in addition to core instruction*
- *includes accommodations (IEP, ESOL or 504)*

TIER 2 Programs/Materials/Strategies & Duration	*TIER 2 Progress Monitoring*			
	Assessment & Frequency **Determined based on Focus of Intervention*	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt addition of Tier 3 interventions*
i Ready Tools for Instruction lessons Literacy Footprints/Next Step Forward in Guided Reading Wonders Differentiated Tier 2 Lessons FCRR Activities SRA- Reading Mastery (based on school availability)	**1 of the following measures administered every other week:** • Letter Name Fluency • Letter Sound Fluency • Phoneme Segmentation Fluency • Nonsense Word Fluency	Evidence of meeting Tier 1 expectations and continued positive response to interventions as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks	Students are not yet proficient at Tier 1 expectations. Inconsistent response to interventions and limited change in closing the gap between where the student is performing, and grade level expectations as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks	Low or minimal response to interventions and evidence of limited change in trend line as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks

Number of times a week intervention provided	At least 3 times/ week	***Number of minutes per intervention session***	At least 20 min.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?

The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.

	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. • i-Ready Tools for Instruction are targeted teacher-led lessons that focus on specific reading skills. The lessons target phonics, high frequency words, vocabulary, and comprehension. The lessons are intensive and can be individualized for struggling readers and include explicit and systematic instruction. Students who receive *i-Ready Instruction* showed greater learning gains than students who did not receive *i-Ready Instruction*. Effect sizes across subjects and grades were positive and generally strong. • Literacy Footprints/Next Step Forward in Guided Reading provides an explicit, systematic and multisensory approach to differentiated reading instruction. Evidence-based practices that are supported by these materials include targeted instruction in decoding words, analyzing word parts, phonemic awareness, reading strategies, explicit vocabulary instruction, direct comprehension instruction, opportunities for extended discussions, and connected writing opportunities. • Wonders Differentiated Lessons target individual reading skills that include phonemic awareness, phonics, vocabulary, fluency, and comprehension. They provide direct, explicit instruction in awareness of sounds, decoding words and word parts, as well as vocabulary and comprehension strategies which all support strong and moderate evidence-based practices. • The FCRR Routines are designed to be explicit and systematic in the 5 components of reading: PA, Phonics, Fluency, Vocabulary, & Comprehension. • SRA Reading Mastery was found to have potentially positive effects on reading achievement according to What Works Clearinghouse (WWC). This included substantial effects for oral reading fluency, letter/word identification, word attack, and reading vocabulary.
	How are Tier 2 interventions modified for students who receive interventions through distance learning? Tier 2 interventions will be delivered in live small group conferences through Schoology at least 3 times per week. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.

Grade Level(s): Kindergarten			
IF:	**Student meets the following criteria at beginning of school year:** FLKRS scale score of 437 and below **OR** i-Ready scale score of 319 and below **AND** Letter Name Identification- less than 10 upper/lower case letter names		
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**		
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • *additional **time allotted is in addition** to core instruction and tier 2 interventions*		
	TIER 3 Programs/Materials/Strategies & Duration	***TIER 3 Progress Monitoring***	
		Assessment & Frequency ****Determined based on Focus of Intervention***	***Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction***
			Performance Criteria that would prompt changes to Tier 3 interventions

	i-Ready Tools for Instruction FCRR Targeted Activities Leveled Literacy Intervention (based on school availability) Saxon Phonics (based on school availability)	**1 of the following measures administered weekly:** • Letter Name Fluency • Letter Sound Fluency • Phoneme Segmentation Fluency • Nonsense Word Fluency	Continued positive response to interventions and evidence of trend line on track to meet norms/goals as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks	Limited or no response to interventions and evidence of limited change in trend line towards meeting norms/goals as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks
	All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
	Number of times a week intervention provided	Daily	***Number of minutes per intervention session***	At least 20 min.
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.			
	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. • i-Ready Tools for Instruction are targeted teacher led lessons that focus on specific reading skills. The lessons target phonics, high frequency words, vocabulary, and comprehension. The lessons are intensive and can be individualized for struggling readers and include explicit and systematic instruction. Students who receive *i-Ready Instruction* showed greater learning gains than students who did not receive *i-Ready Instruction*. Effect sizes across subjects and grades were positive and generally strong. • The FCRR Routines are designed to be explicit and systematic in the 5 components of reading: PA, Phonics, Fluency, Vocabulary, & Comprehension. • Leveled Literacy Intervention (LLI) has a strong rating as measured by the ESSA evidence standards. It provides explicit, systematic, and multisensory instruction in all of the components of reading instruction- phonological awareness, phonics, vocabulary, fluency, comprehension, writing, and oral language. • Saxon Phonics develops awareness of segments of sounds in speech and how they link to letters. This program teaches students to decode words, analyze word parts, and recognize words which are key components for strong evidence-based practices. It also helps students become fluent with word processing skills (moderate evidence to support evidence-based practices).			
	How are Tier 3 interventions modified for students who receive interventions through distance learning? Tier 3 interventions will be delivered in live one on one conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.			

Grade Level(s): First and Second Grades	
IF:	**Student meets the following criteria at beginning of school year:** **1st grade:** i-Ready scale score of 434 and above **OR** Running Record instructional level C or above **2nd grade:** i-Ready scale score of 489 and above **OR** Running Record instructional level I or above
THEN:	**TIER 1 Only**
AND:	*Initial instruction:*

- ~~*is standards-aligned*~~
- ~~*builds background and content knowledge, motivation*~~
- ~~*provides print rich, systematic, scaffolded, and differentiated instruction*~~
- ~~*incorporates writing in response to reading*~~
- ~~*includes accommodations (IEP, ESOL or 504)*~~
- ~~*incorporates the principles of Universal Design for Learning*~~
- ~~*includes specially designed instruction for students with disabilities*~~

~~***Core Curriculum***~~

~~***Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.***~~

~~**Wonders, McGraw-Hill** Wonders includes the components that are necessary for a successful reading program including reading for meaning using high-quality text, systematic and explicit phonics instruction, and opportunities to apply the skills through reading and writing. The core materials include connected texts weekly, graphic organizers to support text structure, explicit vocabulary instruction, as well as explicit comprehension strategy instruction with opportunities for extended discussions and writing daily. All of these components fall under either the strong evidence or moderate evidence categories for evidenced-based practices. The development of these critical skills in Wonders has been shown to have a positive impact on student achievement.~~

~~***Progress Monitoring***~~

~~***Assessment & Frequency***~~	~~***Performance Criteria that indicates Tier 1 is sufficient***~~	~~***Performance Criteria to that would prompt addition of Tier 2 interventions***~~
~~1. i-Ready Diagnostic- 3 times per year (August, January, May)~~ ~~2. Running Record (Next Step in Guided Reading Assessments)- 3 times per year (August/September, January, and May)~~	~~1. At least 50% progress towards typical growth target at mid-year (January) as measured by i-Ready diagnostic~~ ~~2. Student is reading at an instructional level F and above (1st grade) or K and above (2nd grade) in January as measured by the Next Step in Guided Reading Assessment; student is reading at an instructional level I and above (1st grade) or L and above (2nd grade) in May as measured by the Next Step in Guided Reading Assessment~~	~~1. Less than 50% progress towards typical growth at mid-year (January) as measured by i-Ready diagnostic~~ ~~2. Student is reading below an instructional level F (1st grade) or K (2nd grade) in January as measured by The Next Step in Guided Reading Assessments; student is reading below an instructional level I (1st grade) or L (2nd grade) in May as measured by the Next Step in Guided Reading Assessment~~

~~***How is the effectiveness of Tier 1 instruction being monitored?***~~	~~***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?***~~
~~• Weekly administrative walkthroughs~~ ~~• Analysis of i-Ready diagnostic data three times per year~~ ~~• Monitoring of i-Ready lessons passed and time on task monthly~~ ~~• Analysis of running record data~~ ~~• MTSS Teams and Reading Leadership Teams~~ ~~• District walkthroughs of schools~~	~~• Targeted feedback to teachers based on administrative walkthroughs~~ ~~• School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom data~~ ~~• School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data~~ ~~• District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends~~ ~~• Literacy coaching cycles based on data, trends, and teacher needs~~
~~***How is the effectiveness of Tier 1 curriculum being monitored?***~~	~~***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?***~~
~~• Weekly administrative walkthroughs~~ ~~• i-Ready diagnostic data review~~ ~~• MTSS Teams and Reading Leadership Teams~~	~~• Incorporate UDL principals to meet the needs of all students~~ ~~• Provide PD on explicit, systematic, and multisensory instruction~~ ~~• Weekly PLC's including analysis of student work samples and formative assessment data~~

	• Administrator and teacher feedback/input on curriculum maps	• Weekly grade level collaborative planning using a backward design model
	How is instruction modified for students who receive instruction through distance learning? Through the use of Schoology, students will receive a combination of live and recorded lessons, as well as, independent tasks assigned through Schoology. Live lessons may be delivered to whole groups, small groups, or one-on-one. Instruction during live and recorded lessons will include a balance of on grade level material and differentiated material based on student data and standards. Teachers will use gradual release to explicitly show a skill and strategy, guide students through understanding the skill and strategy, and assigning independent tasks to be completed weekly.	

Grade Level(s): First and Second				
IF:	**Student meets the following criteria at beginning of school year:** **1st grade:** i-Ready scale score of 391-433 **OR** Running Record instructional level A or B **2nd grade:** i-Ready scale score of 419-488 **OR** Running Record instructional level E-H			
THEN:	**TIER 1 instruction and TIER 2 interventions**			
TIER 1 instruction and TIER 2 interventions	*Interventions:* • *are standards-aligned* • *address gaps and reduce barriers to students' ability to meet Tier 1 expectations* • *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills* • *are matched to the needs of the students* • *provide multiple opportunities to practice the targeted skill(s) and receive feedback* • *occurs during time allotted in addition to core instruction* • *includes accommodations (IEP, ESOL or 504)*			
	TIER 2 Programs/Materials/Strategies & Duration	***TIER 2 Progress Monitoring***		
		Assessment & Frequency ****Determined based on Focus of Intervention***	***Performance Criteria to discontinue Tier 2 intervention***	***Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction***	***Performance Criteria that would prompt addition of Tier 3 interventions***
	i-Ready Tools for Instruction lessons Literacy Footprints/Next Step Forward in Guided Reading Wonders Differentiated Tier 2 Lessons FCRR Activities SRA- Reading Mastery (based on school availability)	1 of the following measures administered every other week: • Letter Name Fluency • Letter Sound Fluency • Phoneme Segmentation Fluency • Nonsense Word Fluency • Oral Reading Fluency	Evidence of meeting Tier 1 expectations and continued positive response to interventions as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks	Students are not yet proficient at Tier 1 expectations. Inconsistent response to interventions and limited change in closing the gap between where the student is performing, and grade level expectations as measured by progress monitoring tool every other week for a minimum of (but not limited	Low or minimal response to interventions and evidence of limited change in trend line as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks

			to) 6 weeks	

Number of times a week intervention provided	At least 3 times/ week	***Number of minutes per intervention session***	At least 20 min.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?

The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

- i-Ready Tools for Instruction are targeted teacher-led lessons that focus on specific reading skills. The lessons target phonics, high frequency words, vocabulary, and comprehension. The lessons are intensive and can be individualized for struggling readers and include explicit and systematic instruction. Students who receive *i-Ready Instruction* showed greater learning gains than students who did not receive *i-Ready Instruction*. Effect sizes across subjects and grades were positive and generally strong.
- Literacy Footprints/Next Step Forward in Guided Reading provides an explicit, systematic and multisensory approach to differentiated reading instruction. Evidence-based practices that are supported by these materials include targeted instruction in decoding words, analyzing word parts, phonemic awareness, reading strategies, explicit vocabulary instruction, direct comprehension instruction, opportunities for extended discussions, and connected writing opportunities.
- Wonders Differentiated Lessons target individual reading skills that include phonemic awareness, phonics, vocabulary, fluency, and comprehension. They provide direct, explicit instruction in awareness of sounds, decoding words and word parts, as well as vocabulary and comprehension strategies which all support strong and moderate evidence-based practices.
- The FCRR Routines are designed to be explicit and systematic in the 5 components of reading: PA, Phonics, Fluency, Vocabulary, & Comprehension.
- SRA Reading Mastery was found to have potentially positive effects on reading achievement according to What Works Clearinghouse (WWC). This included substantial effects for oral reading fluency, letter/word identification, word attack, and reading vocabulary.

How are Tier 2 interventions modified for students who receive interventions through distance learning?

Tier 2 interventions will be delivered in live small group conferences through Schoology at least 3 times per week. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras ad hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.

Grade Level(s): First and Second

IF:

Student meets the following criteria at beginning of school year:

1st **grade:** i-Ready scale score of 390 and below **OR** Pre-A reading level (knows under 40 letter names)

2nd **grade:** i-Ready scale score of 418 and below **OR** Running Record instructional level D and below

THEN:

TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions

Immediate, intensive intervention:

- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- *additional* ***time allotted is in addition*** *to core instruction and tier 2 interventions*

TIER 3 Programs/Materials/Strategies & Duration	***TIER 3 Progress Monitoring***		
	Assessment & Frequency ****Determined based on Focus of Intervention***	***Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction***	***Performance Criteria that would prompt changes to Tier 3 interventions***
i-Ready Tools for Instruction FCRR Targeted Activities Leveled Literacy Intervention (based on school availability) Saxon Phonics (based on school availability)	**1 of the following measures administered weekly:** • Letter Name Fluency • Letter Sound Fluency • Phoneme Segmentation Fluency • Nonsense Word Fluency • Oral Reading Fluency	Continued positive response to interventions and evidence of trend line on track to meet norms/goals as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks	Limited or no response to interventions and evidence of limited change in trend line towards meeting norms/goals as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Number of times a week intervention provided	Daily	***Number of minutes per intervention session***	At least 20 min

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

- i-Ready Tools for Instruction are targeted teacher led lessons that focus on specific reading skills. The lessons target phonics, high frequency words, vocabulary, and comprehension. The lessons are intensive and can be individualized for struggling readers and include explicit and systematic instruction. Students who receive *i-Ready Instruction* showed greater learning gains than students who did not receive *i-Ready Instruction*. Effect sizes across subjects and grades were positive and generally strong.

	• The FCRR Routines are designed to be explicit and systematic in the 5 components of reading: PA, Phonics, Fluency, Vocabulary, & Comprehension. • Leveled Literacy Intervention (LLI) has a strong rating as measured by the ESSA evidence standards. It provides explicit, systematic, and multisensory instruction in all of the components of reading instruction- phonological awareness, phonics, vocabulary, fluency, comprehension, writing, and oral language. • Saxon Phonics develops awareness of segments of sounds in speech and how they link to letters. This program teaches students to decode words, analyze word parts, and recognize words which are key components for strong evidence-based practices. It also helps students become fluent with word processing skills (moderate evidence to support evidence-based practices).
	How are Tier 3 interventions modified for students who receive interventions through distance learning? Tier 3 interventions will be delivered in live one on one conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras to support live instruction. In addition, students have access to i-Ready at home.

Grade Level(s): Third-Fifth			
IF:	**Student meets the following criteria at beginning of school year:** 3rd Grade: i-Ready scale score of 511 or above 4th Grade: i-Ready scale score of 557 or above 5th Grade: i-Ready scale score of 581 or above		
THEN:	**TIER 1 Only**		
TIER 1	*Initial instruction:* • *is standards-aligned* • *builds background and content knowledge, motivation* • *provides print rich, systematic, scaffolded, and differentiated instruction* • *incorporates writing in response to reading* • *includes accommodations (IEP, ESOL or 504)* • *incorporates the principles of Universal Design for Learning* • *includes specially designed instruction for students with disabilities*		
	Core Curriculum		
	Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.		
	Wonders, McGraw-Hill Wonders includes the components that are necessary for a successful reading program including reading for meaning using high-quality text, systematic and explicit phonics instruction, and opportunities to apply the skills through reading and writing. The core materials include connected texts weekly, graphic organizers to support text structure, explicit vocabulary instruction, as well as explicit comprehension strategy instruction with opportunities for extended discussions and writing daily. All of these components fall under either the strong evidence or moderate evidence categories for evidenced-based practices. The development of these critical skills in Wonders has been shown to have a positive impact on student achievement.		
	Progress Monitoring		
	Assessment & Frequency	***Performance Criteria that indicates Tier 1 is sufficient***	***Performance Criteria to that would prompt addition of Tier 2 interventions***
	1. i-Ready Diagnostic- 3 times per year (August, January, May) 2. District Quarterly Benchmarks	1. At least 50% progress towards typical growth target at mid-year (January) as measured by i-Ready diagnostic	1. Less than 50% progress towards typical growth at mid-year (January) as measured by i-Ready diagnostic

	(October, December, Optional in March) 3. FSA Assessment – annually	2. Student scores Level 3 or higher on Q1 or Q2 district benchmarks 3. Student scores Level 3 or higher on FSA (April/May)	2. Student scores Level 1 or 2 on Q1 or Q2 district benchmarks 3. Student scores Level 1 or 2 on FSA (April/May)
	How is the effectiveness of Tier 1 instruction being monitored? • Weekly administrative walkthroughs • Analysis of i-Ready diagnostic data three times per year • Monitoring of i-Ready lessons passed and time on task monthly • Analysis of district benchmark data • MTSS Teams and Reading Leadership Teams • District walkthroughs of schools	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** • Targeted feedback to teachers based on administrative walkthroughs • School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom data • School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data • District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback-school support is adjusted based on trends • Literacy coaching cycles based on data, trends, and teacher needs	
	How is the effectiveness of Tier 1 curriculum being monitored? • Weekly administrative walkthroughs • i-Ready diagnostic data review • MTSS Teams and Reading Leadership Teams • Administrator and teacher feedback/input on curriculum maps	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** • Incorporate UDL principals to meet the needs of all students • Provide PD on explicit, systematic, and multisensory instruction • Weekly PLC's including analysis of student work samples and formative assessment data • Weekly grade level collaborative planning using a backward design model	
	How is instruction modified for students who receive instruction through distance learning? Through the use of Schoology, students will receive a combination of live and recorded lessons, as well as, independent tasks assigned through Schoology. Live lessons may be delivered to whole groups, small groups, or one-on-one. Instruction during live and recorded lessons will include a balance of on grade level material and differentiated material based on student data and standards. Teachers will use gradual release to explicitly show a skill and strategy, guide students through understanding the skill and strategy, and assigning independent tasks to be completed weekly.		

Grade Level(s): Third-Fifth

IF:

Student meets the following criteria at beginning of school year:

3rd Grade: i-Ready scale score of 474-510
4th Grade: i-Ready scale score of 496-556
5th Grade: i-Ready scale score of 542-580

THEN:

TIER 1 instruction and TIER 2 interventions

TIER 1 instruction and TIER 2 interventions

Interventions:

- *are standards-aligned*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills*
- *are matched to the needs of the students*
- *provide multiple opportunities to practice the targeted skill(s) and receive feedback*
- *occurs during time allotted in addition to core instruction*
- *includes accommodations (IEP, ESOL or 504)*

TIER 2 Programs/Materials/Strategies & Duration	*TIER 2 Progress Monitoring*			
	Assessment & Frequency **Determined based on Focus of Intervention*	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt addition of Tier 3 interventions*
i-Ready Tools for Instruction lessons Wonders Differentiated Tier 2 Lessons FCRR Activities SRA- Corrective Reading (based on school availability)	1 of the following measures administered every other week: • Nonsense Word Fluency • Oral Reading Fluency • DAZE/MAZE Passages	Evidence of meeting Tier 1 expectations and continued positive response to interventions as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks	Students are not yet proficient at Tier 1 expectations. Inconsistent response to interventions and limited change in closing the gap between where the student is performing, and grade level expectations as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks	Low or minimal response to interventions and evidence of limited change in trend line as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks

Number of times a week intervention provided	At least 3 times/ week	***Number of minutes per intervention session***	At least 20 min.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?

The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

- i-Ready Tools for Instruction are targeted teacher-led lessons that focus on specific reading skills. The lessons target phonics, high-frequency words, vocabulary, and comprehension. The lessons are intensive and can be individualized for struggling readers and include explicit and systematic instruction. Students who receive *i-Ready Instruction* showed greater learning gains than students who did not receive *i-Ready Instruction*. Effect sizes across subjects and grades were positive and generally strong.
- Wonders Differentiated Lessons target individual reading skills that include phonemic awareness, phonics, vocabulary, fluency, and comprehension. They provide direct, explicit instruction in awareness of sounds, decoding words and word parts, as well as vocabulary and comprehension strategies which all support strong and moderate evidence-based practices.
- The FCRR Routines are designed to be explicit and systematic in the 5 components of reading: PA, Phonics, Fluency, Vocabulary, & Comprehension.
- SRA Corrective Reading was found to have potentially positive effects on reading achievement according to What Works Clearinghouse (WWC). This included substantial effects for oral reading fluency, letter/word identification, word attack, and reading vocabulary.

How are Tier 2 interventions modified for students who receive interventions through distance learning?

Tier 2 interventions will be delivered in live small group conferences through Schoology at least 3 times per week. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras ad hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.

Grade Level(s): Third-Fifth

IF:	**Student meets the following criteria at beginning of school year:** 3rd Grade: i-Ready scale score of 473 and below 4th Grade: i-Ready scale score of 495 and below 5th Grade: i-Ready scale score of 541 and below
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions

Immediate, intensive intervention:

- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- *additional **time allotted is in addition** to core instruction and tier 2 interventions*

TIER 3 Programs/Materials/Strategies & Duration	***TIER 3 Progress Monitoring***		
	Assessment & Frequency	***Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction***	***Performance Criteria that would prompt changes to Tier 3 interventions***
i-Ready Tools for Instruction FCRR Targeted Activities Leveled Literacy Intervention (based on school availability)	**1 of the following measures administered weekly:** • Nonsense Word Fluency • Oral Reading Fluency • DAZE/MAZE Passages	Continued positive response to interventions and evidence of trend line on track to meet norms/goals as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks	Limited or no response to interventions and evidence of limited change in trend line towards meeting norms/goals as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Number of times a week intervention provided	Daily	***Number of minutes per intervention session***	At least 20 min.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

- i-Ready Tools for Instruction are targeted teacher led lessons that focus on specific reading skills. The lessons target phonics, high frequency words, vocabulary, and comprehension. The lessons are intensive and can be individualized for struggling readers and include explicit and systematic instruction. Students who receive *i-Ready Instruction* showed greater learning gains than students who did not receive *i-Ready Instruction*. Effect sizes across subjects and grades were positive and generally strong.
- The FCRR Routines are designed to be explicit and systematic in the 5 components of reading: PA, Phonics, Fluency, Vocabulary, & Comprehension.

	• Leveled Literacy Intervention (LLI) has a strong rating as measured by the ESSA evidence standards. It provides explicit, systematic, and multisensory instruction in all of the components of reading instruction- phonological awareness, phonics, vocabulary, fluency, comprehension, writing, and oral language.
	How are Tier 3 interventions modified for students who receive interventions through distance learning? Tier 3 interventions will be delivered in live one on one conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras to support live instruction. In addition, students have access to i-Ready at home.

Assessment/Curriculum Decision Tree

Grade Level(s): Kindergarten

IF:

Student meets at least two out of three of the following criteria at beginning of school year:

- F.A.S.T. (scores TBD)
- i-Ready overall scale score 362 or above
- Letter Name Identification (from Next Step Guided Reading Assessment Kit)- at least 20 upper/lower case letter names

THEN: **TIER 1 Only**

TIER 1

Core Instruction:

- *is standards-aligned;*
- *builds background and content knowledge;*
- *provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;*
- *incorporates writing in response to reading;*
- *includes accommodations (IEP, ESOL, or 504);*
- *incorporates the principles of Universal Design for Learning; and*
- *includes specially designed instruction for students with disabilities.*

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Florida Benchmark Advance is a State Approved Tier 1 Core Program

Progress Monitoring

Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students*	*Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting expectation/benchmark*
1. i-Ready Diagnostic- 3 times per year (August, January, May) 2. Letter Name Fluency Assessment- monthly until student fluently identifies at least 50 letter names 3. Running Record (Next Step in Guided Reading Assessments)- at least 2 times per year (January and May) 4. F.A.S.T. (3x per year)	1. At least 50% progress towards typical growth target at mid- year (February) as measured by i-Ready diagnostic 2. Student fluently identifies at least 40 letter names at end of quarter 1 (October) as measured by a Letter Name Identification Assessment (from Next Step Guided Reading Assessment Kit) 3. Student is reading at an instructional level B in January as measured by the Next Step in Guided Reading Assessment;	1. Less than 50% progress towards typical growth at mid-year (February) as measured by i-Ready diagnostic 2. Student fluently identifies less than 40 letter names at the end of quarter 1 (October) as measured by Letter Name Identification Assessment (from Next Step Guided Reading Assessment Kit) 3. Student is reading at a Pre-A level in January as measured by The Next Step in Guided Reading Assessments; student is

		student is reading at an instructional level D in May as measured by the Next Step in Guided Reading Assessment 4. F.A.S.T. (scores TBD)	reading at an instructional level A or B in May as measured by the Next Step in Guided Reading Assessment 4. F.A.S.T. (scores TBD)
	How is the effectiveness of Tier 1 instruction being monitored? • Weekly administrative walkthroughs • Analysis of i-Ready diagnostic data three times per year • Monitoring of i-Ready lessons passed and time on task monthly • Analysis of Pre-A assessment data and running record data • MTSS Teams and Literacy Leadership Teams • District walkthroughs of schools	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?*** For both in person and distance learning instruction: • Targeted feedback to teachers based on administrative walkthroughs/observations • School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data • School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data • District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback-school support is adjusted based on trends • Literacy coaching cycles based on data, trends, and teacher needs	
	How is the effectiveness of Tier 1 curriculum being monitored? • Weekly administrative walkthroughs • i-Ready diagnostic data review • MTSS Teams and Reading Leadership Teams • Administrator and teacher feedback/input on curriculum maps • Monthly PLC's by grade level to study student work, data analysis, and review curriculum	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?*** For both in person and distance learning instruction: • Incorporate UDL principals to meet the needs of all students • Provide PD on explicit, systematic, and multisensory instruction • Weekly PLC's including analysis of student work samples and formative assessment data • Weekly grade level collaborative planning using a backward design model	
	How is instruction provided to students who receive instruction through distance learning? Through the use of Schoology, students will receive a combination of live and recorded lessons, as well as, independent tasks assigned through Schoology. Live lessons may be delivered to whole groups, small groups, or one-on-one. Instruction during live and recorded lessons will include a balance of on grade level material and differentiated material based on student data and standards. Teachers will use gradual release to explicitly show a skill and strategy, guide students through understanding the skill and strategy, and assign independent tasks to be completed weekly.		

IF:	**Student meets at least two of the three following criteria at beginning of school year:** • F.A.S.T. (scores TBD) • i-Ready overall scale score 320-361 • Letter Name Identification (from Next Step Guided Reading Assessment Kit)- 10-19 upper/lower case letter names
THEN:	**TIER 1 instruction and TIER 2 interventions**

TIER 1instruction and TIER 2 interventions

Supplemental Instruction/Intervention:

- *are standards-aligned;*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills*
- *are matched to the needs of the students;*
- *provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;*
- *occurs during time allotted in addition to core instruction; and*
- *includes accommodations (IEP, ESOL, or 504).*

TIER 2 Programs/Materials/Strategies & Duration	*TIER 2 Progress Monitoring*			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 interventions*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that prompts the addition of Tier 3 interventions*
Literacy Footprints Intervention Partner Kit Literacy Footprints Benchmark Advance Differentiated Tier 2 Lessons SIPPS - Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (based on school availability; would begin in January for Kindergarten) i-Ready Tools for Instruction lessons Leveled Literacy Intervention- LLI (based on school availability) Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL's)	**1 of the following DIBELS 8th Edition measures administered every other week and determined based on the focus of the intervention:** • Phonemic Segmentation Fluency • Nonsense Word Fluency • Word Reading Fluency DIBELS Scoring and Administration Manual	Student consistently scores at the 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention. DIBELS Benchmark Goals	Student consistently scores at the 'Strategic' (Yellow) level of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is an insufficient response to the intervention. DIBELS Benchmark Goals	Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention. DIBELS Benchmark Goals

Number of times per week intervention provided	At least 3 times per week	*Number of minutes per intervention session*	At least 15-30 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

The Teacher Collaborative Team (TCT), virtual or face-to-face, that includes a member of the Instructional Leadership Team (ILT), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

- Literacy Footprints/Intervention Partner Kit: Three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website. https://ies.ed.gov/ncee/wwc/PracticeGuide/21
- Benchmark Advance Differentiated Tier 2 Lessons: This resource was a Moderate ESSA Evidence Level based on an Indian River Study. Source of the Study: Benchmark Education Company. (2020, January 30). ESSA Evidence for Benchmark Advance and Benchmark Adelante: Updated for the 2017–2018 to 2018–2019 School Years.
- SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words: The SIPPS program was evaluated in a comparative study and showed significantly greater gains in decoding on a normed assessment test. The findings showed that SIPPS is an effective program for teaching all students to decode and indicate that it is particularly effective for English language learners and socioeconomically disadvantaged students. The program incorporates the recommendations found in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016), which have moderate to strong evidence to support the practices used in the program. SIPPS has shown the largest gains in reading ability for students who typically have the most difficulty. https://ies.ed.gov/ncee/wwc/PracticeGuide/21
- i-Ready Tools for Instruction: Meets Level 2 (Moderate Evidence) based on the type of study done and the effects of the program on reading achievement. According to *An Impact Evaluation of i-Ready Diagnostic and Instruction Implementation for Reading*, effect sizes across subjects and grades were positive and generally strong.
- Leveled Literacy Intervention (LLI): LLI has a strong rating according to the Evidence for ESSA website.
- Imagine Language and Literacy: This program has a promising rating according the Evidence for ESSA website.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Tier 2 interventions will be delivered in live small group conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.

IF:

Student meets at least two out of three of the following criteria at beginning of school year:

- F.A.S.T. (scores TBD)
- i-Ready score of 319 and below
- Letter Name Identification (from Next Step Guided Reading Assessment Kit)- less than 10 upper/lower case letter names

THEN:

TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interven

Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and ensures additional* ***time allotted is in addition*** *to core instruction and Tier 2 interventions.*

Tier 3 Programs/Materials/Strategies & Duration	*Tier 3 Progress Monitoring*			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 3 interventions*	*Performance Criteria indicating continuation of Tier 3 interventions*	*Performance Criteria that prompts intensified Tier 3 interventions*
Literacy Footprints Intervention Partner Kit Leveled Literacy Intervention- LLI (based on school availability) i-Ready Tools for Instruction Imagine Language and Literacy – Teacher Action Lessons (ELL students with 2.9 or below ACCESS scores OR new ELL's) Benchmark Advance Tier 3 Intervention (based on school availability)	**1 of the following DIBELS 8th Edition measures administered every week and determined based on the focus of the intervention:** • Phonemic Segmentation Fluency • Nonsense Word Fluency • Word Reading Fluency DIBELS Scoring and Administration Manual	Student consistently scores at the 'Strategic' (Yellow) or 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention. DIBELS Benchmark Goals	Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is an insufficient or poor response to the intervention. DIBELS Benchmark Goals	Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still scoring at 'Intensive' levels based on DIBELS norms **AND** DIBELS progress monitoring data points do not show student's trend line is closing the gap towards meeting the goal/aim line.

All Tier 3 interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Number of times per week intervention provided	*Daily*	*Number of minutes per intervention session*	*At Least 15-30 min*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data, including distance learning students in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

- Literacy Footprints/Intervention Partner Kit: Three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences- IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website. https://ies.ed.gov/ncee/wwc/PracticeGuide/21
- Leveled Literacy Intervention (LLI) has a strong rating according to the Evidence for ESSA website.
- i-Ready Tools for Instruction meets Level 2 (Moderate Evidence) based on the type of study done and the effects of the program on reading achievement. According to *An Impact Evaluation of i-Ready Diagnostic and Instruction Implementation for Reading*, effect sizes across subjects and grades were positive and generally strong.
- Imagine Language and Literacy has a promising rating according the Evidence for ESSA website.
- Benchmark Advance Tier 3 Intervention Program- Three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences- IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The frameworks and lessons are also grounded in the Science of Reading. https://ies.ed.gov/ncee/wwc/PracticeGuide/21

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Tier 3 interventions will be delivered in live one on one conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.

Assessment/Curriculum Decision Tree

Grade Level(s): First and Second Grades

IF:	**Student meets the following criteria at beginning of school year:** • **1st grade:** o F.A.S.T. (scores TBD) **OR** o i-Ready scale score of 434 and above **OR** o Running Record instructional level C or above • **2nd grade:** o F.A.S.T. (scores TBD) **OR** o i-Ready scale score of 489 and above **OR** o Running Record instructional level I or above
THEN:	**TIER 1 Only**

TIER 1

Core Instruction:

- *is standards-aligned;*
- *builds background and content knowledge;*
- *provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;*
- *incorporates writing in response to reading;*
- *includes accommodations (IEP, ESOL, or 504);*
- *incorporates the principles of Universal Design for Learning; and*
- *includes specially designed instruction for students with disabilities.*

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Florida Benchmark Advance *is a State Approved Tier 1 Core Program*

Progress Monitoring

Assessment & Frequency	***Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students***	***Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting expectation/benchmark***
1. i-Ready Diagnostic- 2 times per year (September and February) 2. Running Record (Next Step in Guided Reading Assessments)- 3 times per year (August/September, January, and May) 3. F.A.S.T. (3x per year)	1. At least 50% progress towards typical growth target at mid-year (February) as measured by i-Ready diagnostic 2. Student is reading at an instructional level F and above (1st grade) or K and above (2nd grade) in January as measured by the Next Step in Guided Reading Assessment; student is reading at an instructional level I and above (1st grade) or L and above (2nd grade) in May as measured by the Next Step in Guided Reading Assessment 3. F.A.S.T. (scores TBD)	1. Less than 50% progress towards typical growth at mid-year (February) as measured by i-Ready diagnostic 2. Student is reading below an instructional level F (1st grade) or K (2nd grade) in January as measured by The Next Step in Guided Reading Assessments; student is reading below an instructional level I (1st grade) or L (2nd grade) in May as measured by the Next Step in Guided Reading Assessment 3. F.A.S.T. (scores TBD)

How is the effectiveness of Tier 1 instruction being monitored?

- Weekly administrative walkthroughs
- Analysis of i-Ready diagnostic data three times per year
- Monitoring of i-Ready lessons passed and time on task monthly
- Analysis of running record data
- MTSS Teams and Literacy Leadership

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

For both in person and distance learning instruction:

- Targeted feedback to teachers based on administrative walkthroughs/observations
- School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data
- School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data
- District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends

	Teams • District walkthroughs of schools	• Literacy coaching cycles based on data, trends, and teacher needs
	How is the effectiveness of Tier 1 curriculum being monitored? • Weekly administrative walkthroughs • i-Ready diagnostic data review • MTSS Teams and Literacy Leadership Teams • Administrator and teacher feedback/input on curriculum maps • Monthly PLC's by grade level to study student work, data analysis, and review curriculum	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?*** For both in person and distance learning instruction: • Incorporate UDL principals to meet the needs of all students • Provide PD on explicit, systematic, and multisensory instruction • Weekly PLC's including analysis of student work samples and formative assessment data • Weekly grade level collaborative planning using a backward design model
	How is instruction provided to students who receive instruction through distance learning? Through the use of Schoology, students will receive a combination of live and recorded lessons, as well as, independent tasks assigned through Schoology. Live lessons may be delivered to whole groups, small groups, or one-on-one. Instruction during live and recorded lessons will include a balance of on grade level material and differentiated material based on student data and standards. Teachers will use gradual release to explicitly show a skill and strategy, guide students through understanding the skill and strategy, and assigning independent tasks to be completed weekly.	

IF:	**Student meets the following criteria at beginning of school year:**
	• **1st grade:**
	  ○ F.A.S.T. (scores TBD) **OR**
	  ○ i-Ready scale score of 391-433 **OR**
	  ○ Running Record instructional level A or B
	• **2nd grade:**
	  ○ F.A.S.T. (scores TBD) **OR**
	  ○ i-Ready scale score of 419-488 **OR**
	  ○ Running Record instructional level E-H

THEN:	**TIER 1 instruction and TIER 2 interventions**

TIER 1 instruction and TIER 2 interventions

Supplemental Instruction/Intervention:

- *are standards-aligned;*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills*
- *are matched to the needs of the students;*
- *provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;*
- *occurs during time allotted in addition to core instruction; and*
- *includes accommodations (IEP, ESOL, or 504).*

TIER 2 Programs/Materials/Strategies & Duration	*TIER 2 Progress Monitoring*			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 interventions*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that prompts the addition of Tier 3 interventions*
Literacy Footprints Intervention Partner Kit Literacy Footprints Benchmark Advance Differentiated Tier 2 Lessons SIPPS - Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (based on school availability) i-Ready Tools for Instruction lessons Leveled Literacy Intervention- LLI (based on school availability) Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL's)	**1 of the following DIBELS 8th Edition measures administered every other week and determined based on the focus of the intervention:** • Phonemic Segmentation Fluency • Nonsense Word Fluency • Word Reading Fluency • Oral Reading Fluency DIBELS Scoring and Administration Manual	Student consistently scores at the 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention. DIBELS Benchmark Goals	Student consistently scores at the 'Strategic' (Yellow) level of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is an insufficient response to the intervention. DIBELS Benchmark Goals	Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention. DIBELS Benchmark Goals

Number of times per week intervention provided	At least 3 times per week	*Number of minutes per intervention session*	At least 15-30 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

The Teacher Collaborative Team (TCT), virtual or face-to-face, that includes a member of the Instructional Leadership Team (ILT), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

- Literacy Footprints/Intervention Partner Kit: Three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website. https://ies.ed.gov/ncee/wwc/PracticeGuide/21
- Benchmark Advance Differentiated Tier 2 Lessons: This resource was a Moderate ESSA Evidence Level based on an Indian River Study. Source of the Study: Benchmark Education Company. (2020, January 30). ESSA Evidence for Benchmark Advance and Benchmark Adelante: Updated for the 2017–2018 to 2018–2019 School Years.
- SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words: The SIPPS program was evaluated in a comparative study and showed significantly greater gains in decoding on a normed assessment test. The findings showed that SIPPS is an effective program for teaching all students to decode and indicate that it is particularly effective for English language learners and socioeconomically disadvantaged students. The program incorporates the recommendations found in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016), which have moderate to strong evidence to support the practices used in the program. SIPPS has shown the largest gains in reading ability for students who typically have the most difficulty. https://ies.ed.gov/ncee/wwc/PracticeGuide/21
- i-Ready Tools for Instruction: Meets Level 2 (Moderate Evidence) based on the type of study done and the effects of the program on reading achievement. According to *An Impact Evaluation of i-Ready Diagnostic and Instruction Implementation for Reading*, effect sizes across subjects and grades were positive and generally strong.
- Leveled Literacy Intervention (LLI): LLI has a strong rating according to the Evidence for ESSA website.
- Imagine Language and Literacy: This program has a promising rating according the Evidence for ESSA website.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Tier 2 interventions will be delivered in live small group conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras ad hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.

IF:	**Student meets the following criteria at beginning of school year:**
	• **1st grade:**
	  ○ F.A.S.T. (scores TBD) **OR**
	  ○ i-Ready scale score of 390 and below **OR**
	  ○ Pre-A reading level (knows under 40 letter names)
	• **2nd grade:**
	  ○ F.A.S.T. (scores TBD) **OR**
	  ○ i-Ready scale score of 418 and below **OR**
	  ○ Running Record instructional level D and below

THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*
- *ensures additional* ***time allotted is in addition*** *to core instruction and Tier 2 interventions.*

Tier 3 Programs/Materials/Strategies & Duration	*Tier 3 Progress Monitoring*			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 3 interventions*	*Performance Criteria indicating continuation of Tier 3 interventions*	*Performance Criteria that prompts intensified Tier 3 interventions*
Literacy Footprints Intervention Partner Kit Leveled Literacy Intervention-LLI (based on school availability) i-Ready Tools for Instruction SIPPS -Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (based on school availability) Imagine Language and Literacy – Teacher Action Lessons (ELL students with 2.9 or below ACCESS scores OR new ELL's) Benchmark Advance Tier 3 Intervention (based on school availability)	**1 of the following DIBELS 8th Edition measures administered every week and determined based on the focus of the intervention:** • Phonemic Segmentation Fluency • Nonsense Word Fluency • Word Reading Fluency • Oral Reading Fluency DIBELS Scoring and Administration Manual	Student consistently scores at the 'Strategic' (Yellow) or 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention. DIBELS Benchmark Goals	Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is an insufficient or poor response to the intervention. DIBELS Benchmark Goals	Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still scoring at 'Intensive' levels based on DIBELS norms **AND** DIBELS progress monitoring data points do not show student's trend line is closing the gap towards meeting the goal/aim line.

All Tier 3 interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Number of times per week intervention provided	*Daily*	*Number of minutes per intervention session*	*At Least 15-30 min*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data, including distance learning students in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

- Literacy Footprints/Intervention Partner Kit: Three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences- IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website. https://ies.ed.gov/ncee/wwc/PracticeGuide/21
- Leveled Literacy Intervention (LLI) has a strong rating according to the Evidence for ESSA website.
- i-Ready Tools for Instruction meets Level 2 (Moderate Evidence) based on the type of study done and the effects of the program on reading achievement. According to *An Impact Evaluation of i-Ready Diagnostic and Instruction Implementation for Reading*, effect sizes across subjects and grades were positive and generally strong.
- SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words: The SIPPS program was evaluated in a comparative study and showed significantly greater gains in decoding on a normed assessment test. The findings showed that SIPPS is an effective program for teaching all students to decode and indicate that it is particularly effective for English language learners and socioeconomically disadvantaged students. The program incorporates the recommendations found in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016), which have moderate to strong evidence to support the practices used in the program. SIPPS has shown the largest gains in reading ability for students who typically have the most difficulty. https://ies.ed.gov/ncee/wwc/PracticeGuide/21
- Imagine Language and Literacy has a promising rating according the Evidence for ESSA website.
- Benchmark Advance Tier 3 Intervention Program: Three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences- IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The frameworks and lessons are also grounded in the Science of Reading. https://ies.ed.gov/ncee/wwc/PracticeGuide/21

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Tier 3 interventions will be delivered in live one on one conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.

Assessment/Curriculum Decision Tree

Grade Level(s): Third - Fifth

IF:

Student meets the following criteria at beginning of school year:

- **3rd Grade:** i-Ready scale score of 511 or above **AND/OR** running record instructional level of L and above
- **4th Grade:** ELA FSA score of Level 3 or above **AND/OR** i-Ready scale score of 557 or above
- **5th Grade:** ELA FSA score of Level 3 or above **AND/OR** i-Ready scale score of 581 or above

THEN:

TIER 1 Only

TIER

Core Instruction:

- *is standards-aligned;*
- *builds background and content knowledge;*
- *provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;*
- *incorporates writing in response to reading;*
- *includes accommodations (IEP, ESOL, or 504);*
- *incorporates the principles of Universal Design for Learning; and*
- *includes specially designed instruction for students with disabilities.*

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Florida Benchmark Advance *is a State Approved Tier 1 Core Program*

Progress Monitoring

Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students*	*Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting expectation/benchmark*
1. i-Ready Diagnostic- 2 times per year (September and February) 2. District Quarter 2 Benchmark 3. F.A.S.T. (3x per year)	1. At least 50% progress towards typical growth target at mid- year (February) as measured by i-Ready diagnostic 2. Student scores Level 3 or higher on district benchmarks 3. Student scores TBD or higher on F.A.S.T. Assessment	1. Less than 50% progress towards typical growth target at mid- year (February) as measured by i-Ready diagnostic 2. Student scores Level 1 or 2 on district benchmarks 3. Student scores TBD on F.A.S.T. Assessment

How is the effectiveness of Tier 1 instruction being monitored?

- Weekly administrative walkthroughs

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

For both in person and distance learning instruction:

- Targeted feedback to teachers based on

- Analysis of i-Ready diagnostic data three times per year
- Monitoring of i-Ready lessons passed and time on task monthly
- Analysis of running record data
- MTSS Teams and Literacy Leadership Teams
- District walkthroughs of schools

administrative walkthroughs/observations

- School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data
- School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data
- District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends
- Literacy coaching cycles based on data, trends, and teacher needs

How is the effectiveness of Tier 1 curriculum being monitored?

- Weekly administrative walkthroughs
- i-Ready diagnostic data review
- MTSS Teams and Reading Leadership Teams
- Administrator and teacher feedback/input on curriculum maps
- Monthly PLC's by grade level to study student work, data analysis, and review curriculum

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

For both in person and distance learning instruction:

- Incorporate UDL principals to meet the needs of all students
- Provide PD on explicit, systematic, and multisensory instruction
- Weekly PLC's including analysis of student work samples and formative assessment data
- Weekly grade level collaborative planning using a backward design model

How is instruction provided to students who receive instruction through distance learning?

Through the use of Schoology, students will receive a combination of live and recorded lessons, as well as, independent tasks assigned through Schoology. Live lessons may be delivered to whole groups, small groups, or one-on-one. Instruction during live and recorded lessons will include a balance of on grade level material and differentiated material based on student data and standards. Teachers will use gradual release to explicitly show a skill and strategy, guide students through understanding the skill and strategy, and assigning independent tasks to be completed weekly.

IF:	Student meets the following criteria at beginning of school year: • 3rd Grade: i-Ready scale score of 474-510 **AND/OR** running record instructional level H-K • 4th Grade: ELA FSA score of Level 2 **AND/OR** i-Ready scale score of 496-556 • 5th Grade: ELA FSA score of Level 2 **AND/OR** i-Ready scale score of 542-580
THEN:	**TIER 1 instruction and TIER 2 interventions**

TIER 1 instruction and TIER 2 interventions

Supplemental Instruction/Intervention:

- *are standards-aligned;*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills*
- *are matched to the needs of the students;*
- *provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;*
- *occurs during time allotted in addition to core instruction; and*
- *includes accommodations (IEP, ESOL, or 504).*

TIER 2 Programs/Materials/Strategies & Duration	*TIER 2 Progress Monitoring*			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 interventions*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that prompts the addition of Tier 3 interventions*
Literacy Footprints Intervention Partner Kit (based on school availability) Literacy Footprints (based on school availability) Benchmark Advance Differentiated Tier 2 Lessons SRA – Corrective Reading (based on school availability) SIPPS - Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (based on school availability) i-Ready Tools for Instruction lessons Leveled Literacy Intervention- LLI (based on school availability) Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL's)	**1 of the following DIBELS 8th Edition measures administered every other week and determined based on the focus of the intervention:** • Nonsense Word Fluency • Word Reading Fluency • Oral Reading Fluency • MAZE DIBELS Scoring and Administration Manual	Student consistently scores at the 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention. DIBELS Benchmark Goals	Student consistently scores at the 'Strategic' (Yellow) level of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is an insufficient response to the intervention. DIBELS Benchmark Goals	Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention. DIBELS Benchmark Goals

Number of times per week intervention provided	At least 3 times per	*Number of minutes per intervention session*	At least 15-30

	week		minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

The Teacher Collaborative Team (TCT), virtual or face-to-face, that includes a member of the Instructional Leadership Team (ILT), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

- Literacy Footprints/Intervention Partner Kit: Three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website. https://ies.ed.gov/ncee/wwc/PracticeGuide/21
- Benchmark Advance Differentiated Tier 2 Lessons: This resource was a Moderate ESSA Evidence Level based on an Indian River Study. Source of the Study: Benchmark Education Company. (2020, January 30). ESSA Evidence for Benchmark Advance and Benchmark Adelante: Updated for the 2017–2018 to 2018–2019 School Years.
- SRA Reading Mastery: The program was found to have potentially positive effects on reading achievement according to What Works Clearinghouse (WWC). This included substantial effects for oral reading fluency, letter/word identification, word attack, and reading vocabulary.
- SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words: The SIPPS program was evaluated in a comparative study and showed significantly greater gains in decoding on a normed assessment test. The findings showed that SIPPS is an effective program for teaching all students to decode and indicate that it is particularly effective for English language learners and socioeconomically disadvantaged students. The program incorporates the recommendations found in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016), which have moderate to strong evidence to support the practices used in the program. SIPPS has shown the largest gains in reading ability for students who typically have the most difficulty. https://ies.ed.gov/ncee/wwc/PracticeGuide/21
- i-Ready Tools for Instruction: Meets Level 2 (Moderate Evidence) based on the type of study done and the effects of the program on reading achievement. According to *An Impact Evaluation of i-Ready Diagnostic and Instruction Implementation for Reading*, effect sizes across subjects and grades were positive and generally strong.
- Leveled Literacy Intervention (LLI): LLI has a strong rating according to the Evidence for ESSA website.
- Imagine Language and Literacy: This program has a promising rating according the Evidence for ESSA website.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Tier 2 interventions will be delivered in live small group conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras ad hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.

IF:	**Student meets the following criteria at beginning of school year:** • **3rd Grade:** Retained students who scored Level 1 on ELA FSA **AND/OR** i-Ready scale score of 473 and below **AND/OR** running record instructional level of G and below • **4th Grade:** ELA FSA Assessment score of Level 1 **AND/OR** i-Ready scale score of 495 and below • **5th Grade:** ELA FSA Assessment score of Level 1 **AND/OR** i-Ready scale score of 541 and below
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*
- *ensures additional* ***time allotted is in addition*** *to core instruction and Tier 2 interventions.*

Tier 3 Programs/Materials/Strategies & Duration	*Tier 3 Progress Monitoring*			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 3 interventions*	*Performance Criteria indicating continuation of Tier 3 interventions*	*Performance Criteria that prompts intensified Tier 3 interventions*
Literacy Footprints Intervention Partner Kit Leveled Literacy Intervention- LLI (based on school availability) i-Ready Tools for Instruction Benchmark Advance Tier 3 Lessons (based on school availability) SIPPS -Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (based on school availability) Imagine Language and Literacy – Teacher Action Lessons (ELL students with 2.9 or below ACCESS scores OR new ELL's) Benchmark Advance Tier 3 Intervention- for students who need K-2 foundational skills (based on school availability)	**1 of the following DIBELS 8th Edition measures administered every week and determined based on the focus of the intervention:** • Nonsense Word Fluency • Word Reading Fluency • Oral Reading Fluency • MAZE DIBELS Scoring and Administration Manual	Student consistently scores at the 'Strategic' (Yellow) or 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention. DIBELS Benchmark Goals	Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is an insufficient or poor response to the intervention. DIBELS Benchmark Goals	Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still scoring at 'Intensive' levels based on DIBELS norms **AND** DIBELS progress monitoring data points do not show student's trend line is closing the gap towards meeting the goal/aim line.

All Tier 3 interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Number of times per week intervention provided	*Daily*	*Number of minutes per intervention session*	*At Least 15-30 min*

	What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students? The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data, including distance learning students in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.
	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. • Literacy Footprints/Intervention Partner Kit: Three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences- IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website. https://ies.ed.gov/ncee/wwc/PracticeGuide/21 • Leveled Literacy Intervention (LLI) has a strong rating according to the Evidence for ESSA website. • i-Ready Tools for Instruction meets Level 2 (Moderate Evidence) based on the type of study done and the effects of the program on reading achievement. According to *An Impact Evaluation of i-Ready Diagnostic and Instruction Implementation for Reading*, effect sizes across subjects and grades were positive and generally strong. • SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words: The SIPPS program was evaluated in a comparative study and showed significantly greater gains in decoding on a normed assessment test. The findings showed that SIPPS is an effective program for teaching all students to decode and indicate that it is particularly effective for English language learners and socioeconomically disadvantaged students. The program incorporates the recommendations found in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016), which have moderate to strong evidence to support the practices used in the program. SIPPS has shown the largest gains in reading ability for students who typically have the most difficulty. https://ies.ed.gov/ncee/wwc/PracticeGuide/21 • Imagine Language and Literacy has a promising rating according the Evidence for ESSA website. • Benchmark Advance Tier 3 Intervention Program: Three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences- IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The frameworks and lessons are also grounded in the Science of Reading. https://ies.ed.gov/ncee/wwc/PracticeGuide/21
	How are Tier 3 interventions provided to students who receive interventions through distance learning? Tier 3 interventions will be delivered in live one on one conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.

~~**Curriculum, Instruction, and Assessment Decision Tree**~~	
~~**Grade Level(s):** 6-12~~	
~~**IF:**~~	~~Student meets the following criteria at beginning of school year:~~ ~~All students receive Tier 1 instruction. All students are placed in a regular or advanced Language Arts or English courses to meet the ELA requirement.~~
~~**THEN:**~~	~~**TIER 1 Only**~~
TIER 1	~~*Initial instruction:*~~ ~~• *is standards-aligned*~~ ~~• *builds background and content knowledge, motivation*~~ ~~• *provides print rich, systematic, scaffolded, and differentiated instruction*~~

- ~~*incorporates writing in response to reading*~~
- ~~*includes accommodations (IEP, ESOL or 504)*~~
- ~~*incorporates the principles of Universal Design for Learning*~~
- ~~*includes specially designed instruction for students with disabilities*~~

~~Core Curriculum~~

~~***Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.***~~

~~The Houghton Mifflin Harcourt® Collections program for Grades 6 through 12 is a comprehensive English language arts program. The program is anchored on a set of rich, engaging, and complex literary and informational texts, and is designed to develop students' abilities to analyze complex texts, cite from sources, reason, and communicate orally and in writing. Developed around rigorous state standards and expectations, the program challenges and supports all students to become critical and close readers. The program develops students' writing across varied genres with models of effective texts and ample opportunities for writing about texts. With a blend of print and digital resources and online tools, the program delivers 21st century learning. HMH Collections literature textbook series is a comprehensive resource for addressing all expectations of the Language Arts Florida Standards for English Language Arts. Rich, engaging, and complex texts are the program's anchor—challenging and supporting all students to become critical and close readers. The program fosters success in writing across varied genres through models of effective writing and provides ample opportunities for speaking and writing about texts. Educational Research Institute of America (ERIA) conducted a full school year study to test the effectiveness of the HMH Collections (2017). Study results indicate that Collections is effective at improving the ability of students to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. In addition, the results showed that students in Collections classrooms made statistically significant gains in all grades tested over the course of the full year.~~

~~*Progress Monitoring*~~

~~***Assessment & Frequency***~~	~~***Performance Criteria that indicates Tier 1 is sufficient***~~	~~***Performance Criteria to that would prompt addition of Tier 2 interventions***~~
~~FSA Assessment – annually District created benchmark assessments – quarterly Teacher created assignments and assessments - ongoing~~	~~FSA Assessment Criteria – Level 3 or higher District Benchmark - Level 3 or higher Teacher Created – average performance scores~~	~~Students not meeting expectations are given the opportunity for remediation in a small group setting.~~

~~***How is the effectiveness of Tier 1 instruction being monitored?***~~	~~***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?***~~
~~The District shares FSA data with school administrators and teachers. Schools use the information to place students in appropriate ELA courses. Data is collected from the quarterly benchmark assessments through School City and is shared with Administrators and Teachers. Administrators and Teachers monitor teacher-based assignments and assessments through FOCUS platform.~~	~~District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, Literacy Coaches and District Specialists provide support to teachers through one-on-one, small group and whole group learning communities.~~

~~***How is instruction modified for students who receive instruction through distance learning?***~~
~~The district-adopted HMH Collections series is available to all students through the Schoology platform. Teachers assign materials and receive student work through the platform.~~

IF:	Student meets the following criteria at beginning of school year: Students who score below a Level 3 on the FSA assessment are placed in an intensive reading course, as well as a regular Language Arts or English course.
THEN:	**TIER 1 instruction and TIER 2 interventions**

TIER 1 instruction and TIER 2 interventions

Interventions:

- *are standards-aligned*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills*
- *are matched to the needs of the students*
- *provide multiple opportunities to practice the targeted skill(s) and receive feedback*
- *occurs during time allotted in addition to core instruction*
- *includes accommodations (IEP, ESOL or 504)*

TIER 2 Programs/Materials/Strategies & Duration	*TIER 2 Progress Monitoring*			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt addition of Tier 3 interventions*
Reading Plus Reading Plus Comprehensive Skill Building Activities through small group instruction Townsend Press Vocabulary (gr 6-8) Vocabulit (gr 9-12)	Insight Assessment (placement and benchmark) 3x per year to assess reading level, reading speed, vocabulary and student motivation Reading Plus Dashboard reports are provided to track student progress and activity after each online session. Reports include reading rate with good comprehension, number of words read in selections with good comprehension, content level increase, and vocabulary words	Students in grades 6-10 remain in course throughout the year. Students in grades 11 and 12 who pass the FSA or receive a concordant score may withdraw from intensive reading and take another elective course, otherwise students remain in the intensive course throughout the year.	Students in grades 6-10 remain in course throughout the year. Students in grades 11 and 12 who pass the FSA or receive a concordant score may withdraw from intensive reading and take another elective course, otherwise students remain in the intensive course throughout the year.	Students not making adequate progress compared to peers will receive Tier 3 interventions.

	mastered.			
Number of times a week intervention provided	5	***Number of minutes per intervention session***	Total online and small group sessions up to 45 min	

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?

District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, Literacy Coaches and District Specialists provide support to teachers through one-on-one, small group and whole group learning communities.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Reading Plus is a web-based literacy program for grades 3-12+. It includes a valid and reliable assessment and is designed to strengthen reading comprehension, vocabulary, efficiency, and motivation. The program combines personalized practice and adaptive instruction and offers students choice and control over their program experience. Reading Plus is designed to develop critical reading skills needed for deep, meaningful understanding of complex texts. Reading Plus students made significantly larger improvements in reading achievement (effect size = +0.11), as measured by the Group Reading Assessment Diagnostic Evaluation (GRADE). These results qualify Reading Plus for the ESSA "Strong" category.

How are Tier 2 interventions modified for students who receive interventions through distance learning?

All students placed in an intensive reading classroom have access to the Reading Plus program, as it is an online program provided for students through the District dashboard. Students and teachers track progress through the Reading Plus dashboard.

IF:

Student meets the following criteria at beginning of school year:

Students who score below a Level 3 on the FSA assessment are placed in an intensive reading course. After initial Insight assessment through Reading Plus, students who fall significantly below grade level and do not show adequate growth compared to peers receive TIER 3 interventions.

THEN:

TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Immediate, intensive intervention:

- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- *additional* ***time allotted is in addition*** *to core instruction and tier 2 interventions*

TIER 3 Programs/Materials/Strategies & Duration	***TIER 3 Progress Monitoring***		
	Assessment & Frequency	***Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction***	***Performance Criteria that would prompt changes to Tier 3 interventions***

	Reading Plus Reading Plus Comprehensive Skill Building Activities through small group instruction Townsend Press Vocabulary (gr 6-8) Vocabulit (gr 9-12)	Insight Assessment (placement and benchmark) 3x per year to assess reading level, reading speed, vocabulary and student motivation Dashboard reports provided to track student progress and activity after each online session. Reports provide reading rate with good comprehension, words reading in selections with good comprehension, content level increase, and vocabulary words mastered.	After receiving intensive intervention with teacher in a setting of no more than 3 students, student makes consistent positive progress towards identified low proficiency skill(s) over a period of no less than 4 weeks.	Students not responding positively or showing no progress with intensive intervention.
	Additional Reading Plus Comprehensive Skill Building Activities focused on low proficiency skills through small group instruction (no more than 3 students).			
	All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
	Number of times a week intervention provided	No less than 3x per week	***Number of minutes per intervention session***	No less than 15 minutes per session
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, Literacy Coaches and District Specialists provide support to teachers through one-on-one, small group and whole group learning communities.			
	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. Reading Plus is a web-based literacy program for grades 3-12+. It includes a valid and reliable assessment and is designed to strengthen reading comprehension, vocabulary, efficiency, and motivation. The program combines personalized practice and adaptive instruction and offers students choice and control over their program experience. Reading Plus is designed to develop critical reading skills needed for deep, meaningful understanding of complex texts. Reading Plus students made significantly larger improvements in reading achievement (effect size = +0.11), as measured by the Group Reading Assessment Diagnostic Evaluation (GRADE). These results qualify Reading Plus for the ESSA "Strong" category.			

	~~***How are Tier 3 interventions modified for students who receive interventions through distance learning?***~~ ~~All students placed in an intensive reading classroom has access to the Reading Plus program, as it is an online program provided for students through the District dashboard. Students and teachers track progress through the Reading Plus dashboard. Teachers provide small group interventions of no more than 3 students through video conferencing.~~

Assessment/Curriculum Decision Tree

Grade Level(s): 6-8

IF:

Student meets the following criteria at beginning of school year:
All students are placed in a regular or advanced Language Arts course to meet the ELA requirement and receive Tier 1 instruction.

THEN:

TIER 1 Only

Initial instruction:

- *is standards-aligned;*
- *builds background and content knowledge;*
- *provides print-rich, systematic, scaffolded, and differentiated instruction;*
- *incorporates writing in response to reading;*
- *includes accommodations (IEP, ESOL, or 504);*
- *incorporates the principles of Universal Design for Learning; and*
- *includes specially designed instruction for students with disabilities.*

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

McGraw Hill's Florida **StudySync** program is supported by Tier III promising evidence under ESSA guidelines based on analysis of the results of scientific studies in multiple implementation settings using prior editions. We have confidence in the positive impact that StudySync can have on students because we have documented its effectiveness with different students in different states, and on different outcomes. Please review summary of the existing research evidence which supports the effectiveness of StudySync and validates this rating:

- Results of a 2019 study revealed positive outcomes for StudySync users in a Wisconsin high school on the ACT Aspire, ACT, and STAR assessments. Specifically, 9th graders using StudySync performed significantly better on the Reading and Composite portions of the ACT Aspire than the published norm comparisons. Similarly, nearly two-thirds of 10th graders met ACT Aspire growth benchmarks for English and Composite after using StudySync for one school year. About three-fourths of 11th graders exhibited average or above average growth on the ACT during the year they used StudySync based on their prior year ACT Aspire results. Additionally, higher percentages of 9th and 10th graders met the STAR Assessment's spring benchmarks while using StudySync than in the two years prior to adopting StudySync. Finally, during the year in which StudySync was implemented 10th graders, on average, exceeded their expected growth score on the STAR Assessment by more than two and a half times (42 units expected vs. 119 units actual growth). Based on the use of norm comparisons and the presence of positive findings we believe that this study meets the criteria for ESSA Tier 3, or "Promising" evidence.

https://www.mheducation.com/prek-12/program/microsites/MKTSP-ROA01M0/research-success.html

Progress Monitoring

Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria that prompts the addition of Tier 2 interventions*

	F.A.S.T. State Assessment/progress monitoring tool to be administered 3x per year Quarter 1 District created benchmark assessments Teacher created assignments and assessments – ongoing	F.A.S.T State Assessment/progress monitoring tool Quarter 1 District Benchmark Teacher Created assessments – average performance scores	Students not achieving a Level 3 or higher on District exams and/or not making progress based on the State Progress Monitoring Tool, or on teacher created assignments and assessments compared to their peers, will be given the opportunity for remediation with the teacher or co-teacher in a small group setting.
	How is the effectiveness of Tier 1 instruction being monitored? Weekly administrative walkthroughs. Data will be collected from state progress monitoring tool and the quarterly benchmark assessments through School City and will be shared with administrators and teachers to monitor the effectiveness of instruction. Administrators and teachers will monitor teacher-based assignments and assessments through FOCUS platform.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?*** Teachers are provided with targeted feedback based on administrative walkthroughs. District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, literacy coaches and district specialists provide support to teachers through one-on-one, small group and whole group learning communities.	
	How is the effectiveness of Tier 1 curriculum being monitored? Weekly administrative walkthroughs. Data will be collected from state progress monitoring tool and the quarterly benchmark assessments through School City and will be shared with administrators and teachers to monitor the effectiveness of curriculum. Administrators and teachers will monitor teacher-based assignments and assessments through FOCUS platform. Administrator and teacher feedback/input is considered for curriculum map updates.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?*** Teachers and students are provided with professional learning opportunities throughout the year based on data and feedback.	

IF:	**Student meets the following criteria at beginning of school year:** A student with a history of scoring below Level 3 on the FSA assessment will receive Tier 2 interventions using Lexia PowerUp.
THEN:	**TIER 1 instruction and TIER 2 interventions**

TIER 1 instruction and TIER 2 intervention

Interventions:

- *are standards-aligned;*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills*
- *are matched to the needs of the students;*
- *provide multiple opportunities to practice the targeted skill(s) and receive feedback;*
- *occurs during time allotted in addition to core instruction; and*
- *includes accommodations (IEP, ESOL, or 504).*

TIER 2 Programs/Materials/Strategies & Duration	***TIER 2 Progress Monitoring***			
	Assessment & Frequency	***Performance Criteria to discontinue Tier 2 intervention***	***Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction***	***Performance Criteria that prompts the addition of Tier 3 interventions***
Lexia PowerUp individualizes instruction based on a student placement assessment. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. Duration of program usage is based on placement within program. *Achieve3000 (used with ELL students who score level 1 or 2 on overall proficiency on ACCESS 2.0)	Students take an initial placement assessment in 3 strands: Word Study, Grammar, and Comprehension. Students who place at the intermediate and/or advanced zone in the area of Word Study and/or Comprehension are assessed on each skill and must perform at a proficient level before they can move on to the next unit of study. When proficiency is not reached, students are provided further instruction online and through aligned teacher-driven lessons. *If a student places within the foundational zone in the area of Word Study and/or Comprehension, the student will be administered the	Students in grades 6-8 who score a 3 or higher on the quarter 1 District Benchmark assessment and show proficiency on the F.A.S.T. State Assessment/progress monitoring tool, may be considered for dismissal from Tier 2 interventions.	Students in grades 6-8 who do not score a 3 or higher on the quarter 1 District Benchmark assessment and do not show proficiency on the F.A.S.T. State Assessment/progress monitoring tool continue to receive Tier 2 interventions throughout the year.	Students who place in the foundational zone for Word Study and/or Comprehension within the Lexia PowerUp program and place in the SIPPS program based on a placement assessment will receive Tier 3 interventions.

	SIPPS placement assessment. If the results of the assessment determines that a student does not place with the SIPPs program, the student will receive Tier 2 interventions mentioned above. F.A.S.T. State Assessment/progress monitoring tool to be administered 3x per year.			
Number of times per week intervention provided	Duration of program usage is based on placement within program. Small group sessions, minimum of 3 days per week.	***Number of minutes per intervention session***		Duration of program usage is based on placement within the program. Small group sessions, minimum of 3 days per week.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students? District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, literacy coaches and district specialists provide support to teachers through one-on-one, small group and whole group learning communities.				
Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. The Lexia PowerUp Literacy program was designed to target common deficits impacting struggling and non-proficient adolescent readers. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. PowerUp is organized into three separate instructional strands: Word Study, Grammar, and Comprehension. The evaluation of PowerUp is a gold standard randomized control trial that meets ESSA's standards for STRONG research. https://charts.intensiveintervention.org/intervention/toolGRP/259b58d5fcc45338				
How are Tier 2 interventions provided to students who receive interventions through distance learning? All Tier 2 intervention students have access to Lexia PowerUp digitally, as it is an online program provided for students through the District dashboard. Students and teachers track progress through the product dashboard.				

IF:	**Student meets the following criteria at beginning of school year:** A student with history of scoring below Level 3 on the FSA assessment and are significantly below grade level will receive Tier 3 interventions using Lexia PowerUp and SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) in addition to being placed in a regular Language Arts or English course.
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interven

Immediate, intensive intervention:

- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*
- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

Tier 3 Programs/Materials/Strategies & Duration	***Tier 3 Progress Monitoring***		
	Assessment & Frequency	***Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction***	***Performance Criteria that prompts the changes to Tier 3 interventions***
Lexia PowerUp individualizes instruction based on a student placement assessment. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. Duration of program usage is based on placement within program. **SIPPS (grades 6-8)** Systematic Instruction in Phonological Awareness, Phonics and Sight Words, through small group instruction ***Achieve3000** (used with ELL students who score level 1 or 2 on overall proficiency on ACCESS 2.0)	Students take an initial placement assessment in 3 strands: Word Study, Grammar, and Comprehension. When placed, students at this level begin working within the foundational zone in the area of Word Study and/or Comprehension. Students are assessed in each area and must perform at a proficient level before they can move on to the next unit of study. Students will also be assessed using the SIPPS Placement tool to determine if interventions should include SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) foundational support. Students who place within the SIPPS program will be assessed using mastery tests for progress monitoring. Mastery tests are given individually and occur after every 5 lessons. When a student passes the mastery assessment at 80% or higher, the student moves on to the next group of lessons. *Students who do not place in the SIPPS program based on results from	Students who achieve mastery on skills and are able to complete the SIPPS program should be considered for dismissal from Tier 3 interventions but will still receive Tier 2 interventions through Lexia PowerUp. F.A.S.T. State Assessment/progress monitoring tool.	When students are not responding to the intervention and are not making progress towards the desired goal, opportunities for reteaching should occur or pacing should be adjusted. F.A.S.T. State Assessment/progress monitoring tool.

	the placement test will not be eligible for Tier 3 interventions. F.A.S.T. state assessment/progress monitoring tool to be administered 3x per year.		

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Number of times per week intervention provided	Duration of Lexia program usage is based on placement within program. SIPPS - minimum of 20 minutes per day.	***Number of minutes per intervention session***	Duration of Lexia program usage is based on placement within program. SIPPS - minimum of 20 minutes per day.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?
District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, literacy coaches and district specialists provide support to teachers through one-on-one, small group and whole group learning communities.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
The **Lexia PowerUp** Literacy program was designed to target common deficits impacting struggling and non-proficient adolescent readers. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. PowerUp is organized into three separate instructional strands: Word Study, Grammar, and Comprehension. The evaluation of PowerUp is a gold standard randomized control trial that meets ESSA's standards for STRONG research. https://charts.intensiveintervention.org/intervention/toolGRP/259b58d5fcc45338

SIPPS: https://www.collaborativeclassroom.org/programs/sipps/ *SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)* is a research-based foundational skills program proven to help both new and struggling readers in grades K–12, including English Language Learners (ELLs) and students identified with dyslexia. The program's systematic scope and sequence provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling-sounds, and sight words. When used as Tier 3, *SIPPS* accelerates progress so that students are able to efficiently close the gap and engage in grade-level reading.

How are Tier 3 interventions provided to students who receive interventions through distance learning? All Tier 3 students have access to the Reading Plus program, as it is an online program provided for students through the District dashboard. Students and teachers track progress through the Reading Plus dashboard. Teachers provide small group interventions of no more than 3 students through video conferencing.

Assessment/Curriculum Decision Tree

Grade Level(s): 9-12

IF:	**Student meets the following criteria at beginning of school year:** All students are placed in a regular, honors, or advanced English course to meet the ELA requirement and receive Tier 1 instruction.
THEN:	**TIER 1 Only**

Initial instruction:

- *is standards-aligned;*
- *builds background and content knowledge;*
- *provides print-rich, systematic, scaffolded, and differentiated instruction;*
- *incorporates writing in response to reading;*
- *includes accommodations (IEP, ESOL, or 504);*
- *incorporates the principles of Universal Design for Learning; and*
- *includes specially designed instruction for students with disabilities.*

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

McGraw Hill's Florida **StudySync** program is supported by Tier III promising evidence under ESSA guidelines based on analysis of the results of scientific studies in multiple implementation settings using prior editions. We have confidence in the positive impact that StudySync can have on students because we have documented its effectiveness with different students in different states, and on different outcomes. Please review summary of the existing research evidence which supports the effectiveness of StudySync and validates this rating:

- Results of a 2019 study revealed positive outcomes for StudySync users in a Wisconsin high school on the ACT Aspire, ACT, and STAR assessments. Specifically, 9th graders using StudySync performed significantly better on the Reading and Composite portions of the ACT Aspire than the published norm comparisons. Similarly, nearly two-thirds of 10th graders met ACT Aspire growth benchmarks for English and Composite after using StudySync for one school year. About three-fourths of 11th graders exhibited average or above average growth on the ACT during the year they used StudySync based on their prior year ACT Aspire results. Additionally, higher percentages of 9th and 10th graders met the STAR Assessment's spring benchmarks while using StudySync than in the two years prior to adopting StudySync. Finally, during the year in which StudySync was implemented 10th graders, on average, exceeded their expected growth score on the STAR Assessment by more than two and a half times (42 units expected vs. 119 units actual growth). Based on the use of norm comparisons and the presence of positive findings we believe that this study meets the criteria for ESSA Tier 3, or "Promising" evidence.

https://www.mheducation.com/prek-12/program/microsites/MKTSP-ROA01M0/research-success.html

Progress Monitoring		
Assessment & Frequency	***Performance Criteria that indicates Tier 1 is sufficient***	***Performance Criteria that prompts the addition of Tier 2 interventions***
F.A.S.T. State Assessment/progress monitoring tool to be administered 3x per year Quarter 1 District created benchmark assessments Teacher created assignments and assessments – ongoing	F.A.S.T. State Assessment/progress monitoring tool Quarter 1 District Benchmark Teacher Created assessments – average performance scores	Students not achieving a Level 3 or higher on District exams and/or not making progress based on the State Progress Monitoring Tool, or on teacher created assignments and assessments compared to their peers, will be given the opportunity for remediation with the teacher or co-teacher in a small group setting.
How is the effectiveness of Tier 1 instruction being monitored? Weekly administrative walkthroughs. Data will be collected from state progress monitoring tool and the quarterly benchmark assessments through School City and will be shared with administrators and teachers to monitor the effectiveness of instruction. Administrators and teachers will monitor teacher-based assignments and assessments through FOCUS platform.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?*** Teachers are provided with targeted feedback based on administrative walkthroughs. District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, literacy coaches and district specialists provide support to teachers through one-on-one, small group and whole group learning communities.	
How is the effectiveness of Tier 1 curriculum being monitored? Weekly administrative walkthroughs Data will be collected from state progress monitoring tool and the quarterly benchmark assessments through School City and will be shared with Administrators and Teachers to monitor the effectiveness of curriculum. Administrators and teachers will monitor teacher-based assignments and assessments through FOCUS platform. Administrator and teacher feedback/input is considered for curriculum map updates.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?*** Teachers and students are provided with professional learning opportunities throughout the year based on data and feedback.	

IF:	**Student meets the following criteria at beginning of school year:** A student with a history of scoring below Level 3 on the FSA assessment will receive Tier 2 interventions using Lexia PowerUp.
THEN:	**TIER 1 instruction and TIER 2 interventions**

TIER 1 instruction and TIER 2 interventions

Interventions:

- *are standards-aligned;*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills*
- *are matched to the needs of the students;*
- *provide multiple opportunities to practice the targeted skill(s) and receive feedback;*
- *occurs during time allotted in addition to core instruction; and*
- *includes accommodations (IEP, ESOL, or 504).*

TIER 2 Programs/Materials/Strategies & Duration	***TIER 2 Progress Monitoring***			
	Assessment & Frequency	***Performance Criteria to discontinue Tier 2 intervention***	***Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction***	***Performance Criteria that prompts the addition of Tier 3 interventions***
Lexia PowerUp individualizes instruction based on a student placement assessment. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. Duration of program usage is based on placement within program. *Achieve3000 (used with ELL students who score level 1 or 2 on overall proficiency on ACCESS 2.0)	Students take an initial placement assessment in 3 strands: Word Study, Grammar, and Comprehension. Students who place at the intermediate and/or advanced zone in the area of Word Study and/or Comprehension are assessed on each skill and must perform at a proficient level before they can move on to the next unit of study. When proficiency is not reached, students are provided further instruction online and through aligned teacher-driven lessons. F.A.S.T. State Assessment/progress monitoring tool to be administered 3x per year.	Students in grades 9-10 who score a 3 or higher on the quarter 1 District Benchmark assessment and show proficiency on the F.A.S.T. State Assessment/progress monitoring tool, may be considered for dismissal from Tier 2 interventions. Students in grades 11 – 12 who achieve a concordant score in Reading to meet graduation requirements may also be considered for dismissal from Tier 2 interventions.	Students in grades 6-8 who do not score a 3 or higher on the quarter 1 District Benchmark assessment and do not show proficiency on the F.A.S.T. State Assessment/progress monitoring tool continue to receive Tier 2 interventions throughout the year.	Students who place in the foundational zone for Word Study and/or Comprehension within the Lexia PowerUp program will receive Tier 3 interventions.

Number of times per week intervention provided	Duration of program usage is based on placement within program. Students not meeting proficiency on a skill will meet with teacher for a minimum of 3x per week on skills and strategies.	***Number of minutes per intervention session***	Duration of program usage is based on placement within program. Students not meeting proficiency on a skill will meet with teacher for a minimum of 3x per week on skills and strategies.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students? District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, literacy coaches and district specialists provide support to teachers through one-on-one, small group and whole group learning communities.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. The **Lexia PowerUp** Literacy program was designed to target common deficits impacting struggling and non-proficient adolescent readers. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. PowerUp is organized into three separate instructional strands: Word Study, Grammar, and Comprehension. The evaluation of PowerUp is a gold standard randomized control trial that meets ESSA's standards for STRONG research.

https://charts.intensiveintervention.org/intervention/toolGRP/259b58d5fcc45338

How are Tier 2 interventions provided to students who receive interventions through distance learning? All Tier 2 intervention students have access to Lexia PowerUp digitally, as it is an online program provided for students through the District dashboard. Students and teachers track progress through the product dashboard.

IF:	**Student meets the following criteria at beginning of school year:** A student with a history of scoring below Level 3 on the FSA assessment and are significantly below grade level will receive Tier 3 interventions using Lexia PowerUp in addition to being placed in a regular Language Arts or English course.
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

Immediate, intensive intervention:

- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*
- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

Tier 3 Programs/Materials/Strategies & Duration	***Tier 3 Progress Monitoring***		
	Assessment & Frequency	***Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction***	***Performance Criteria that prompts the changes to Tier 3 interventions***
Lexia PowerUp individualizes instruction based on a student placement assessment. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. Duration of program usage is based on placement within program. ***Achieve3000** (used with ELL students who score level 1 or 2 on overall proficiency on ACCESS 2.0)	Students take an initial placement assessment in 3 strands: Word Study, Grammar, and Comprehension. When placed, students at this level begin working within the foundational zone in the area of Word Study and/or Comprehension. Students are assessed on each skill and must perform at a proficient level before they can move on to the next unit of study (computer generated). Teachers will work with students in a small group or one-on-one setting using targeted materials (Lexia Lessons) to address specific literacy skills based on student online performance. F.A.S.T. State Assessment/progress monitoring tool to be administered 3x per year.	Students who achieve proficiency on foundational skills should be considered for dismissal from Tier 3 interventions but will still receive Tier 2 interventions. F.A.S.T. state assessment/progress monitoring tool	When students are not responding to the intervention and are not making progress towards the desired goal, the intervention should be adjusted. F.A.S.T. state assessment/progress monitoring tool

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Number of times per week intervention provided	Duration of program usage is based on	***Number of minutes per intervention session***	Duration of program usage is based on placement within program.

		placement within program. Small group or one-on-one sessions 2 days per week, in addition to Tier 2 (3 days per week).		Small group or one-on-one sessions 2 days per week, in addition to Tier 2 (3 days per week).

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?
District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, literacy coaches and district specialists provide support to teachers through one-on-one, small group and whole group learning communities.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. **Reading Plus**
The **Lexia PowerUp** Literacy program was designed to target common deficits impacting struggling and non-proficient adolescent readers. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. PowerUp is organized into three separate instructional strands: Word Study, Grammar, and Comprehension. The evaluation of PowerUp is a gold standard randomized control trial that meets ESSA's standards for STRONG research.

https://charts.intensiveintervention.org/intervention/toolGRP/259b58d5fcc45338

How are Tier 3 interventions provided to students who receive interventions through distance learning? All Tier 3 students have access to the Lexia PowerUp program, as it is an online program provided for students through the District dashboard. Students and teachers track progress through the Lexia PowerUp dashboard. Teachers provide small group interventions of no more than 3 students through video conferencing.

SCHOOL DISTRICT OF MANATEE COUNTY

Dear Parents,

The FLDOE State Board of Education has mandated instruction related to health education of district students across all grade levels. Florida Statute 1003.42(n) outlines required instruction related to family life, dating violence, and reproductive health education including a focus on abstinence and pregnancy prevention that must be taught across grade levels. This mandate will be satisfied through instruction to students in grades K-12 and will address age-appropriate elements of effective and evidence-based programs. Each student will receive age-appropriate skill-building instruction. Instructional materials can be found on the School District of Manatee County's webpage.

These instructional topics will include the following:

5th Grade	**7th/8th Grade Science**	**HS Science or HOPE**
Personal health and puberty	healthy communication for risk reduction, impact of social media on relationships, puberty, reproductive systems, & the benefits of abstinence, teen dating violence	Healthy/unhealthy relationships, pregnancy prevention, abstinence, relationship abuse, how to identify and respond, & resources for teens.

It is understood that permission has been granted for your child to participate in the program with the following understandings (unless you decide to OPT-OUT your child by signing and returning the slip below):

- I understand that my child will be participating in a thorough comprehensive curriculum that teaches them about human development, reproduction, and healthy relationships (Grades 7-12).
- I understand that my child will develop skills of respect and appreciation for themselves, their families, and all people.

If you **DO NOT** want your son/daughter to participate in this program, please sign the form below and return it to your child's science teacher.

OPT-OUT SLIP

Please return this form to your child's science teacher ONLY if you do NOT want your child to participate in the health education lessons.

I have read the above letter, and I do NOT want my child to participate in this program.

NOTE: (There is no penalty to your child for not attending this health lesson. Provisions will be made for your child to attend another class during these lessons.)

Student's Name:

Parent/Guardian Signature:

X_____

Health Education Instructional Resources

Health Education Component Area	Description	Educator Resources
Community Health	Focuses on individual responsibility; healthy work, school and community environments; community health resources and facilities; community and state agencies; health service careers; safety hazards; community laws and policies related to health issues; data and trends regarding health issues; social marketing and norming; emergency/crisis response plans; community involvement; current issues; trends in medical care; community health planning; private resources (hospitals, clinics and insurance companies); and volunteer resources and organizations (i.e. American Red Cross, American Cancer Society).	Every Kid Healthy™ Week Helping Children and Adolescents Cope with Violence and Disasters: What Community Members Can Do CDC Healthy Living Children's Disaster Preparedness
Consumer Health	Focuses on being wise consumers of health information, products and services, including understanding the influences of advertising, media and technology; being able to evaluate and make selection and purchasing decisions about health-related products and medical services; consumer protection laws (product labeling); consumer protection agencies; health agencies and organizations; health insurance; quackery; reliable health products and services; and knowing what is available and how to be an educated consumer.	Food Labels and Nutrition Lessons (grades 6/7) CDC Food Safety Food Safety 101 (grades 5/6)

Environmental Health	Focuses on causes, prevention and control of environmental pollution, including air, water, soil, radiation, noise and solid waste (recycle, reuse and reduce); effects of environment on health (includes understanding the causes of negative environmental factors and their effects on human health); environmental protection agencies; population growth; worldwide health; and individual and group responsibilities in helping to promote a healthy environment locally and worldwide	EPA Healthy Schools, Healthy Kids Asthma Awareness in Schools CDC Healthy Living Manatee County Garbage and Recycling
Family Life	Focuses on roles and responsibilities; marriage; divorce; abstinence; parenting; building family relationships; child abuse and neglect; the family life cycle; family planning; heredity; and communication skills (verbal, nonverbal and listening).	Puberty Video for Girls (5th Grade) Puberty Video for Boys (5th Grade) Reproduction Basics ppt (8th grade) Positive Parenting Practices Promoting Health Among Teens: Abstinence-Only (Video)
Injury Prevention/Safety	Focuses on attitudes toward safety; causes of accidents; home and school safely; highway safety, including pedestrian, auto, bicycle, recreation vehicle and school bus; natural and weather related disasters; safety practices that reduce risks of unintentional injuries (e.g., fire, bike, home, weapon and babysitting safety); survival skills; environmental hazards; personal safety precautions, including assault and child abuse and neglect prevention; violence prevention; bullying prevention; internet safety; dating violence; first aid/CPR/AED and emergency health care procedures to follow in case of an injury, health problem, disaster or violence; resources and agencies; safety rules and laws; and intentional injury.	Student CPR training Video (grades 7-12) CPALMS Lesson Plan Heart Rate Activity: Body Positions and Physical Activity (grades 7-12) CDC Restrain Yourself Podcast (grades 9-12) CDC Injury Prevention & Control (grades 5-12)

Internet Safety	Focuses on the knowledge of maximizing the personal safety and security risks while using the internet and the self-protection from computer crime and predators.	Naming in a Digital World: Creating a Safe Persona on the Internet (Grades 9-12 lesson) Media Safety ppt for grades (Grades 7-12) NetSmartz Workshop Cloud Game (Grades 5-8) Child Human Trafficking FLDOE (info for teachers)
Nutrition	Focuses on the importance of a balanced diet, how food provides energy and nutrients to the body; additives; activity and weight management (energy in/energy out); recommended U.S. dietary guidelines; MyPlate; healthy food choices; reading and understanding food labels (selecting foods low in cholesterol, fat, sugar, salt); safe food preparation and storage; and world food supply.	CDC Eat Well Podcast Eating Disorders Awareness FSU Healthy *Me* Florida Nutrition Facts School Lunch Lesson Plan (grade 8) Tips for Teachers: Promoting Physical Activity and Healthy Eating

Personal Health	Focuses on personal fitness and lifetime activities; cardiovascular health; personal hygiene (including oral health); vision and hearing; positive health habits and choices (sleep, rest, relaxation, recreation); aging; personal wellness plans; growth and development; and care of human body systems and functions.	Childhood Obesity Facts (Grades 5-12) Dental Health (Grades 5-12) Growth and Development for Teens (Grades 8-12) Growth and Development for Kids (Grades 5-7) Head Lice Treatment Video (Grades 5-6)
Prevention/Control of Disease	Focuses on causes, transmission, prevention, early detection, and treatment of chronic and communicable and non-communicable diseases and disorders, including allergies, asthma, diabetes, cancer, cold and flu, and HIV/AIDS; sexually transmitted diseases/infections; immunizations and vaccines; lifestyles and diseases; eating disorders; community efforts; genetic disorders; neurological diseases; and medical care services.	How HIV is transmitted ppt (Grades 7/8) Risk Behaviors can lead to HIV, STDs & Teen Pregnancy Prevention (grades 7-12) Eating Disorder Awareness

Substance Use/Abuse	Focuses on the use and misuse of alcohol, tobacco, marijuana and inhalants, prescription and over- the-counter drugs and other illegal drugs (cocaine, methamphetamine, LSD, heroin, etc.); the classification and effects those substances have on the body; addiction; the health problems associated with drug dependence, including formation of habits and their influence; positive decision-making; and individual responsibility. It also includes effects on family members; family roles; risk behavior reduction; refusal and coping skills; societal and legal issues, including consequences; impact of media messages; and community resources.	Alcohol and public health (for teachers) CDC Don't Drink and Drive Podcast (Grades 9-12) Kids Health: Vaping (grades 6-12) Manatee County Drug & Alcohol Information (for teachers)
Teen Dating Violence (grades 7-12 only)	Focuses on the pattern of behavior that includes physical, emotional, verbal or sexual abuse used by one person in an intimate relationship to exert power and control over another. TDV is generally defined as occurring among individuals between the ages of 13-19 years old.	Teen Dating Violence ppt (Grades 7/8) Teen Dating Violence ppt (high school) Fast Facts: Preventing Teen Dating Violence (Grades 7-12) Teen Dating Violence Prevention (for teachers)

AGENDA ITEM NO. IV.2

School Board of Manatee County
May 27, 2022 - Workshop

Title
Proposed Changes to the Code of Student Conduct Policy for the 2022-2023 School Year

Executive Summary
The Code of Student Conduct is reviewed and revised annually and serves as the School Board's policies and procedures for governing student behavior on school grounds, at school activities, and while being transported to and from school.

The major changes to the 2022-2023 Code of Conduct include the following:

- A complete revision of our existing district dress code
  - A review was conducted to eliminate unnecessary language and examine potential gender inequalities that may disproportionally impact female students
  - All existing language was eliminated and replaced with a minimum number of district-wide standards (P. 43)
- Eliminated recess as a privilege that can be removed (P. 47)
- Eliminated the prohibition of possessing aerosol sprays and changed the emphasis to the use of such sprays (P. 42 & 44)
- Added parental consent to photographs or other likenesses in our FERPA directory information (P. 67)
- Added the parental right to individually consent or decline all healthcare services offered in their child's school (P. 9)
- Added to the discipline matrix a district intervention course for high school students who engage in consensual sexual activity while under school control (P. 38)
- Added a new section to the Code that introduces our District's effort to intentionally build positive school climates called Project Spark. The section contains the definition of a positive school climate, as well as brief synopses of our work with MTSS, CharacterStrong, and Restorative Practices.

Contact
Submitting Department: Drop Out Prevention
Initiated By: George Schrier and Skip Wilhoit

Attachments:
2022-2023 Code of Conduct Draft Clean Copy
2022-2023 Code of Conduct Draft Redline Edits
2022-2023 Student Code of Conduct PowerPoint

2022-2023

Code of STUDENT CONDUCT



NOTICE REGARDING CODE OF STUDENT

In order to conserve resources, schools will not distribute paper copies of the Student Code of Conduct to students. You can locate an electronic copy of the Student Code of Conduct on the District website at www.manateeschools.net or on your school's website. If you require a paper copy of the Student Code of Conduct, please check the appropriate box below; sign and return this sheet, and one will be provided to your child. This page will also exist as a form, which is available at your school's front office, if you are unable to print a copy for yourself.

This Student Code of Conduct has been developed so our students and families have a clear understanding of behavioral expectations and to inform all parties of important procedures related to our educational mission. It is helpful if parents are aware of school rules so they can help support them from home. Parents and students are encouraged to review the Student Code of Conduct together to gain a better understanding of their rights and responsibilities. Training on the Student Code of Conduct will be provided to all students, teachers and administration during the first month of school.

FAILURE TO REVIEW THE STUDENT CODE OF CONDUCT WILL NOT RELIEVE A STUDENT OR THE PARENT/ GUARDIAN OF THE RESPONSIBILITY FOR COMPLIANCE WITH THE CODE OR ACCOUNTABILITY FOR LOSS OR DAMAGE TO SCHOOL DISTRICT OF MANATEE COUNTY PROPERTY.

Please check and submit, only if you require a printed copy of the 2022-2023 Code of Student Conduct. One (1) copy per household will be provided.

☐ I would like to have a printed copy of the Student Code of Conduct sent home with my child.

_____	_____	_____
Student Name	Student Signature	Date
_____	_____	_____
Parent Name	Parent Signature	Date

THE SCHOOL DISTRICT OF MANATEE COUNTY
CODE OF STUDENT CONDUCT
2022-2023

Dear Students and Parents,

One of our many important goals in this School District is to provide a safe, nurturing, and well-disciplined learning environment for all students. To achieve this goal, the School Board has authorized the development of a comprehensive District Code of Student Conduct. I strongly encourage you to read this Code of Student Conduct and share your thoughts and observations with your teens or children.

This District Code of Student Conduct was developed with input from school and district administrators, faculty and staff members, School Advisory Council members, community members, and students.

The District Code of Student Conduct will be reviewed annually for any additions or deletions that may be necessary for clarification or as required by new legislation. If you have any questions regarding the contents of the District Code of Student Conduct, please contact your school principal.

The information contained in this District Code of Student Conduct is being provided to all students and parents. Extra copies of this publication are available at school sites or on the District website at www.manateeschools.net. Thank you for taking the time to read and discuss this information. I appreciate your support of our schools and School District. Have a Great School Year!



Sincerely,

Cynthia Saunders,
Superintendent

THE SCHOOL BOARD OF MANATEE COUNTY

BRADENTON, FLORIDA

Members

Rev. James Golden – Chairman (District 5)

Gina Messenger - Vice Chair (District 1)

Charlie Kennedy - (District 2)

Mary Foreman (District 3)

Chad Choate (District 4)

Superintendent of Schools

Cynthia Saunders

School Board of Manatee County policies may be viewed online at www.manateeschools.net

BOARD POLICIES

Bylaws	0000
Administration	1000
Program	2000
Instructional Staff	3000
Support Staff	4000
Students	5000
Finances	6000
Property	7000
Operations	8000
Community Relations	9000

TABLE OF CONTENTS

SECTION I **JURISDICTION OF THE SCHOOL BOARD** **1**

In Loco Parentis 1

Prohibition of Discrimination 1

SECTION II **STUDENT AND PARENT RIGHTS AND RESPONSIBILITIES** 3

Student Rights and Responsibilities 3

Academic Honor Code 5

Parent Rights and Responsibilities 6

SECTION III **POSITIVE SCHOOL CLIMATES** 9

SECTION IV **ATTENDANCE** 11

SECTION V **DISCIPLINE** 14

MISCONDUCT THAT REQUIRES SPECIFIC CONSEQUENCES 12

Alcohol/Drugs 13

Tobacco Products 16

Bullying and Harassment Prohibition 17

Hazing 17

Dating Violence and Abuse 18

Threats Against Schools 18

Possession of Firearms and Weapons 19

Gang Activity 21

Making False Accusations 21

MISCONDUCT THAT MAY RESULT IN DISCIPLINE

Discipline Matrix 22

Elementary Matrices for Grades PK-2 23

Elementary Matrices for Grades 3-5 26

Middle School Discipline Matrix for Grades 6-8 31

High School Discipline Matrix for Grades 9-12 35

Discipline for Students with Disabilities 39

Bus Conduct 41

Dress Code 43

SECTION VI **PROCEDURES RELATING TO DISCIPLINARY ACTIONS** **47**
Common Discipline Actions 47
Major Discipline Actions 48
Bus Suspension 48
Suspension from School 48
Alternative Placement 50
Expulsion 50
Felony Arrests 52
Extension of 10-Day Suspension 52
Criminal Victimization 52
Corporal Punishment 52
Reports to Law Enforcement Agencies 52
Limited Role of Law Enforcement 53
Reports to Department of Children and Families (DCF) 53
Referrals to Mental Health Agencies 53
Self-Reporting Upon Initial Registration 53
SECTION VII **IMPORTANT POLICIES AND PROCEDURES** 54
Medication Policy 54
Controlling the Spread of Communicable Diseases 55
Crisis Protocol 55
Student and Family Reunification Plan 55
Electronic Equipment 57
Technology and Internet Safety Policy 57
Athletic Eligibility 59
SECTION VIII **PUBLIC NOTICES** **63**
Service Animals 65
Pledge of Allegiance 65
Public Notices with Parental Opt-Out Provision 66

SECTION I JURISDICTION OF THE SCHOOL BOARD

Introduction

The purpose of this document is to assist students, parents, and school personnel in establishing and maintaining a safe, nurturing and well-disciplined learning environment for all. To be fully effective, the Code of Student Conduct addresses not only the role of the parents, the students, and the school, but also specifies areas relative to the responsibilities and rights of students and parents; grounds for disciplinary action; and procedures to be followed for acts requiring disciplinary action.

In the event of a situation which significantly alters the standard process for delivering education, such as natural disasters, pandemics, etc., the School District of Manatee County reserves the right to amend policies and procedures to allow for the continued education, articulation, and graduation of students, as well as the safety and security of our school communities.

Students in the School District of Manatee County are subject to the Code of Student Conduct during the school day and regular school activities, while being transported on school buses or at public expense to and from school or other education facilities. Students are also subject at such time and places that include - but are not necessarily limited to - school sponsored events, field trips, athletic functions, and other activities where appropriate school personnel have jurisdiction over students. In addition, jurisdictional control over students may be extended as per Florida Statute Sections 1006.07, 1006.09, 1006.13, 1006.147, and 1003.31 whenever the conduct of a student is deemed to have a detrimental effect on the health, safety, and welfare of any member of the school community or the learning environment of the school.

IN LOCO PARENTIS

State and federal law recognizes that teachers and school administrators have a need to stand in the place of parents over children entrusted to them at school. This is a concept called *in loco parentis*. While this power is not equal to a parent's power over a child, it permits school personnel to exercise a degree of supervision and control over students that could not be exercised over free adults. This concept is responsible for the fact that school personnel can search without a warrant based on reasonable suspicion and are not held to the higher standard of "probable cause" by which law enforcement is bound. It is also responsible for the fact that school personnel can interrogate a student without providing him or her with Miranda warnings or allowing the student to call a parent or attorney.

Prohibition of Discrimination

No student shall, on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, marital status, age, religion, or any other basis prohibited by law, be excluded from participation in, be denied the benefits of, or be subjected to discrimination or harassment under any educational programs, activities, services, or in any policies or practices by the School District of Manatee County. Any student who believes he or she has been discriminated against or has been harassed by an employee, student, or other third party, who is subject to control of the School Board, is encouraged to use the appropriate grievance procedures set forth in policy.

TITLE IX

Title IX of the Education Amendments Act of 1972 is a federal law, enacted in 1972, which states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

The United States Department of Education requires school districts to follow a specific Title IX Grievance Process while investigating allegations of sexual misconduct. The Office of Civil Rights of the United States Department of Education considers sexual misconduct (including sexual harassment, sexual violence, sexual assault and intimate partner violence) to be a form of sexual discrimination and requires the school districts to take immediate and effective steps to respond to sexual misconduct.

For a Title IX investigation to apply, the incident must have occurred in an education program or activity in which the District has substantial control over both the respondent and the context in which the incident occurred.

"Sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. Any School District of Manatee County employee conditioning the provision of an aid, benefit, or service of the recipient on an individual’s participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient’s education program or activity; or

3. “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34

U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

Responsibilities and Obligations

The School District of Manatee County takes its obligation to comply with Title IX very seriously. Inquiries concerning the application of Title IX and the Grievance Procedures may be referred to the District’s Title IX Coordinators:

Schools & Educational Facilities
Dr. Pace Edwards 2501 63rd Avenue East Bradenton, FL 34203
(941) 751-6550 extension 43038

District & Employment
Sherman Stroman
215 Manatee Avenue West Bradenton, Florida 34205
(941) 708-8770 extension 41052

SECTION II STUDENT & PARENT RIGHTS and RESPONSIBILITIES

STUDENT RIGHTS AND RESPONSIBILITIES

This section summarizes the basic principles of student rights and responsibilities. As a student, you have a right to an education, regardless of your race, color, creed, national origin, religion, gender, marital status, heritage, disability, or sexual orientation. Some of your basic rights include the right to:

- Learn
- Agree or Disagree
- Petition
- Freedom of expression
- Publish
- Assemble
- Privacy

Your exercise of these rights must conform to the District Code of Student Conduct. While you also have the right to a free and appropriate education, this right shall be applied at the school serving your residential attendance zone, except as authorized by the School Choice Program or otherwise provided by School Board Policy. **The Superintendent is authorized to assign or reassign a student to any program or school as deemed to be in the best interest of the student or School District, pursuant to** F.S. 1006.08**.**

If you are attending a charter school or a school out of your assigned area under the School Choice Program, you may be suspended, expelled or reassigned during the school year as provided in this Code. Your school choice may additionally be revoked for non-attendance, habitual tardiness, or disciplinary issues, upon the recommendation of the principal. The principal's recommendation is subject to review and approval by the District Administrative Appeals Committee.

First Amendment Freedom of Expression

In 1969, The United States Supreme Court ruled that public school students do not leave their constitutional right to freedom of expression at the schoolhouse gate. You have a right to freedom of expression; however, when you exercise that right, you must do so in a responsible manner that does not cause a disruption of the school or a school activity. A principal may impose reasonable time, place and manner restrictions on your exercise of First Amendment freedom of expression rights. If possible, before imposing reasonable time, place and manner restrictions, the principal will consult with the School District General Counsel and will notify the Superintendent (or designee) in such cases. If it is not possible to consult the School District General Counsel beforehand, the principal will do so as soon as possible.

Principal's Authority

The principal of each school is responsible for the administration of the school and the enforcement of the District Code of Student Conduct. The principal has the authority to direct students and staff and can impose any reasonable requirements that are not inconsistent with the District Code of Student Conduct or School Board Policy.

INVESTIGATIONS AT SCHOOL

Administrative

If you are suspected of violating the District Code of Student Conduct, school officials can question you without first contacting your parent. You do not have a right to have your parent present or a right to an attorney when you are questioned. If you refuse to answer questions asked by school officials, you may be disciplined.

Criminal

If you are a suspect in a criminal investigation that may result in your arrest or criminal charges, law enforcement will make a good faith effort to contact your parent before the law enforcement officers begin questioning you. If a parent cannot be located, law enforcement officers may proceed with questioning. If your parent is contacted, the law enforcement officers may allow your parent to be present during your questioning.

Victim or Witness

If you are a victim or a witness, law enforcement officers, Children and Family Services investigators, or administrative investigators are allowed to question you without first contacting your parent. If the investigation involves child abuse, the official conducting the investigation will decide who can be present during your interview. If you refuse to answer questions asked by school officials, you may be disciplined.

Removal of a Student Under Arrest

If you are subject to arrest, with or without a warrant, the officer can remove you without your parents' consent or the consent of school officials. The administrator will try to notify your parent before you are removed or as soon as possible after your removal.

Removal for Involuntary Examinations

The school principal or the principal's designee shall make a reasonable attempt to notify your parent or guardian, if you are removed from school, school transportation, or a school- sponsored activity and taken to a receiving facility for a Baker, Marchman, or other evaluation, pursuant to F.S. 394.463. The principal or the principal's designee may delay notification for no more than 24 hours after you are removed, if the principal or designee deems the delay to be in your best interest or if a report has been submitted to the central abuse hotline, pursuant to F.S. 39.201, based upon knowledge or suspicion of abuse, abandonment, or neglect.

Searches and Seizures

You, your locker, vehicle, purse, backpack and other personal possessions may be searched if there is a reasonable belief (suspicion) that any of them contain drugs, weapons, contraband or other items not permitted on campus. You are expected to cooperate fully with your school administration in all searches and investigations. The failure to fully cooperate may be grounds for your school administration to infer that you are in possession of contraband or illegal items and the matter will be referred to law enforcement as deemed necessary. Trained sniff-screening dogs are allowed in the schools to prevent drugs and weapons at school. Routine checks by the dogs are not considered a search; however, an alert by the dog gives reasonable suspicion for a search. Dogs may not check students themselves to determine probable cause for a search. The use of trained dogs is a safety precaution to provide you a safe school in which to learn.

GRADES

An academic grade should reflect the teacher's most objective assessment of your academic achievement. Academic grades should not be used as a means of maintaining order in a classroom, nor should your behavior be included in calculating academic grades.

1. Your Responsibilities

a. To become informed of the grading criteria.
b. To maintain standards of academic performance commensurate with your ability, and to make every effort to improve your performance upon receipt of notification of unsatisfactory progress.

2. Your Rights

a. To receive a teacher's grading criteria at the beginning of each year or semester course.
b. To receive a reasonable notification of failure or potential failure prior to the end of the grading period with sufficient time, when possible, to take corrective action.

3. Your Parents' Responsibilities

a. To meet with your teachers upon request and assist in helping take corrective action if you are experiencing academic difficulty.
b. To seek advice on before and after school programs that will assist you in succeeding in school.

OTHER STUDENT RESPONSIBILITIES

- To read and become familiar with the Code of Student Conduct;
- To attend school daily, prepare for class, and complete class and homework assignments to the best of your ability;
- To know and follow school rules and instructions given by the school administration, teachers, and other staff;
- To report to school staff any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community;
- To bring to school only those materials that are allowed;
- To treat everyone in the school community with respect;
- To respect school property, community property, and the property of others.

ACADEMIC HONOR CODE

- I will take responsibility for my own work. I will not cheat, help others cheat, or allow anyone else to do my work for me.
- I will not plagiarize. I will use quotations and cite sources when I use someone else's words and ideas.
- I will not forge the signature of others or knowingly falsify any records, information, or results.
- I will be honest about my work with teachers, peers, and parent(s)/guardian(s).
- I understand I will receive a zero on any assignment, as well as any other appropriate consequence for breaking the Honor Code.

PARENTAL RIGHTS AND RESPONSIBILITIES

The role of parents, guardians, and families is critical to the healthy growth and development of each of our students. Some of the basic parent rights include:

- To be actively involved in your child's education;
- To be treated fairly and respectfully by the school administration, teachers, and other staff;
- To access information about the Board's policies and procedures;
- To be notified promptly if your child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned;
- To appeal disciplinary actions taken;
- To receive pertinent, accurate, and timely information about your child's academic progress, in addition to ways you can help your child succeed in school.

School staff and parents must work together to maximize a student's success at school. We are committed to working with and supporting families and we request parents work with and support us. As a parent you are expected to:

Sign in at the Office

Sign in through the Raptor System when you go to any school and before you go anywhere else on the campus. (You must present your driver's license or official picture identification to be scanned for student safety issues.)

Be Involved

Get to know the people at your child's school by participating in teacher conferences and school-parent activities such as Parent-Teacher Association (PTA)/Parent-Teacher Organization (PTO) meetings and School Advisory Council (SAC) meetings. Be actively involved in the learning process at home and in school, such as volunteering, collaborating with teachers on your child's performance in school, and fostering learning at home by providing your child appropriate assistance and monitoring of homework. Participate in your child's elementary report card conferences, which are scheduled following the first and third quarters of the school year.
School Board Policy 2111 Parent/Family Involvement may be accessed on the district website, or you may request a copy at the district office at 215 Manatee Avenue West, in Bradenton.

Provide Information

Each year provide your child's school your current telephone number, home address, work telephone number and emergency contact number. Parents must immediately notify the school of any changes in contact information.

Support School Rules

Understand and support the rules in this District Code of Student Conduct and talk to your child about them.

Support Dress Code

Teach your child to follow the dress code as outlined in this document. Because school is a place to work and learn, dressing neatly and appropriately for school is very important.

Promote Punctuality

Make sure your child arrives at school on time every day. Parents should be aware that if they live within two (2) miles of their child's school, School District transportation will not be provided unless required as a related service for a student with a disability.

Ensure Your Child's Safety
Ensure your child arrives at school no more than thirty minutes before the start of the school day and leaves campus no more than thirty minutes after the school day or activity unless you have made special arrangements with a teacher, administrator or a before/after school care program. Supervision will not be provided beyond that time. Supervision for students attending school activities outside the regular school day such as clubs, dances, carnivals, practices and games will be provided 30 minutes before and after the activity. Be aware that school nursing services are not available at extracurricular activities or before or after the school day. It is the parents' responsibility to provide any medical needs for their children before or after the school day.

Comply with Safety Rules
Adhere to school developed, on-site traffic plans for vehicles when bringing students to school or picking them up after school. If your children are walkers or bicyclists, encourage them to follow safety rules and use pedestrian-safety features where available.

Notify School of Absences
Contact the school when your child is absent and explain the reason for the absence. It is recommended you call the day of the absence, but parents do have 48 hours to notify the school. In situations specified in the attendance section, written documentation will be required by the school.

Notify School When You Move
Notify the school principal in writing if you move from the last address you have provided the school. You must notify the principal within five days of your move. If you have not moved out of your school's attendance zone, your child may continue at that school and may be entitled to transportation. If you have moved out of your school's attendance zone, in many cases your child may remain in the current school through the rest of the school year, but district transportation will not be provided. If the school discovers you have moved and have not provided notification, your child could be assigned to an alternative school or considered to be "found out of that school's attendance area." This could mean an immediate change of school for your child, and your child could be deemed ineligible for athletics and other activities.

Support School Discipline
Work with school staff members to solve discipline or other problems. You should let the school know if something has happened at home that could affect how your child behaves in school.

Provide Correct Student Pickup Information
Be aware that only people whose names and contact information are listed on the Enrollment Form may pick up a student from school during the school day. The enrolling parent should complete the Health Information Card. Identification must be shown to the office staff when someone signs out a student from school.

Pay Damages
Be prepared to pay for any damage done to School Board property by your child. If payment is not made and the amount is substantial, the principal will refer the matter to the Superintendent.

Reimburse School
Pay for lost or damaged books or other teaching materials. Failure to pay may mean no other

books or materials will be given to your child, your child will not be able to participate in extra-curricular activities or your child will be required to pay the debt through community service at the school. The principal will make those decisions.

Per School Board policy, if you cannot afford to pay for instructional materials or a fee that your child has incurred at school, you may submit a letter to the Superintendent seeking a waiver. Please consult School Board policy for the information necessary to request such a waiver.

Know School's Delivery Policies
Contact the school before delivering items for your child. Allowing deliveries to students is at the discretion of each individual school.

Comply with Cell Phone Policy
If you need to reach your child in an emergency during the school day, contact the front office. Because cell phones and all other forms of electronic communication are to be turned off and put away out of sight once students are at school, parents should not text message or phone their children during the school day.

Know CHOICE Options
If you want your child to attend a different school, visit the Office of Student Assignment and follow the CHOICE Student Assignment Plan procedures or call them at (941) 708-4971.

Know Parental Rights
Be aware that when parents are divorced or separated, both parents have full rights to participate in the child's school activities and to know what is happening at school. The non-enrolling parent will not be allowed to remove the child from school without the permission of the enrolling parent. A non-enrolling parent has the right of access to student records and information unless a court order prohibits such access.

Curricula and Instructional Materials
In accordance with 1006.28(2)(a) and 1002.20(19)(b), F.S. and School Board Policy 2520, parents have the right to learn about their minor child's course of study, to include the source of any supplemental instructional materials. Parents may request a copy of instructional materials from their child's teacher or may purchase certain materials with a written request to the school's principal. For parents who are interested in learning more about the types and nature of extracurricular activities and club offerings, please visit your school's website.

Parents or Manatee County residents who object to the purchase of specific instructional materials on the basis of moral, sexual, religious, or other perceived harms may complete a form available on the district website. The form must be submitted to the Curriculum Department within 30 days of the district adoption of the specific materials. Parents who object to specific content based on sexuality may also withdraw their minor child from those portions of the school district's required comprehensive health education instruction, with a written request to the school principal.

Classroom Transfers
An enrolling parent has the right to request his or her child be transferred to another classroom teacher. **Parents must formally submit the request in writing** and the principal or designee

shall approve or deny the transfer within 2 weeks after receiving such a request. If a request for transfer is denied, the principal or designee must notify the parent and specify the reasons for the denial. This provision does not give parents the right to choose a specific classroom teacher.

Classroom and Bus Removals

Per F.S. 1003.04, the parent of each public K-12 student must cooperate with the authority of the student's district school board, Superintendent, principal, teachers, and school bus drivers, according to F.S. 1003.31 and F.S. 1003.32, to remove the student from the classroom and the school bus and, when appropriate and available, to place the student in an alternative educational setting, if the student is disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive.

Healthcare Services

Per Florida's parental bill of rights, at the beginning of each school year, parents will be notified of all healthcare services offered at their child's school and provided with the opportunity to individually consent to or decline each service. Please visit your child's school website for further information.

SECTION III POSITIVE SCHOOL CLIMATES

SPARKING POSITIVE SCHOOL CLIMATES

A school's climate can be simply defined as the "quality and character of school life" (National School Climate Council, 2007). This simple definition is underpinned by an array of intentional activities that support integral structures, such as trusting student and adult relationships, teaching and learning, the physical environment, and the safety of all school community members.

At its core, a positive school climate includes:

- positive relationships among and between all stakeholders (students, parents, all school personnel and community partners);
- engaging, relevant academic and extracurricular activities for all students that meets their social, academic, and developmental needs;
- meaningful family and community engagement;
- training and resources to resolve conflicts peacefully and respectfully;
- support for students who are experiencing an emotional crisis, trauma, or serious challenges in their homes and communities;
- clean and well-maintained campuses that support a sense of school pride;
- orderly learning environments, allowing all stakeholders to feel physically and emotionally safe.

These tenets of a positive school climate are reflected in several initiatives that are starting throughout the School District of Manatee County under the umbrella of what we call Project Spark. Project Spark combines prevention and early intervention through our Multi-Tiered Systems of Support (MTSS), our universal life skills curricula CharacterStrong and Purposeful People, and a focus on relationship-building using Restorative Practices. Through these and other Tier One initiatives, Project Spark aims to build a more positive school experience and increase engagement for all students.

Multi-Tiered Systems of Support (MTSS)

MTSS refers to the instructional strategies, interventions, supports and resources that are used to help all students achieve academically and behaviorally. MTSS serves as the framework for organizing supports within a school and district so that the needs of the whole child are met. An effective system blends culturally responsive academic and behavior supports to create effective environments that address a range of student needs.

A three-tiered instruction and intervention framework is used to organize resources and supports to ensure student learning and educational success. The level of supports provided at each tier will match the needs of each student. Tier One is universal instruction and supports that is intended for all students. Tier Two consists of targeted and supplemental supports, designed for the estimated 20% of students who require more than universal instruction and support. Tier Three is the most intensive level and is intended for the 5-10% of students who may need more individualized support, in addition to their Tier One and Two interventions.

MTSS is a proactive approach that has the following key elements:

- Leadership
- Building Capacity/Infrastructure for Implementation
- Communication and Collaboration
- Data-Based Problem Solving
- Three-Tiered Instructional/Intervention Model
- Data Evaluation

For more information on our MTSS, please visit the School District of Manatee County's website.

CharacterStrong and Purposeful People

In October 2019, the SDMC was awarded a 5-year federal grant to help transform our MTSS system. The foundation of this initiative for addressing our students educational and behavioral needs is our Tier One life skills curricula CharacterStrong (middle and high school) and Purposeful People (elementary). Together, these evidence-based programs provide Pre-K through 12th grade curricula and professional learning services that positively impact our school climates and the lives of our students and staff.

Explicit instruction using an evidence-based curriculum has been proven to be the most efficient method for the implementation of a district and schoolwide plan for social and emotional development of students. To help facilitate this initiative across all schools, the SDMC added CharacterStrong and Purposeful People to our current strategic plan with the expectation it will be delivered in all grades by 2024.

For more information on CharacterStrong and Purposeful People, please visit the School District of Manatee County's website.

SECTION IV STUDENT ATTENDANCE

Florida Compulsory School Law (F.S. 1003.21) states all children who are either six years of age (or who will be six years old by February 1 of any school year), but who have not attained the age of 16 must attend school regularly during the entire school term. Students between 16 and 18 are also within compulsory attendance age, unless a formal Declaration of Intent to Terminate School Enrollment has been completed and signed by the parent and an exit interview is conducted at the school.

a. You are expected to be on time and in school for the entire student day, each school day.

b. On the day of your absence, a parent or guardian should call the school to explain the absence. The absence will be excused if it meets the criteria outlined below. The parent or guardian must contact the school within 48 hours of the absence or appropriate documentation is required within 5 days. If this contact is not made, the absence will be recorded as unexcused.

c. If you are continually sick and repeatedly absent from school, you must be under the supervision of a physician in order to be excused from attendance. Excessive absences will lead to a parent conference, referral to the District's Child Study Team, referral for social work services, referral to Truancy Court, and the involvement of the State Attorney. Parents who fail or refuse to cooperate with the school in the matter of regular school attendance for their child may be prosecuted for truancy by the State Attorney's Office.

FREQUENTLY ASKED QUESTIONS:

Q: What is an excused absence?

A: An absence can be excused for the following reasons:

a. You are ill or injured.
b. Major illness in your immediate family (this means parents, brothers, sisters, Grandparents, or others living in the home or who are close relatives).
c. Death in your immediate family
d. Religious instruction in your faith - requires note from your parent before the absence.
e. Subpoena or forced absence by any law enforcement agency. A copy of the subpoena or summons must be given to the principal or designee. This includes detention at a juvenile center in which you continue your education.
f. A major disaster as decided by the administration.
g. Any absences, including those for field trips, participation in another academic class or program, or other parental requests as judged appropriate by the principal, provided the request is submitted to the principal forty-eight (48) hours in advance of the absence. A principal may waive the requirement for advance notice if extenuating circumstances exist.
h. A documented appointment with a doctor, dentist, or other medical or legal professional.
i. An occurrence of head lice, with a maximum of two excused days.

Q: How many excused absences can I have?

A: You are allowed nine excused absences. Your parent may excuse nine absences per year. When you have reached your limit, official documentation is then required for every additional absence.

Q: What if I have used all of my excused absences and a family emergency occurs?

A: You must provide appropriate documentation to the school principal or designee for approval. These will be recorded as excused absences.

Q: How can I make up work when I am absent?

A: After an excused absence, you must arrange with your teacher for any make-up work. You have the same number of days you were absent to make up your work. This rule does not apply to some long-term assignments. (A long-term assignment is when a student has 10 or more days to complete the work.) These long-term assignments will be due on the specified date unless excused in writing by the teacher or principal. It is your responsibility to make these arrangements and to submit the make-up work within the deadlines set by the teacher(s). You do not have the right to make up work if your absence was unexcused.

Q. I am going to be absent for semester exams. May I take my exams early?

A: Semester exams may not be given early. You may take your semester exams upon your return to school.

Q: What is an unexcused absence?

A: Anything that does not meet the criteria of an excused absence is considered unexcused. (Please refer to Excused Absences Section.)

Q: How many unexcused absences can I have?

A. In Manatee County, state law requires the regular attendance of children between the ages of 6 and 18 and makes parents and legal guardians legally responsible for seeing that their children attend school. Family vacations during scheduled school time are considered unexcused absences. If you have accumulated a total of 5 unexcused absences in one month or 10 unexcused/unexplained absences in a 90-day period, your child's school will send a letter to the address listed on school records, in an attempt to ensure parent(s)/guardian(s) are aware of any developing attendance issues. Fifteen unexcused absences in a 90-day period may result in a referral for truancy court action. The District Truancy Department will send a 3-Day Demand Notice by U.S. Mail to the address listed on school records in the event of excessive consecutive unexcused/unexplained absences.

Q: What happens if I am late for school?

A: If you arrive at school late for any reason, you must report to the office and receive a tardy admit slip. The tardy will be deemed as excused or unexcused. You are expected to be in school at the start of the school day, every day.

Q: What is an excused tardy?

A: An excused tardy is when you are late for school due to sickness, injury, death in your family, medical or dental appointments with a note from the physician, school sponsored activities, court date, or other reason approved by the school principal. For elementary students, parents must accompany the student to the office when they are tardy.

Q: What is an unexcused tardy?

A: An unexcused tardy is when you are late to school due to, but not limited to, oversleeping, missing the school bus, shopping trips, pleasure trips, or excessive tardiness due to illness without a physician's verification that the medical condition justifies your tardiness. If an elementary student arrives late and comes into the office unaccompanied by an adult, he or she will receive an unexcused tardy.

Q: May I leave school early in the school day?

A: You are expected to be in school for the full day. However, if you must leave school early, you must go to the office and receive permission for early release. Parents of elementary and middle school students must report to the office to pick up their child. High school students aged 16 or older may sign themselves out early with parent permission, following the school sign-out procedures. You cannot leave your school campus for lunch or other unexcused personal reasons at any point during the school day.

Q: What are excused reasons for leaving school early?

A: Excused reasons for early dismissal follow the same guidelines as excused absences. They include: illness or injury, major illness or death in your immediate family, subpoena or forced absence by a law enforcement agency, a major disaster, a documented appointment with a doctor or dentist, discovery of head lice, participation in another academic class or program, or other parental requests as judged appropriate by the principal.

Q: What happens if I leave school early for unexcused reasons?

A: Numerous early dismissals are unacceptable and unfair to the other students whose instruction is interrupted each time a student leaves early. Individual schools may develop school-based consequences for unexcused early dismissal students.

Q: How does my school attendance affect my privilege to drive?

A: You will lose your driver's license, or privilege of applying for any driver's license, if you are not enrolled in or do not attend school regularly.

NOTE: Students who are withdrawn as dropouts or who have accumulated 15 unexcused absences in 90 calendar days will lose the privilege to apply for or hold a Florida Driver's License. Students who have lost the privilege must subsequently accumulate 30 consecutive SCHOOL days with no unexcused absences in order to receive a Reinstatement of Driving Privilege form. If you need further information regarding this issue, please contact the District Truancy Office at 751-6550, extension 43091.

Q. Does my attendance affect my participation in athletics or extracurricular activities?

A. If you are not present for more than half of the school day on the day of an event, due to any undocumented absence, you may not participate in the athletic or extracurricular event. If you are suspended from school, you may not participate in any school-related function.

SECTION V STUDENT DISCIPLINE

The School District of Manatee County recognizes that a safe, orderly, and supportive learning environment is the result of caring relationships and quality instruction. It is the responsibility of the district to help foster such environments by implementing clear, appropriate, fair, and consistent expectations and consequences for all schools and classroom teachers to construct and carry out their behavior support plans. For these plans to be optimally effective, schools and classrooms must in turn, have the latitude to work within established guidelines to create positive behavioral intervention systems which support the unique needs of their students, families, and communities. Our philosophy of discipline in the School District of Manatee County is rooted in the development of positive relationships with our students and families. We believe that students should have a chance to learn from their mistakes and the opportunity to restore any damaged relationships with peers and adults. Our discipline practices encompass preventative and early intervention measures that seek to strengthen relationships and build positive communities, so that misbehavior is less likely to occur or continue.

MISCONDUCT THAT REQUIRES SPECIFIC CONSEQUENCES

Acts that require specific consequences include the following:

- Possession or Use of Illegal Drugs or Alcoholic Beverages
- Possession or Use of Tobacco Products
- Bullying or Harassment
- Dating Violence and Abuse
- Threats Against Schools
- Chemical or Biological Attacks or Threats
- Possession of Guns, Weapons, or Dangerous Objects
- Gang Activity
- Violent Acts Resulting in Serious Injury
- Making False Accusations or Reports

Drugs and Alcoholic Beverages

Use of a drug authorized by a medical prescription from a registered physician for a specific student shall not be considered a violation of this rule. However, all procedures found in the School District of Manatee County's medication policy must be followed.

You shall not knowingly possess, use, transmit or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, any other controlled or synthetic substance defined in F.S. 893.03, or substitute for such, hemp, Cannabidiol (CBD), alcoholic beverage (including powdered alcohol), inhalant or intoxicant, or over the counter drugs of any kind. This applies to you on the school grounds before, during, or after school hours, or off the school grounds on a school bus, bus stop, at a school activity, function, or event. Also, you shall not possess, have under your control, sell or deliver any device, or contrivance, instrument or paraphernalia containing the substance or substances described in this paragraph, or any residue of such substance, or devices intended for use or used in injecting, inhaling/huffing, smoking, administering, or using any of the foregoing prescribed drugs, narcotics or stimulants.

Possession, Use, Under the Influence

For substances that are not considered over-the-counter, the first offense for possession, use, or under the influence will result in up to a ten (10) day suspension. The principal or designee may offer to reduce your suspension to 5 days providing you and a parent or guardian attend and complete the district's SAFE (Substance Abuse and Family Education) Program. For a second offense of possession, use, or under the influence, you will be automatically suspended for up to 10 days and a recommendation for expulsion or reassignment to an alternative placement may be made to the Superintendent or designee.

Selling, Purchasing, Providing, Distributing, & Receiving

If you buy, sell, trade, provide, negotiate, receive, or engage in any drug or alcohol-related transaction at school, at a school activity, at a school bus stop or on a school bus - even if the sale or purchase does not actually take place - you will be suspended for up to 10 days and a recommendation for expulsion or reassignment to an alternative placement will be made to the Superintendent or designee. Providing or receiving Over The Counter drugs to other students may be considered a Level 2 infraction for endangerment, while providing others with medication prescribed to you (or others) may be considered a Level 4 offense that is subject to a suspension of up to 10 days.

Fake Drugs

If you are caught possessing or distributing a substance that is represented to be an illegal drug you may be suspended for up to 10 days or recommended for a disciplinary reassignment to another school or program.

Possession or Use of Tobacco

Possession or use of tobacco by minors is illegal. If you are caught smoking or in possession of tobacco, the School Resource Officer or other law enforcement officer may give you a written citation. In addition to possible fines, if you are caught using or possessing any form of tobacco, including electronic cigarettes at school, at any school-sponsored activity, at a school bus stop or on the school bus, you will receive a disciplinary consequence. Tobacco or nicotine products include cigars, cigarettes, dip, snuff, dissolvable tobacco products (e.g. gum, mints, or dissolvable strips) and electronic smoking devices. **Additionally, any electronic smoking device is subject to field-testing for illicit substances and may be <u>permanently</u> confiscated.**

Drug and Alcohol Offenses			
Over the Counter Drugs and Medications			
	1st Offense	**2nd Offense**	**Subsequent Offenses**
Possession	Level 1	Level 2	Level 3
Misuse	Level 2	Level 3	Level 4
Providing or Receiving	Level 2	Level 3	Level 4*
Selling or intent to sell/buy	Level 4*	Level 4*	Level 4*
Prescription Drugs (prescribed to the student)			
Possession	Level 2	Level 3†	Level 4
Misuse	Level 3†	Level 4	Level 4
Providing or Receiving	Level 4	Level 4*	Level 4*
Selling or intent to sell/buy	Level 4*	Level 4*	Level 4*
Illegal and Illicit Drugs			
Possession	Level 3†	Level 4*	Level 4*
Use or under the influence	Level 3†	Level 4*	Level 4*
Providing or Receiving	Level 4*	Level 4*	Level 4*
Selling or intent to sell/buy	Level 4*	Level 4*	Level 4*
Alcohol			
Possession	Level 3†	Level 4*	Level 4*
Use or under the influence	Level 3†	Level 4*	Level 4*
Providing or Receiving	Level 4*	Level 4*	Level 4*
Selling or intent to sell/buy	Level 4*	Level 4*	Level 4*

*** Student is automatically suspended for up to 10 days and reassigned to an alternative program**

† Student is offered the SAFE program to assist with any substance use issue

Bullying and Harassment

Conduct that constitutes bullying or harassment, as defined below, is prohibited.

Bullying is the mistreatment of an individual or group characterized by a willful intent to cause harm and a perceived advantage in power. These acts can be socially, emotionally, or physically damaging in nature, to include, but not limited to: teasing, name calling, rumor spreading, exclusion, intimidation, threats, damaging personal property, stealing, public or private humiliation, stalking, pushing, shoving, or other physical attacks, and sexual, religious, or racial/ethnic harassment. Harassment involves any threatening, insulting, or dehumanizing act or gesture, which places an individual in reasonable fear of harm to his or her person or damage to his or her property; has the effect of substantially interfering with an individual's educational performance, opportunities, or benefits; or has the effect of substantially disrupting the orderly operation of a school or activity.

Both bullying and harassment are prohibited at school, during school-related activities (whether on or off campus), on the school bus, at school bus stops, and through the use of computers or other electronic devices, which is known as cyberbullying. Cyberbullying and harassment are also prohibited through off-campus Internet posting, phone calls, or text messaging - if such behavior disrupts the orderly environment of any district school or activity or interferes with the educational opportunities of others.

If you engage in bullying or harassment, the consequences and appropriate remedial action may range from positive behavioral interventions up to and including suspension, reassignment to an alternative program, and expulsion. More severe or persistent infractions will result in more intensive interventions and administrative actions. Additionally, the appropriate school administrator or designee will report to the victim's parents any incident of bullying or harassment once an investigation of an incident has been initiated. Bullying should be reported to the appropriate school administrator or through the School District of Manatee County's anonymous reporting system.

Hazing

Hazing is defined by F.S. 1006.135 as any action or situation that endangers the mental or physical health or safety of a student at a school with any of 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:

(a) pressuring, coercing, or forcing a student to:
1. Violate state or federal law
2. Consume any food, liquor, drug, or other substance; or
3. Participate in physical activity that could adversely affect the health or safety of the student.

(b) any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

Dating Violence or Abuse

Conduct that constitutes dating violence and abuse as defined below is prohibited. Dating violence is a pattern of verbal, physical, emotional, or sexual violence or abuse used by one person in a current or past relationship to exert power and control over the other person. Abuse may include insults, coercion, social sabotage, sexual harassment, threats or acts of physical or sexual abuse. The abusive partner uses this pattern of violent or coercive behavior to gain power and maintain control over the other person.

School employees are required to report to the principal or designee suspected cases of dating violence or abuse. Students should report suspected cases of dating violence or abuse to the principal or designee and may do so anonymously. Student victims should report any incidents of dating violence or abuse to the principal or designee as soon after it occurs as possible.

The principal or designee will immediately conduct an investigation of the allegation and proceed under paragraph L. PROCEDURES FOR SUSPENSION AND EXPULSION. If the principal or designee determines a student is guilty of dating violence or abuse, the student will be suspended from school for up to 10 days and may, where appropriate, be recommended for assignment to another school or program as an accommodation for the victim. Suspected criminal conduct will be reported to law enforcement.

The District Health Education Curriculum for grades 7-12 will include a component on teen dating violence and abuse, with emphasis on prevention education.

Threats Against Schools

If you are involved in making a destructive device, fake destructive device, or planning the use of such a device, either at school, or at a school activity, or while you are at school or at a school activity, you will be suspended for up to 10 days, recommended for expulsion, and reported to law enforcement for prosecution. The same actions will be taken if you make a threat by any means against the school, school property, school personnel, or students, regardless of any disruption on campus or any school-related function. This includes direct, veiled, or implied threats communicated verbally, in writing, or through social media platforms. If you make any such threat, you will be referred to your school's threat assessment team. This team is charged with helping to ensure the safety of all persons in your school and will take steps that may include interviews with friends, teachers, staff, parents, or employers regarding any concerns they may have. The threat assessment team is also responsible for making referrals for mental health services and to law enforcement for continued investigation, if you pose a concern or threat to the school or any member of the school community.

Reporting Threats or Suspicious Activity

Students, parents, staff, or any individual may report threats, or any concerning behaviors exhibited by a member of our school community. All persons are strongly encouraged to be vigilant of potential signals, warning signs, and threats and to not hesitate in reporting their concerns immediately. This is particularly true of online or social media posts. FortifyFL is an app specifically designed by the State of Florida to assist in reporting suspicious or concerning behavior, which may be downloaded to your mobile device for immediate reporting.

NOTE: If you make a threat or false report - to include a bomb threat, bomb threat hoax, or a knowingly false report - concerning the use of a destructive device or firearm in a violent manner, as defined by F.S. 790.162 and 790.163, involving a school or school personnel's property, school transportation, or a school-sponsored activity, you may be expelled (with or without continuing education services) from your regular school for a period of not less than one full year, as well as referred for criminal prosecution and mental health services identified by the school district, pursuant to F.S. 1012.584(4) for evaluation or treatment, when appropriate (1006.07 (2) (l) F.S.). The Superintendent may consider the expulsion requirement on a case-by-case basis and request the School Board to modify the requirement by assigning you to a disciplinary program, if it is determined to be in the best interest of you and the school system. Commission of either of these offenses is a second-degree felony, punishable by up to 15 years imprisonment and a $10,000 fine. The School Board must maintain a policy for all threats to commit violence or harm. Even threats made in jest or in exaggeration must be treated as serious and may subject you to suspension, reassignment, or expulsion. If you make a threat of violence, the school administration will assess the situation and where appropriate, take administrative action.

Violent Acts

If you violently attack a School Board employee or any other person or act as a decoy in a violent attack at school, a school function, on the bus or at a bus stop, you will be suspended from school for up to 10 days and may face a recommendation for expulsion or reassignment to an alternative program. If you are charged with violently attacking another person somewhere else other than school, you may be removed from the general education program and administratively assigned to another program if your principal believes your presence on campus may be disruptive or pose a concern for the safety of students or staff.

Possession of Firearms and Weapons

According to Florida Statute 790.115(2)(a) students will not possess any firearm, destructive device, or other weapon as defined in F.S. 790.001(13) and/or listed under Category A (below). Federal and state laws require you be expelled from school, with or without continuing educational services, for a period of not less than one full year, referred to mental health services identified by the school district, pursuant to F.S. 1012.584(4), and referred for criminal prosecution if you bring a firearm or a weapon to school, to any school function, or onto any school sponsored transportation, or if you possess a firearm or weapon at school. Expulsion is required, even if you brought the firearm or weapon for self-defense. The School Board may assign you to a disciplinary program for the purpose of continuing educational services during the period of expulsion. The Superintendent may consider the expulsion requirement on a case-by-case basis and request the School Board to modify the requirement by assigning you to a disciplinary program or other appropriate consequence, if it is determined to be in the best interest of you and the school system.

NOTE: Per F.S. 790.115, the School District of Manatee County strictly prohibits any firearms from being stored in student vehicles parked on any school grounds or at any school-sponsored event. Your principal may give you written permission to possess a gun or weapon while on campus or at a school function when the gun or weapon is part of the curriculum of the school. An example of this is when a gun or rifle may be part of JROTC drill and firing ranges. If you bring weapon-like contraband to school, to any school function, or onto any school sponsored transportation, or if you use any non-weapon as a weapon to threaten or injure others, you may be suspended for up to 10 days and possibly recommended for alternative placement, expulsion, and referred for criminal prosecution.

WEAPONS AND FIREARMS
Category A

Mandatory Alternative Placement or Expulsion
F.S. 1006.13 and F.S. 790.001(6)(13)

a. Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
b. The frame or receiver of any such weapon described above;
c. Any firearm muffler or firearm silencer;
d. Any machine gun;
e. Any destructive device as defined by F.S. 790.001(4) including but not limited to bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing an explosive, incendiary, or poison gas;
f. Any type of weapon which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive and which has a barrel with a bore of ½ inch or more in diameter;
g. Knife or dirk (excluding common pocket knife, plastic knife and blunt bladed table knife);
h. Metallic or other knuckles;
i. Slungshot - a striking weapon consisting of weight or other hard object affixed on a flexible handle or strap;
j. Billy club;
k. Flare gun;
l. Tear gas gun, except a self-defense chemical spray carried solely for the purpose of self-defense in a compact size and containing not more than 2 ounces of chemical.
m. Chemical weapon or device or any other deadly weapon.
n. Electric weapon or device.

WEAPON-LIKE CONTRABAND
Category B

Suspension or Alternative Placement or Expulsion
F.S. 1006.13 and F.S. 790.001(6)(13)

a. Slingshot;
b. Fireworks;
c. Razorblade/razor;
d. Any knife or bladed instrument not covered in Category A;
e. Non-weapons used as weapons: A student using as a weapon any article or substance not normally considered to be a weapon (including but not limited to rocks, pens, pencils, lasers, chains, lumber, screwdriver, etc.) or facsimile (toy or otherwise) but which is used by a student as a weapon to intimidate, threaten, coerce or injure another individual shall be suspended and may be recommended for expulsion.
f. Any replica or facsimile of any item listed in Categories A or B, including toys, souvenirs, antiques, broken, or inoperable weapons, including but not limited to bb guns, pellet guns, paint guns, squirt guns, regardless of how they are used or displayed.
g. Ammunition and any component thereof, including but not limited to bullets, shotgun shells, bullet casings, magazines, or clips.

In addition to the administrative actions listed in the Code of Student Conduct, possession of weapon-like contraband by any student while the student is on school property or in attendance at a school function may also result in criminal prosecution (F.S. 790.115).

Gang Activity

No student shall commit any act which promotes gangs or gang-related activities. A criminal street gang is a formal or informal organization or group that has as one of its primary activities the commission of criminal or delinquent acts and consists of three or more persons who have a common name or common identifying signs or symbols and have one or more members who engage in a pattern of criminal street gang activity. Conduct prohibited by this policy includes but is not limited to the following:

a. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs or other items which may be evidence of membership or affiliation in any gang.
b. Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) to convey membership or affiliation in a gang.
c. Soliciting others for gang membership.
d. Tagging, or otherwise defacing school or personal property with gang or gang-related symbols or slogans.
e. Requiring payment of protection, insurance, or otherwise intimidating or threatening any person related to gang activity.
f. Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity.
g. If you commit any gang-related activity while at school, a school activity, school bus stop, or on a school bus, you will be suspended from school for up to 10 days. If you commit a second gang- related activity while under the jurisdiction of the school district that can be documented by law enforcement, you may be assigned to an alternative program or face expulsion.

"Sexting"

If while under the jurisdiction of the school district you post, send or forward to anyone else a nude or sexually revealing images of a person through the Internet or text message, or if you show such images to other people, you may be suspended from school and possibly be recommended for reassignment or expulsion. You may also be subject to arrest for violation of child pornography laws if the student in the photo is a minor. If you are found to have sent any such images or messages to other members of the school community regardless of time or location, you still may be subject to school-based consequences under Florida cyberbullying and harassment laws (F.S. 1006.147).

Making False Accusations

If you intentionally make false accusations that jeopardize the professional reputation, employment or professional certification of a teacher or other member of the school staff, you will be suspended for up to 10 days and may be recommended for assignment to an alternative school or for expulsion.

MISCONDUCT THAT MAY RESULT IN DISCIPLINE

You are expected to behave during the time you are at school, at school activities, at the school bus stop and on the school bus. You may be disciplined if you do anything during those times or attempt to do anything that violates a school rule or that may:

- Hurt, harass or threaten others,
- Damage property,
- Disrupt class, school or a school activity,
- Be dishonest or
- Violate a criminal law or state statute.

You may be subject to disciplinary action even if your conduct occurs off campus but is connected to activities or incidents that occurred on campus or at a school activity, or conduct that, regardless of where it occurs, is directed at a Board official or employee, or the property of such official or employee.

Discipline Matrix for Schools

The discipline matrix is a tool that helps ensure a consistent and progressive response to discipline across all SDMC schools. In the 2018-2019 school year, the SDMC introduced a discipline matrix for both middle and high schools. Beginning with the 2021-2022 school year, the district adopted separate matrices for grades PK-2 and grades 3-5 at the elementary level.

The below incident codes and corresponding types of offenses represent the different types of infractions found in our FOCUS student information system. These larger infraction headings encompass the full range of student misconduct and include more specific behaviors (such as cutting in the lunch line or using profanity). **Each offense may be met with a range of appropriate consequences that escalate with each successive infraction of that offense. The matrix does not necessarily call for every intervention or consequence listed, but rather reflects a range of appropriate possibilities, considering any mitigating factors. All Office Discipline Referrals are also met with a phone call home to your parent(s), in addition to any consequences outlined in the matrix.**

Once the type of offense is located on the left-hand side of the matrix, simply follow that row to the right to see which consequences and interventions are considered appropriate for the number of times that specific offense has been repeated. You may use the key below for proper identification of the specific types of administrative action found on the matrix.

Action Code	**Administrative Action Type**	Action Code	**Administrative Action Type**
ASD	After School Detention	LDT	Lunch Detention
ALT	Alternative Placement Referral	S	Other SESIR Defined
AOS	Alternative to OSS	OSS	Out of School Suspension
AWD	Assign Work Detail	PCN	Parent Conference
BSD	Before School Detention	PPH*	Parent(s) Phoned
BCM	Behavior Contract Made	PWR	Parent(s) Written
CUP	Clean Up – Vandalism	PMD	Peer Mediation
CMS	Community Service	RGU	Referred to Guidance
CFS	Confiscation	RLW	Referred to Law Enforcement
CFR	Conflict Resolution (includes NCO)	RTI	Response to Intervention (MTSS)
CAW	Counseled and Warned	RES	Restitution
DIS	Other District Defined (such as contracts, intervention courses)	SPH	Susp. Extended, Pending Hearing
EXS	Extra School	ISC	Susp. Until Parent Conf. – ISS
FIN	Fine Charged	OSC	Susp. Until Parent Conf. – OSS
ISS	In-School Suspension	SBS	Suspended from Bus
LOA	Letter of Apology	TMO	Time Out
LPP	Loss of Parking Privileges	Zero	Student receives no grade for work
LOP	Loss of Privileges		

SDMC Elementary School Discipline Matrix – Grades PK-2

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
LEVEL 1 OFFENSES						
AT	Attendance Violation	No Referral – work with parents to resolve attendance issues				
DB	Disruptive Behavior	CAW	LOP, PWR, TMO	PCN, LOP, ISS, RGU, TMO	LDT, LOP, PCN, RTI 1 Day ISS	LOP, PCN, RTI, 1 Day ISS
DC	Dress Code Violation	No referral – work with parents to resolve any issues regarding appropriate attire				
DO	Disrespect Towards Others	CAW, LOA	LOA, LOP	CFR, LOA, LOP, PWR, RGU	CFR, LDT, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
FS	Failure to Serve Consequence	CAW	LOP, PWR	LOP, PCN	LDT, LOP, PCN, RTI	LOP, PCN, RTI, 1 Day ISS
HP	Horseplay	CAW	CAW, LOP	LOP, PWR, RGU, TMO	LDT, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
ID	Identification Infraction	No Referral – Parents must pay for lost or replacement ID badges				
IN	Inappropriate Behavior (Minor)	CAW	LOP	LOP, PWR, RGU, TMO	LDT, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
MV	Medication Policy Violation	CAW	LOP, PWR, PCN	LOP, PCN	LDT, LOP, PCN, RTI	LOP, PCN, RTI, 1 Day ISS
TA	Tardies, Habitual	-	-	-	-	-
TE	Technology – Inappropriate or Unauthorized Use	CAW	LOP, PWR	LOP, PCN	LDT, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
LEVEL 2 OFFENSES						
AN	Aggression, Non-Physical	CAW, CFR, LOA, TMO	CFR, LOA, LOP, PWR, RGU, TMO	LOP, PCN, RGU, RTI, 1 Day ISS,	LOP, PCN, RTI, 1-2 Days ISS,	1 Day OSS, LOP, PCN, ALT
BL	Bullying, Non-SESIR	CAW, CFR, LOA, TMO	CFR, LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RTI, 1-2 days ISS	BCM, DIS, LOP, PCN, 1 Day OSS	ALT, LOP, 1-2 Days OSS
CH	Cheating	LOP, Zero,	LOP, PWR, Zero,	LOP, PCN, PWR, RGU, TMO, Zero	LDT, LOP, PCN, RTI, TMO, Zero,	LOP, PCN, Zero, 1 Day ISS
CO	Contraband, Possession	CAW, CFS, LOP,	CFS, LOP, PWR, RGU, TMO	CFS, LOP, PCN, RGU, TMO	CFS, LOP, PCN, RTI, 1 Day ISS	ALT, CFS, LOP, PCN, RTI, 1 Day ISS
DF	Defiance	CAW, LOA, LOP	LOA, LOP, PWR, RGU, TMO	BCM, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
DA	Disrespect towards Staff or Authority	CAW, LOA, LOP	LOA, LOP, PWR, RGU, TMO	BCM, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
EC	Electronic Cigarette Possession	CFS, PCN, RLW	CFS, PCN, RLW, RTI, 1 Day ISS	CFS, PCN, RLW, RTI, 1 Day OSS	Contact DCF	-
EN	Endangerment	CAW, LOA, LOP	LOP, PWR, RGU, TMO	LOP, PCN, RGU, RTI, TMO	LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
IN	Inappropriate Behavior (Major)	CAW, LOP, TMO	LOP, PWR, RGU, TMO	BCM, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
HA	Harassment, Non-SESIR	CAW, LOP, TMO	LOP, PWR, RGU, TMO	BCM, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
LC	Leaving Campus Without Authorization	CAW, LOP	LOP, PCN, RTI, TMO	LOP, PCN, RTI, TMO, 1 Day ISS	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
***TBC**	SESIR Tobacco Possession or Use	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
TF	Theft / Larceny (Under $750)	CAW, LOA, LOP, RES	LOA, LOP, PWR, RES, RGU, RLW, TMO	LOP, PCN, RES, RGU, RLW, RTI, TMO	DIS, LOP, PCN, RES, RTI, RLW, 1 Day ISS	ALT, LOP, PCN, RES, RLW, RTI, 2 Days ISS
VN	Vandalism (Under $1,000)	CAW, LOA, LOP	LOA, LOP, PWR, RES, RGU, RLW, TMO	LOP, PCN, RES, RLW, RTI, TMO	DIS, LOP, PCN, RES, RTI, RLW, 1 Day ISS	ALT, LOP, PCN, RES, RLW, RTI, 2 Days ISS
LEVEL 3 OFFENSES						
Due to age considerations, the PK-2 Matrix does not include SESIR incidents. Please refer to the Grade 3-5 Matrix, if you determine behavior from a PK-2 student qualifies as a SESIR incident.						
AG	Aggression, Physical	CAW, CFR, LOA, TMO	CFR, LOA, LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Days OSS,	ALT, LOP, PCN, 1-2 Days OSS
***ALC**	SESIR Alcohol Possession, Use, or Distribution	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
***BUL**	SESIR Bullying	See Grades 3-5 Matrix	-	-	-	-
CS	Contraband, Sale	CAW, CFS, LOP, PWR	CFS, LOP, PNC, RGU, TMO	CFS, LOP, PCN, RTI, 1 Day ISS	CFS, DIS, LOP, PCN, RTI, 1 Day OSS	ALT, CFS, DIS, LOP, PCN, RTI, 1-2 Days OSS

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
DV	Dating Violence or Abuse	See Grades 3-5 Matrix	-	-	-	-
***DRU**	SESIR Drug Possession or Use	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
FT	Fighting, Non-SESIR	CAW, CFR, LOA, TMO	CFR, LOA, LOP, PWR, RGU, 1 Day ISS	DIS, LOP, PCN, RTI, 1 Days OSS,	ALT, LOP, PCN, 1-2 Days OSS	-
GN	Gang-Related Activity	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
***HAR**	SESIR Harassment	See Grades 3-5 Matrix	-	-	-	-
***HAZ**	SESIR Hazing	See Grades 3-5 Matrix	-	-	-	-
OS	Other Serious Misconduct	LOP, PWR, TMO	LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Days OSS,	ALT, LOP, PCN, 1-2 Days OSS
***STL**	SESIR Theft/Larceny ($750 or More)	See Grades 3-5 Matrix	-	-	-	-
SX	Sexting	See Grades 3-5 Matrix	-	-	-	-
***SXH**	SESIR Sexual Harassment	See Grades 3-5 Matrix	-	-	-	-
***SXO**	SESIR Sexual Other	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
***TRS**	SESIR Trespassing	See Grades 3-5 Matrix	-	-	-	-
***VAN**	SESIR Vandalism	See Grades 3-5 Matrix	-	-	-	-

LEVEL 4 OFFENSES

Due to age considerations, the PK-2 Matrix does not include SESIR incidents. Please refer to the Grade 3-5 Matrix, if you determine behavior from a PK-2 student qualifies as a SESIR incident

***ARS**	SESIR Arson	See Grades 3-5 Matrix	-	-	-	-
***BAT**	SESIR Battery	See Grades 3-5 Matrix	-	-	-	-
***DOC**	SESIR Disruption on Campus	See Grades 3-5 Matrix	-	-	-	-
***DRD**	SESIR Drug Distribution	See Grades 3-5 Matrix & Contact DCF	-	-	-	-

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
FA	False Accusation	LOP, PCN, PWR, 1 Day ISS	LOP, PCN, RGU, RTI, 1-2 Days ISS	ALT, PCN, 1-2 Days OSS	-	-
***FIT**	SESIR Fighting	See Grades 3-5 Matrix	-	-	-	-
***OMC**	SESIR Other Major	See Grades 3-5 Matrix	-	-	-	-
***PHA**	SESIR Physical Attack	See Grades 3-5 Matrix	-	-	-	-
***ROB**	SESIR Robbery	See Grades 3-5 Matrix	-	-	-	-
***SXA**	SESIR Sexual Assault	See Grades 3-5 Matrix	-	-	-	-
***SXB**	SESIR Sexual Battery	See Grades 3-5 Matrix	-	-	-	-
***TRE**	SESIR Threat	See Grades 3-5 Matrix	-	-	-	-
WC	**Weapon-Like Contraband**	CAW, CFS, LOP, PWR, RGU, RLW	CFS, DIS, LOP, PNC, RGU, RTI, 1 Day ISS	ALT, CFS, DIS, LOP, PNC, RTI, 1-2 Days OSS	-	-
***WPO**	SESIR Weapon Possession or Use	See Grades 3-5 Matrix	-	-	-	-

SDMC Elementary School Discipline Matrix – Grades 3-5

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
LEVEL 1 OFFENSES						
AT	Attendance Violation	CAW, LOP	LOP, TMO	No referral for arriving late to campus– work with parents to resolve attendance issues		
DB	Disruptive Behavior	CAW, TMO	LOP, PWR, RGU, TMO, 1 Day ISS	LOP, PCN, RGU, RTI, 1-2 Days ISS	LDT, LOP, PCN, RTI, 1 Day OSS	LOP, PCN, RTI, 1-2 Days OSS
DC	Dress Code Violation	No referral – work with parents to resolve any issues regarding appropriate attire				
DO	Disrespect Towards Others	CAW, LOA	CFR, LOA, LOP, PMD, TMO	CFR, LOP, PMD, PWR, RGU, TMO, 1 Day ISS	CFR, LDT, LOP, PCN, PMD, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1-2 Days OSS
FS	Failure to Serve Consequence	CAW	ASD, BSD, LDT, LOP	ASD, BSD, LDT, LOP, PCN, 1 Day ISS	ASD, BSD, LDT, LOP, PCN, RTI, 1-2 Days ISS	LDT, LOP, PCN, RTI, 2-3 Days ISS

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
HP	Horseplay	CAW	CAW, LOP, RGU, TMO	LDT, LOP, PWR, RGU, RTI, TMO	LDT, LOP, PCN, RTI, 1 Day ISS	LDT, LOP, PCN, RTI, 1-2 Days ISS
ID	Identification Infraction	No Referral – Parents must pay for lost or replacement ID badges				
IN	Inappropriate Behavior (Minor)	CAW	LDT, LOP, TMO	LDT, LOP, PWR, RGU, RTI, 1 Day ISS	LDT, LOP, PCN, RTI, 1-2 Days ISS	LDT, LOP, PCN, RTI, 1 Day OSS
MV	Medication Policy Violation	CAW, PWR	LOP, PWR, PCN	LDT, LOP, PCN, RTI	LDT, LOP, PCN, RTI, 1 Day ISS	LDT, LOP, PCN, RTI, 1-2 Days ISS
TA	Tardies, Habitual	-	-	-	-	-
TE	Technology – Inappropriate or Unauthorized Use	CAW, CFS	LOP, PWR, CFS, TMO	CFS, LDT, LOP, PCN, TMO	CFS, LDT, LOP, PCN, RTI, 1 Day ISS	CFS, LOP, LDT, PCN, RTI, 1-2 Days ISS
LEVEL 2 OFFENSES						
AN	Aggression, Non-Physical	CAW, CFR, LOA, PMD, TMO	CFR, LDT, LOA, LOP, PMD, PWR, RGU, 1 Day ISS	LDT, LOP, PCN, PMD, RGU, RTI, 1-2 Days ISS,	DIS, LOP, PCN, RTI, 1 Day OSS,	ALT, LOP, PCN, ALT, 1-2 Days OSS
BL	Bullying, Non-SESIR	CAW, CFR, LOA, TMO	CFR, LDT, LOP, RGU,1-2 Days ISS	BCM, DIS, LOP, PCN, RTI, 1 Day OSS	ALT, BCM, DIS, LOP, PCN, RTI, 1-2 Days OSS	ALT, LOP, 1-3 Days OSS
CH	Cheating	LOP, TMO, Zero,	LDT, LOP, PWR, RGU, Zero, 1 Day ISS	LDT, LOP, PCN, RTI, Zero, 1-2 Days ISS	LDT, LOP, PCN, RTI, Zero, 1 Day OSS	LOP, PCN, Zero, 1-2 Days OSS
CO	Contraband, Possession	CAW, CFS, LOP, TMO	CFS, LOP, PCN, RGU, 1 Day ISS	CFS, LDT, LOP, PCN, RTI, 1-2 Days ISS	CFS, DIS, LDT, LOP, PCN, RTI, 1 Day OSS	ALT, CFS, LOP, PCN, 1-2 Days OSS
DF	Defiance	CAW, LOA, LOP, TMO	LDT, LOA, LOP, PWR, RGU, 1 Day ISS	BCM, LDT, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
DA	Disrespect towards Staff or Authority	CAW, LOA, LOP	LDT, LOA, LOP, PWR, RGU, TMO	BCM, LDT, LOP, PCN, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
EC	Electronic Cigarette Possession	CFS, DIS, PWR, RLW, 1 Day ISS	CFS, PCN, RLW, RTI, 1-2 Days ISS	CFS, PCN, RLW, RTI, 1 Day OSS	CFS, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	ALT, 1-3 Days OSS, Contact DCF
EN	Endangerment	CAW, LOA, LOP, TMO	LDT, LOP, PWR, RGU, 1 Day ISS	BCM, LDT, LOP, PCN, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
IN	Inappropriate Behavior (Major)	CAW, LOP, TMO, 1 Day ISS	LDT, LOP, PWR, RGU, TMO, 1-2 Days ISS	BCM, LDT, LOP, PCN, RGU, RTI, 1 Day OSS	DIS, LOP, PCN, RTI, 1-2 Days OSS	ALT, LOP, PCN, 1-3 Days OSS
HA	Harassment, Non-SESIR	CAW, LOP, TMO	LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
LC	Leaving Campus Without Authorization	CAW, LDT, LOP, TMO	LDT, LOP, PCN, RTI, TMO, 1 Day ISS	LDT, LOP, PCN, RTI, TMO, 1-2 Days ISS	DIS, LDT, LOP, PCN, RTI, 1-3 Days ISS	ALT, LOP, PCN, 1 Day OSS
***TBC**	SESIR Tobacco Possession or Use	CFS, FIN, PWR, RLW, TMO	CFS, FIN, PCN, RLW, RTI, 1-2 Days ISS	CFS, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	Contact DCF	-
TF	Theft / Larceny (Under $750)	CAW, LOA, LOP, RES, RLW, TMO	LDT, LOA, LOP, PWR, RES, RGU, RLW, 1 Day ISS	LDT, LOP, PCN, RES, RLW, RTI, 1-2 Days ISS	DIS, LDT, LOP, PCN, RES, RTI, RLW, 1-2 Days OSS	ALT, LOP, PCN, RES, RLW, 1-3 Days OSS
VN	Vandalism (Under $1,000)	CAW, CUP, LOA, LOP, RES, RLW, TMO	CUP, LDT, LOA, LOP, PWR, RES, RGU, RLW, 1 Day ISS	CUP, LDT, LOP, PCN, RES, RLW, RTI, 1-2 Days ISS	CUP, DIS, LDT, LOP, PCN, RES, RTI, RLW, 1-2 Days OSS	ALT, CUP, LOP, PCN, RES, RLW, 1-3 Days OSS
LEVEL 3 OFFENSES						
AG	Aggression, Physical	CAW, CFR, LOA, LOP PMD, 1 Day ISS, 1 Day OSS	CFR, LDT, LOA, LOP, PMD, PWR, RGU, 1-2 Days ISS. 1-2 Days OSS	LDT, LOP, PCN, PMD, RGU, RTI, 1-3 Days OSS,	DIS, LOP, PCN, RTI, 1-4 Days OSS,	ALT, LOP, PCN, ALT, 2-5 Days OSS
***ALC**	SESIR Alcohol Possession, Use, or Distribution	LOP, PCN, RLW, 3-5 Days OSS (Use SAFE)	ALT (automatic), LOP, PCN, RLW, 3-5 Days OSS, Contact DCF	-	-	-
***BUL**	SESIR Bullying	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOP, RGU,1-2 Days OSS	BCM, DIS, LDT, LOP, PCN, RTI, 1-3 Days OSS	ALT, BCM, DIS, LOP, PCN, RTI, 2-3 Days OSS	ALT, LOP, 2-4 Days OSS
CS	Contraband, Sale	CFS, LOP, PWR, 1-2 Days ISS, 1 Day OSS	CFS, LOP, PNC, RGU, RTI, 1 Day OSS	BCM, CFS, LOP, PCN, RTI, 1-2 Days OSS	ALT, BCM, CFS, DIS, LOP, PCN, RTI, 1 Day OSS	ALT, CFS, DIS, LOP, PCN, RTI, 1-2 Days OSS
DV	Dating Violence or Abuse	CFR, LOP, RLW, 1-2 Days ISS, 1 Day OSS	BCM, CFR, LOP, PCN RLW, RTI, 1 Day OSS	CFR, DIS, LOP, PCN, RLW, RTI, 1-2 Days OSS	ALT, CFR, LOP, RLW, 1-3 Days) OSS	-

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
***DRU**	SESIR Drug Possession or Use	LOP, PCN, RLW, 3-5 Days OSS (Use SAFE)	ALT LOP, PCN, RLW, 3-5 Days OSS, Contact DCF	-	-	-
FT	Fighting, Non-SESIR	CFR, LDT, LOA, LOP, PMD, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOA, LOP, PMD, PWR, RGU, 1-2 Days OSS	DIS, LDT, LOP, PCN, RTI, 1-3 Days OSS	ALT, DIS, LOP, PCN, RTI, 1-4 Days OSS	-
GN	Gang-Related Activity	CFR, LOP, PCN, RLW, 1-2 Days OSS	BCM, DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS, Contact DCF	ALT (automatic), LOP, PCN, RLW 2-4 Days OSS. Contact DCF	-	-
***HAR**	SESIR Harassment	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOP, RGU,1 Day OSS	BCM, DIS, LDT, LOP, PCN, RTI, 1-2 Days OSS	ALT, BCM, DIS, LOP, PCN, RTI, 1-3 Days OSS	ALT, LOP, 2-4 Days OSS
***HAZ**	SESIR Hazing	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOP, RGU,1 Day OSS	BCM, DIS, LDT, LOP, PCN, RTI, 1-2 Days OSS	ALT, BCM, DIS, LOP, PCN, RTI, 1-3 Days OSS	ALT, LOP, 2-4 Days OSS
OS	Other Serious Misconduct	LDT, LOP, PWR, 1-2 Days ISS, 1 Day OSS	LDT, LOP, PCN, PWR, RGU, 1-2 Days OSS	BCM, DIS, LOP, PCN, RTI, 1-3 Days OSS	BCM, DIS, LOP, PCN, RTI, 2-3 Days OSS,	ALT, LOP, PCN, 2-4 Days OSS
***STL**	SESIR Theft/Larceny ($750 or More)	LDT, LOA, LOP, PWR, RES, RLW, 1 Day ISS, 1 Day OSS	BCM, LOP, PCN, RES, RGU, RLW, RTI, 1-2 Days OSS	BCM, LOP, PCN, RES, RLW, RTI, 1-3 Days OSS	DIS, LOP, PCN, RES, RTI, RLW, 1-4 Days OSS	ALT, LOP, PCN, RES, RLW, 2-5 Days OSS
SX	Sexting	LDT, LOP, PWR, RLW, 1 Day ISS, 1 Day OSS	LDT, LOP, PCN, RGU, RLW, 1 Day OSS	BCM, LDT, LOP, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS, Contact DCF	ALT, LOP, 2-4 Days OSS, Contact DCF
***SXH**	SESIR Sexual Harassment	CFR, LOA, LOP, PWR, RGU, RLW, 1 Day ISS, 1 Day OSS	CFR, LOP, PCN, RLW, RTI, 1 Day OSS, Contact DCF	BCM, CFR, LOP, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	CFR, DIS, LOP, PCN, RLW, 1-3 Days OSS	ALT, LOP, 2-4 Days OSS
***SXO**	SESIR Sexual Other	CFR, LOP, PCN, RLW, 1-2 Days OSS, Contact DCF	BCM, CFR, DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS, Contact DCF	ALT (automatic), LOP, PCN, RLW 2-4 Days OSS, Contact DCF	-	-
***TRS**	SESIR Trespassing	LOP, PWR, RLW, 1 Day ISS	LOP, PCN, RLW, 1 Day OSS	BCM, LOP, PCN, RLW, RTI, 1-2 Days OSS	DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS	ALT, LOP, RLW, 2-4 Days OSS

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
***VAN**	SESIR Vandalism	CUP, LOA, LDT, LOP, PCN, PWR, RES, RLW, 1 Day ISS, 1 Day OSS	CUP, LDT, LOP, PCN, RES, RGU, RLW, 1-2 Days ISS	BCM, CUP, LDT, LOP, PCN, RES, RLW, RTI, 1-2 Days OSS	CUP, DIS, LDT, LOP, PCN, RES, RTI, RLW, 1-3 Days OSS	ALT, CUP, LOP, PCN, RES, RLW, 2-4 Days OSS
LEVEL 4 OFFENSES						
***ARS**	SESIR Arson	ALT, PCN, LOP, RLW, 2-4 Days OSS	ALT, PCN, RLW, 4-6 Days OSS	-	-	-
***BAT**	SESIR Battery	ALT, CFR, LOP, PCN, RLW, 2-4 Days OSS	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	ALT, PCN, RLW, 5-10 Days OSS	-	-
***DOC**	SESIR Disruption on Campus	ALT, LOP, PCN, RLW, 2-4 Days OSS	ALT, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	ALT, PCN, RLW, 5-10 Days OSS	-	-
***DRD**	SESIR Drug Distribution	ALT, PCN, RLW, 5-10 Days OSS, Contact DCF	-	-	-	-
FA	False Accusation	ALT, LOA, LOP, PCN, 2-4 Days OSS	ALT, DIS, LOA, LOP, PCN, RTI, 4-6 Days OSS	ALT, PCN, 5-10 Days OSS	-	-
***FIT**	SESIR Fighting	CFR, LOP, PCN, 1-3 Days OSS	CFR, DIS, LOP, PCN, RTI, 3-5 Days OSS	ALT, PCN, 5-10 Days OSS	-	-
***OMC**	SESIR Other Major	CFS, LOP, PCN, 1-3 Days OSS	ALT, CFS, DIS, LOP, PCN, RTI, 3-5 Days OSS	ALT, CFS, PCN, 5-10 Days OSS	-	-
***PHA**	SESIR Physical Attack	CFR, LOP, PCN, RLW, 2-4 Days OSS	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	ALT, PCN, RLW, 5-10 Days OSS	-	-
***ROB**	SESIR Robbery	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 3-5 Days OSS	ALT, PCN, RLW, 5-10 Days OSS	-	-	-
***SXA**	SESIR Sexual Assault	ALT, LOP, RLW, 5-10 Days OSS, Contact DCF	ALT, RLW, 5-10 Days OSS, Contact DCF	-	-	-

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
***SXB**	SESIR Sexual Battery	ALT, LOP, RLW, 5-10 Days OSS, Contact DCF	-	-	-	-
***TRE**	SESIR Threat	CFR, LOP, PWR, PCN, RLW, RTI, 1-3 Days OSS, Conduct Threat Assessment	ALT, CFR, DIS, LOP, PCN, RTI, RLW, 3-5 Days OSS, Conduct Threat Assessment	ALT, PCN, RLW, 5-10 Days OSS, Conduct Threat Assessment	-	-
WC	Weapon-Like Contraband	CFS, LOP, PWR, RGU, RLW, 1-3 Days OSS Consider Threat Assessment	ALT, CFS, DIS, LOP, PNC, RTI, 3-5 Days OSS Consider Threat Assessment	ALT, CFS, DIS, LOP, PNC, 5-10 Days OSS Consider Threat Assessment	-	-
***WPO**	SESIR Weapon Possession or Use	ALT, CFS, PNC, 5-10 Days OSS, Conduct Threat Assessment	-	-	-	-

SDMC MIDDLE SCHOOL MATRIX FOR GRADES 6-8

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
LEVEL 1 OFFENSES						
AT	Attendance Violation	ASD, BSD, or LDT	ASD, BSD, or LDT, AWD, EXS	1 Day ISS, TMO, LOP, BCM,	1-2 Days ISS, LOP, PCN	2-3 Days ISS, LOP, RTI
DB	Disruptive Behavior	ASD, BSD, or LDT	ASD, BSD, or LDT, EXS	1 Day ISS, TMO, LOP, BCM	1-2 Days ISS, or 1 Day OSS LOP, BCM, RTI	2-3 Days ISS, or 1-3 Days OSS, BCM, LOP, PCN,
DC	Dress Code Violation	CAW	LOP (5 Days), PCN	LDT	LOP (30 Days)	1 Day ISS, LOP, PCN
DO	Disrespect Towards Others	ASD, BSD, or LDT, LOA	EXS, 1Day ISS, LOA, TMO	1-2 Days ISS, LOP, PWR	1-2 Days OSS, LOP, BCM	2-3 Days OSS, LOP, PCN, RTI
FS	Failure to Serve Consequence	EXS, 1 Day ISS, or AWD	1-2 Days ISS, AWD, or 1 Day OSS	2-3 Days ISS, 1-2 Days OSS, LOP	3-4 Days ISS, 2-3 Days OSS, LOP, PCN	4-5 Days ISS, 3-4 Days OSS, LOP
HP	Horseplay	ASD, BSD, or LDT	EXS	1-3 Days ISS, TMO	1-2 Days OSS, LOP, BCM	2-3 Days OSS BCM, LOP, PCN, RTI
ID	Identification Infraction	CAW	ASD, BSD, or LDT	1 Day ISS, TMO	1-3 Days ISS, LOP	1 Day OSS, LOP, PCN

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
IN	Inappropriate Behavior (Minor)	ASD, BSD, or LDT, AWD (if (appropriate)	EXS, AWD, 1 Day ISS, TMO	1 Day ISS, TMO, AWD, LOP	1-2 Days ISS, 1 Day OSS, LOP, BCM	2-3 Days ISS, 1-2 Days OSS, LOP, PCN, RTI
MV	Medication Policy Violation	CAW	ASD, BSD, or LDT	EXS, LOP	1-2 Days ISS, PCN, LOP	1-2 Days OSS, LOP, BCM
TA	Tardies, Habitual	CAW	ASD, BSD, or LDT, AWD	EXS, LOP, TMO	1 Day ISS, TMO, EXS, LOP,	1-3 Days ISS, EXS, LOP, PCN
TE	Technology – Inappropriate or Unauthorized Use	CAW	ASD, BSD, or LDT, CFS	EXS, 1 Day ISS, TMO, CFS	1-3 Days ISS, CFS, LOP, PCN	1-2 Days OSS, EXC, CFS, LOP, PCN
	LEVEL 2 OFFENSES					
AN	Aggression, Non-Physical	1-2 Days ISS, TMO, 1 Day OSS, CFR	1-2 Days OSS, LOP, CFR	2-3 Days OSS, LOP, RTI, BCM,	3-4 Days OSS, LOP, RTI, PCN	4-5 Days OSS, LOP, PCN, ALT
BL	Bullying, Non-SESIR	1-2 Days ISS, TMO, 1 Day OSS, CFR	1-2 Days ISS, 1-2 Days OSS, CFR, LOP, BCM	2-3 Days OSS, LOP, BCM, PCN, RTI	3-4 Days OSS, LOP, DIS, PCN,	4-5 Days OSS, LOP, ALT
CH	Cheating	Zero, ASD, BSD, or LDT, LOP	Zero, EXS, LOP	Zero, 1 Day ISS, TMO, LOP	Zero, 1-3 Days ISS, LOP, PCN	Zero, 1-2 Days OSS, LOP
CO	Contraband, Possession	1-2 Days ISS, TMO, 1 Day OSS, CFS	2-3 Days ISS, 1-2 Days OSS, LOP, CFS	2-3 Days OSS, LOP, BCM, CFS	3-4 Days OSS, CFS LOP, PCN,	4-5 Days OSS,CFS, LOP, RTI
DF	Defiance	1-2 Days ISS, TMO	2-3 Days ISS, TMO, LOP	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, LOP, PCN, RTI	3-5 Days OSS, LOP, DIS
DA	Disrespect towards Staff or Authority	1-2 Days ISS, TMO	2-3 Days ISS, TMO, 1-2 Days OSS LOP	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, PCN, DIS, RTI	4-5 Days OSS, LOP, ALT
EC	Electronic Cigarette Possession	2 Days ISS, 1Day OSS, DIS, CFS, FIN, RLW	2 Days OSS, CFS, FIN, RLW	3-4 Days OSS, CFS, LOP, FIN, RLW, PCN	4 Days OSS, LOP, CFS, FIN, RLW, PCN	5 Days OSS, LOP, CFS, FIN, RLW, PCN
EN	Endangerment	1-2 Days ISS, 1 Day OSS	1-2 Days OSS, LOP	2-3 Days OSS, LOP, BCM	3-4 Days OSS, LOP, PCN, RTI	4-5 Days OSS, LOP, DIS, ALT
IN	Inappropriate Behavior (Major)	EXS, AWD (if (appropriate), 1-2 Days ISS, TMO, 1 Day OSS	2-3 Days ISS, 1-2 Days OSS	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, BCM, RTI	4-5 Days OSS, LOP, RTI, PCN, DIS
HA	Harassment, Non-SESIR	1-2 Days ISS, TMO	1-2 Days OSS, LOP, CFR	2-3 Days OSS, LOP, BCM, PCN, RTI	3-4 Days OSS, LOP, DIS, PCN,	4-5 Days OSS, LOP, DIS, ALT

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
LC	Leaving Campus Without Authorization	1-2 Days ISS, TMO, EXS	2-3 Days ISS, EXS, ASD, LDT, BSD	1-2 Days OSS, LOP, BCM	2-3 Days OSS, LOP, DIS, PCN, RTI	4-5 Days OSS, LOP, ALT
***TBC**	SESIR Tobacco Possession or Use	1-2 Days ISS, TMO, CFS, FIN, RLW	1-2 Days OSS, CFS, DIS, FIN, RLW	2-3 Days OSS, CFS, DIS, FIN, RLW, PCN	3-4 Days OSS, LOP, CFS, FIN, RLW, PCN	4-5 Days OSS, LOP, CFS, FIN, RLW, PCN
TF	Theft / Larceny (Under $750)	1-2 Days ISS, TMO, 1 Day OSS, RLW, RES	1-2 Days OSS, RLW, RES, LOP	2-3 Days OSS, RLW, RES, LOP, PCN	3-4 Days OSS, RLW, RES, LOP, RTI, BCM	4-5 Days OSS, RLW, RES, LOP, ALT
VN	Vandalism (Under $1,000)	1-2 Days ISS, TMO, 1 Day OSS, RES, AWD	1-2 Days OSS, RES, AWD, CMS, LOP, RLW, PCN	2-3 Days OSS, RES, AWD, CMS, LOP, RLW, PCN, RTI	3-4 Days OSS, RES AWD, CMS, LOP, RLW, DIS	4-5 Days OSS, RES, CMS, RLW, LOP, ALT
LEVEL 3 OFFENSES						
AG	Aggression, Physical	1-3 Days ISS 1-2 Days OSS, LOP, CFR	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, PCN, RTI	5-6 Days OSS, LOP, DIS, ALT	6-7 Days OSS, LOP, ALT
***ALC**	SESIR Alcohol Possession, Use, or Distribution	5-10 Days OSS (Use SAFE), PCN, RLW	5-10 Days OSS, ALT (automatic), RLW	-	-	-
***BUL**	SESIR Bullying	1-2 Days OSS, LOP	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, DIS, PCN, RTI, RLW	5-6 Days OSS, LOP, RLW, ALT	-
CS	Contraband, Sale	1-2 Days OSS, LOP, CFS	2-4 Days OSS, LOP, CFS	4-5 Days OSS, LOP, CFS, RLW, DIS, PCN, RTI	5-6 Days OSS,CFS, RLW LOP, ALT	-
DV	Dating Violence or Abuse	1-2 Days OSS, LOP, RLW	2-4 Days OSS, LOP, RLW, DIS, PCN	4-5 Days OSS, LOP, RLW, DIS, PCN, RTI	5-6 Days OSS, RLW, LOP, ALT	-
***DRU**	SESIR Drug Possession or Use	5-10 Days OSS (Use SAFE), PCN, RLW	5-10 Days OSS, ALT (auto), RLW	-	-	-
FT	Fighting, Non-SESIR	1-5 Days OSS*, CFR	5-10 Days OSS, CFR, BCM, DIS, PCN	5-10 Days OSS, ALT (auto)	-	-
GN	Gang-Related Activity	1-5 Days OSS, PCN, RLW	5-10 Days OSS, RLW, ALT (auto)	-	-	-
***HAR**	SESIR Harassment	1-2 Days OSS, LOP	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, DIS, PCN, RTI, RLW	5-6 Days OSS, LOP, RLW, ALT	-

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
***HAZ**	SESIR Hazing	1-2 Days OSS, LOP	2-4 Days OSS, LOP, PCN	4-5 Days OSS, LOP, DIS, RTI	5-6 Days OSS, LOP, ALT	-
OS	Other Serious Misconduct	1-3 Days OSS, LOP	3-5 Days OSS, LOP, BCM, PCN	5-6 Days OSS, LOP, DIS, RTI	6-7 Days OSS, LOP, ALT	-
***STL**	SESIR Theft/Larceny ($750 or More)	1-3 Days OSS, RLW, RES	3-4 Days OSS, RLW, RES, LOP	4-5 Days OSS, RLW, RES, LOP, PCN	5-6 Days OSS, RLW, RES, LOP, RTI, ALT	-
SX	Sexting	1-2 Days ISS, 1-2 Days OSS, RLW	2-4 Days OSS, RLW, LOP	4-5 Days OSS, RLW, LOP, BCM, PCN, RTI	5-6 Days OSS, RLW, LOP, DIS, ALT	6-7 Days OSS, RLW, LOP, ALT
***SXH**	SESIR Sexual Harassment	1-5 Days OSS, RLW	5-10 Days OSS, RLW, PCN, RTI, DIS	5-10 Days OSS, RLW, ALT	-	-
***SXO**	SESIR Sexual Other	1-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, PCN, ALT	-	-	-
***TRS**	SESIR Trespassing	1 Day ISS, 1 Day OSS, RLW	1-2 Days OSS, RLW, LOP	2-3 Days OSS, RLW, LOP, PCN	3-4 Days OSS, RLW, LOP, ALT, DIS	4-5 Days OSS, RLW, LOP, ALT
***VAN**	SESIR Vandalism	1-5 Days OSS, RES, RLW, AWD	3-7 Days OSS, RES, AWD, DIS	5-10 Days OSS, RES, RLW, ALT	-	-
LEVEL 4 OFFENSES						
***ARS**	SESIR Arson	3-10 Days OSS, RLW, PCN, ALT	5-10 Days OSS, RLW, PCN, ALT	-	-	-
***BAT**	SESIR Battery	3-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, PCN, DIS, ALT	5-10 Days OSS, RLW, ALT	-	-
***DOC**	SESIR Disruption on Campus	3-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, DIS, PCN, RTI, ALT	5-10 Days OSS, RLW, ALT	-	-
***DRD**	SESIR Drug Distribution	5-10 Days OSS, ALT (auto), RLW	-	-	-	-
FA	False Accusation	3-5 Days OSS, PCN, ALT	5-10 Days OSS, ALT	-	-	-
***FIT**	SESIR Fighting	3-7 Days OSS, CFR	5-10 Days OSS, CFR, BCM, DIS, PCN	5-10 Days OSS, ALT	-	-
***OMC**	SESIR Other Major	3-5 Days OSS, ALT, RLW	5-10 Days OSS, ALT, RLW	-	-	-

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
***PHA**	SESIR Physical Attack	3-5 Days OSS, RLW	5-10 Days OSS, RLW, PCN, DIS, ALT	5-10 Days OSS, RLW, ALT		
***ROB**	SESIR Robbery	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
***SXA**	SESIR Sexual Assault	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
***SXB**	SESIR Sexual Battery	5-10 Days OSS, RLW, ALT	-	-	-	-
***TRE**	SESIR Threat	3-7 Days OSS, RLW, Conduct Threat Assessment	5-10 Days OSS, RLW, PCN, RTI, DIS, ALT Conduct Threat Assessment	5-10 Days OSS, RLW, ALT Conduct Threat Assessment	-	-
WC	Weapon-Like Contraband	3-10 Days OSS, RLW, ALT, DIS Consider Threat Assessment	5-10 Days OSS, RLW, ALT, DIS Consider Threat Assessment	-	-	-
***WPO**	SESIR Weapon Possession or Use	5-10 Days OSS, RLW, ALT Conduct Threat Assessment	-	-	-	-

SDMC HIGH SCHOOL MATRIX FOR GRADES 9-12

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
LEVEL 1 OFFENSES						
AT	Attendance Violation	LDT	ASD, BSD,	AWD, EXS, 1 Day ISS, TMO	AWD, EXS, 1-2 Days ISS, LOP, BCM,	2-3 Days ISS, BCM, LOP, PCN
DB	Disruptive Behavior	ASD, BSD, or LDT	EXS, TMO	1 Day ISS, TMO	1-2 Days ISS, LOP, BCM, RTI	2-3 Days ISS, BCM, LOP, PCN,
DC	Dress Code Violation	CAW	LOP (5 Days), PCN	LDT	LOP (30 Days)	1 Day ISS, LOP, PCN
DO	Disrespect Towards Others	ASD, BSD, or LDT, LOA	EXS, 1Day ISS, TMO, LOA	1-2 Days ISS, TMO, LOP, PWR	1-2 Days OSS, LOP, BCM	2-3 Days OSS, LOP, PCN, RTI
FS	Failure to Serve Consequence	EXS, 1 Day ISS, or AWD	1-2 Days ISS, AWD, or 1 Day OSS	2-3 Days ISS, 1-2 Days OSS, LOP	3-4 Days ISS, 2-3 Days OSS, LOP, PCN	4-5 Days ISS, 3-4 Days OSS, LOP

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
HP	Horseplay	ASD, BSD, or LDT	EXS, TMO	1 Day ISS, TMO	1-2 Days OSS, LOP, BCM	2-3 Days OSS BCM, LOP, PCN, RTI
ID	Identification Infraction	CAW	ASD, BSD, or LDT	1 Day ISS, TMO	1-2 Days ISS, LOP	2-3 Days ISS, LOP, PCN
IN	Inappropriate Behavior (Minor)	ASD, BSD, or LDT, AWD (if (appropriate)	EXS, AWD, 1 Day ISS, TMO	1 Day ISS, TMO, AWD, LOP	1-2 Days ISS, 1 Day OSS, LOP, BCM	2-3 Days ISS, 1-2 Days OSS, LOP, PCN, RTI
MV	Medication Policy Violation	CAW	ASD, BSD, or LDT	EXS	1-2 Days ISS, PCN	1-2 Days OSS, LOP, BCM
TA	Tardies, Habitual	CAW	LDT	ASD, BSD, or LDT	EXS, LOP	EXS, LOP, PCN
TE	Technology – Inappropriate or Unauthorized Use	CAW	LDT, CFS	ASD, BSD, or LDT, CFS, TMO	1-3 Days ISS, TMO, CFS, LOP, PCN	1-2 Days OSS, EXC, CFS, LOP, PCN
	LEVEL 2 OFFENSES					
AN	Aggression, Non-Physical	1-2 Days ISS, TMO, 1 Day OSS	1-3 Days ISS, TMO, 1-2 Days OSS, LOP, CFR	2-3 Days OSS, LOP, BCM,	3-4 Days OSS, LOP, PCN,	4-5 Days OSS, LOP, RTI
BL	Bullying, Non-SESIR	1-2 Days ISS, TMO, 1 Day OSS, CFR	1-2 Days ISS, 1-2 Days OSS, CFR, LOP, BCM	2-3 Days OSS, LOP, BCM, PCN, RTI	3-4 Days OSS, LOP, DIS, PCN,	4-5 Days OSS, LOP, ALT
CH	Cheating	Zero, ASD, BSD, or LDT	Zero, EXS	Zero, 1 Day ISS, LOP	Zero, 1-2 Days ISS, LOP, PCN	Zero, 1-2 Days OSS
CO	Contraband, Possession	1-2 Days ISS, 1-2 Days OSS, CFS	1-2 Days OSS, LOP, CFS	2-3 Days OSS, LOP, BCM, CFS	3-4 Days OSS, CFS LOP, PCN,	4-5 Days OSS,CFS, LOP, RTI
DF	Defiance	1-2 Days ISS, TMO	2-3 Days ISS, TMO, LOP	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, LOP, PCN, RTI	3-5 Days OSS, LOP, DIS, ALT
DA	Disrespect towards Staff or Authority	1-2 Days ISS, TMO	2-3 Days ISS, TMO, 1-2, Days OSS LOP	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, PCN, DIS, RTI	4-5 Days OSS, LOP, ALT
EC	Electronic Cigarette Possession	2 Days ISS, 1Day OSS, DIS, CFS, FIN, RLW	2 Days OSS, CFS, FIN, RLW	3-4 Days OSS, CFS, LOP, FIN, RLW, PCN	4 Days OSS, LOP, CFS, FIN, RLW, PCN	5 Days OSS, LOP, CFS, FIN, RLW, PCN
EN	Endangerment	1-2 Days ISS, 1 Day OSS	1 Day OSS, LOP	2-3 Days OSS, LOP, BCM	3-4 Days OSS, LOP, PCN, RTI	4-5 Days OSS, LOP, DIS, ALT
IN	Inappropriate Behavior (Major)	EXS, AWD (if (appropriate), 1-2 Days ISS, TMO, 1 Day OSS	2-3 Days ISS, TMO, 1-2 Days OSS	2-3 Days OSS, LOP, BCM	3-4 Days OSS, LOP, BCM, RTI	4-5 Days OSS, LOP, RTI, PCN

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
HA	Harassment, Non-SESIR	1-2 Days ISS, TMO, 1 Day OSS	1-2 Days OSS, LOP, CFR	2-3 Days OSS, LOP, BCM, PCN, RTI	3-4 Days OSS, LOP, DIS, PCN,	4-5 Days OSS, LOP, ALT
LC	Leaving Campus Without Authorization	1-2 Days ISS, TMO, EXS	2-3 Days ISS, TMO, LOP	1-2 Days OSS, LOP	2-3 Days OSS, LOP, DIS, PCN, RTI	4-5 Days OSS, LOP, ALT
***TBC**	SESIR Tobacco Possession or Use	1-2 Days ISS, TMO, CFS, FIN, RLW	1-2 Days OSS, CFS, DIS, FIN, RLW	2-3 Days OSS, CFS, DIS, FIN, RLW	3-4 Days OSS, LOP, CFS, FIN, RLW, PCN	4-5 Days OSS, LOP, CFS, FIN, RLW, PCN
TF	Theft / Larceny (Under $750)	1-2 Days ISS, TMO, 1 Day OSS, RLW, RES	1-2 Days OSS, RLW, RES, LOP	2-3 Days OSS, RLW, RES, LOP, PCN	3-4 Days OSS, RLW, RES, LOP, RTI, BCM	4-5 Days OSS, RLW, RES, LOP, ALT
VN	Vandalism (Under $1,000)	1-2 Days ISS, TMO, 1 Day OSS, RES, AWD	1-2 Days OSS, RES, AWD, CMS, LOP, RLW, PCN	2-3 Days OSS, RES, AWD, CMS, LOP, RLW, PCN, RTI	3-4 Days OSS, RES AWD, CMS, LOP, RLW, DIS	4-5 Days OSS, RES, CMS, RLW, LOP, ALT
LEVEL 3 OFFENSES						
AG	Aggression, Physical	1-3 Days ISS 1-2 Days OSS, LOP, CFR	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, PCN, RTI	5-6 Days OSS, LOP, DIS, ALT	6-7 Days OSS, LOP, ALT
***ALC**	SESIR Alcohol Possession, Use, or Distribution	5-10 Days OSS (Use SAFE), PCN, RLW	5-10 Days OSS, ALT (automatic), RLW	-	-	-
***BUL**	SESIR Bullying	1-3 Days OSS, LOP	3-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, DIS, PCN, RTI, RLW	5-6 Days OSS, LOP, RLW, ALT	-
CS	Contraband, Sale	1-3 Days OSS, LOP, CFS	2-4 Days OSS, LOP, CFS	4-5 Days OSS, LOP, CFS, RLW, DIS, PCN, RTI	5-6 Days OSS,CFS, RLW LOP, ALT	-
DV	Dating Violence or Abuse	1-3 Days OSS, LOP, RLW	2-4 Days OSS, LOP, RLW, DIS, PCN	4-5 Days OSS, LOP, RLW, DIS, PCN, RTI	5-6 Days OSS, RLW, LOP, ALT	-
***DRU**	SESIR Drug Possession or Use	5-10 Days OSS (Use SAFE), PCN, RLW	5-10 Days OSS, ALT (auto), RLW	-	-	-
FT	Fighting, Non-SESIR	1-5 Days OSS, CFR	5-10 Days OSS, CFR, BCM, DIS, PCN	5-10 Days OSS, ALT (auto)	-	-

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
GN	Gang-Related Activity	1-5 Days OSS, PCN, RLW	5-10 Days OSS, RLW, ALT (auto)	-	-	-
***HAR**	SESIR Harassment	1-3 Days OSS, LOP	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, DIS, PCN, RTI, RLW	5-6 Days OSS, LOP, RLW, ALT	-
***HAZ**	SESIR Hazing	1-3 Days OSS, LOP	2-4 Days OSS, LOP, PCN	4-5 Days OSS, LOP, DIS, RTI	5-6 Days OSS, LOP, ALT	-
OS	Other Serious Misconduct	1-3 Days OSS, LOP	3-5 Days OSS, LOP, BCM, PCN	5-6 Days OSS, LOP, DIS, RTI	6-7 Days OSS, LOP, ALT	-
***STL**	SESIR Theft/Larceny ($750 or More)	1-3 Days OSS, RLW, RES	3-4 Days OSS, RLW, RES, LOP	4-5 Days OSS, RLW, RES, LOP, PCN	5-6 Days OSS, RLW, RES, LOP, RTI, ALT	-
SX	Sexting	1-2 Days ISS, 1-2 Days OSS, RLW	2-3 Days OSS, RLW, LOP	3-4 Days OSS, RLW, LOP, BCM, PCN, RTI	5-6 Days OSS, RLW, LOP, DIS	6-7 Days OSS, RLW, LOP, ALT
***SXH**	SESIR Sexual Harassment	1-5 Days OSS, RLW	5-10 Days OSS, RLW, PCN, RTI, DIS	5-10 Days OSS, RLW, ALT	-	-
***SXO**	SESIR Sexual Other	1-5 Days OSS, DIS, RLW, ALT	5-10 Days OSS, RLW, PCN, ALT	-	-	-
***TRS**	SESIR Trespassing	1 Day ISS, 1 Day OSS, RLW	1-2 Days OSS, RLW, LOP	2-3 Days OSS, RLW, LOP, PCN	3-4 Days OSS, RLW, LOP, ALT, DIS	4-5 Days OSS, RLW, LOP, ALT
***VAN**	SESIR Vandalism	1-5 Days OSS, RES, RLW, AWD	3-7 Days OSS, RES, AWD, DIS	5-10 Days OSS, RES, RLW, ALT	-	-
LEVEL 4 OFFENSES						
***ARS**	SESIR Arson	3-5 Days OSS, RLW, PCN, ALT	5-10 Days OSS, RLW, PCN, ALT	-	-	-
***BAT**	SESIR Battery	3-10 Days OSS, RLW	5-10 Days OSS, RLW, PCN, DIS, ALT	5-10 Days OSS, RLW, ALT	-	-
***DOC**	SESIR Disruption on Campus	3-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, DIS, PCN, RTI, ALT	5-10 Days OSS, RLW, ALT	-	-
***DRD**	SESIR Drug Distribution	5-10 Days OSS, ALT (auto), RLW	-	-	-	-

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
FA	False Accusation	3-5 Days OSS, PCN, ALT	5-10 Days OSS, ALT	-	-	-
***FIT**	SESIR Fighting	3-7 Days OSS, CFR	5-10 Days OSS, CFR, BCM, DIS, PCN	5-10 Days OSS, ALT		
***OMC**	SESIR Other Major	3-5 Days OSS, ALT, RLW	5-10 Days OSS, ALT, RLW	-	-	-
***PHA**	SESIR Physical Attack	3-5 Days OSS, RLW	5-10 Days OSS, RLW, PCN, DIS, ALT	5-10 Days OSS, RLW, ALT		
***ROB**	SESIR Robbery	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
***SXA**	SESIR Sexual Assault	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
***SXB**	SESIR Sexual Battery	5-10 OSS, RLW, ALT	-	-	-	-
***TRE**	SESIR Threat	3-7 Days OSS, RLW, Conduct Threat Assessment	5-10 Days OSS, RLW, PCN, RTI, DIS, ALT Conduct Threat Assessment	5-10 Days OSS, RLW, ALT Conduct Threat Assessment	-	-
WC	Weapon-Like Contraband	3-10 Days OSS, RLW, ALT, DIS Consider Threat Assessment	5-10 Days OSS, RLW, ALT, DIS Consider Threat Assessment	-	-	-
***WPO**	SESIR Weapon Possession or Use	5-10 Days OSS, RLW, ALT Conduct Threat Assessment	-	-	-	-

DISCIPLINE FOR STUDENTS WITH DISABILITIES (SECTION 504 AND IDEA)

If you are an IDEA or Section 504 eligible student and have an Individualized Education Plan (IEP) or Section 504 Plan, you are expected to comply with the District Code of Student Conduct and school rules just like any other student. If you violate the District Code of Student Conduct or school rules, you are subject to discipline just like any other student. There are, however, some special rules dealing with suspensions, assignments to alternative programs, and expulsions.

Q. How are In-School Suspensions handled?

A. If a student with a disability receives an in-school suspension, the student's IEP or Section 504 Plan will continue to be in force. An in-school suspension is not considered an out-of-school suspension if the IEP or Section 504 Plan is followed.

Q. Can a student with a disability receive an out-of-school suspension?

A. Yes. A student with a disability may be suspended from school just like any other student and will not receive any educational services during the suspension.

Q. Can a principal use other forms of discipline with a student who has a disability?

A. Yes. A principal or designee may use any other form of in-school discipline when dealing with a student with a disability who has violated the District Code of Student Conduct or a school rule, provided that non-disabled students are disciplined the same way. Such discipline actions may include detentions, in-school suspension, extra school, Saturday school, or exclusion from extracurricular activities or field trips.

Q. What happens when a student with a disability reaches ten days of Out-of-School Suspension?

A. School personnel familiar with the student and the student's IEP or Section 504 Plan will meet with the parents as a team. For both IDEA and Section 504 eligible students, this team will determine if the student's disability is causing the misconduct (Manifestation Determination) and whether changes to the IEP or Section 504 Plan are necessary. For the IDEA eligible student, this team will also ensure a current Functional Behavioral Assessment (FBA) and a Behavior Intervention Plan (BIP) are in place, or recommend changes to either document.

Q. Can a student with a disability be reassigned to another school?

A. Yes. A student with a disability may be reassigned to another school, provided certain conditions are met. Students with disabilities may be reassigned to an alternative program for persistent disruptive behavior, only if that behavior is determined to not be substantially related to or caused by their disability and a current FBA and BIP are in place. Students may be also reassigned to an alternative program for behavior which represents a concern for the safety of other students or staff or the orderly operation of a school. If committed on campus, these acts must also not be substantially related to or caused by the student's disability.

Q. If a student with a disability has a weapon, illegal drugs or causes serious bodily injury to someone, what disciplinary actions may be taken?

A. When a student with a disability commits one of these infractions at school or at a school-related function, that student may be subject to the same administrative action and for the same length of time as a non-disabled peer - provided the behavior is determined to <u>not</u> be a manifestation of their disability. Even if the behavior is determined to be a manifestation of the student's behavior, he or she may be removed to an interim alternative educational setting for not more than forty-five (45) school days. Such placement does not require parent consent.

Q. Who determines the interim alternative educational setting (IAES)?

A. The IAES will be determined by the IEP or Section 504 Plan team.

Q. May a student with a disability be expelled?

A. Yes, but only if services are provided by the district.

Q. May a student with a disability be suspended from the bus?

A. Yes. Students with disabilities may be suspended from the bus just as any other student. Responsibility for transporting the student to school would then fall to the parent. However, any days missed during the bus suspension will be counted as an Out-of-School Suspension, unless the parent excuses or documents the absence.

Q. If transportation is a related service identified on the IEP or Section 504 Plan, may a student with a disability be suspended from the bus?

A. Yes. If transportation is a related service identified on the student's IEP or Section 504 Plan, and suspension or expulsion from the bus is recommended, then the bus suspension will be counted as an Out-of-School Suspension if the student is not in attendance.

Q. May a parent or guardian record an IEP meeting?

A. Yes. A parent, authorized representative of a parent, or IEP team member is permitted to record the meeting. He or she must use his or her own recording device and the District will obtain its own recording of the meeting. The District is under no obligation to provide the parent with a transcription of the recording the District obtains on its own equipment. If the District audio records an IEP Team meeting, the resulting recording shall become a part of the student's educational record and will be maintained in accordance with State and Federal law.

ENGLISH LANGUAGE LEARNERS

English Language Learners (ELLs) are not to be subjected to disciplinary action exclusively because of their use of a language other than English. However, all School District of Manatee County students, regardless of their ability to speak English, are governed by the Code of Student Conduct.

CONDUCT ON SCHOOL BUSES

The School Board believes you and your fellow students, as well as the bus driver, should be able to ride safely on school buses. In addition to any bus-specific consequences, you may be disciplined for any action on the bus in the same manner as if the conduct had happened at school. You are also subject to disciplinary action while at the bus stop, if your behavior has a harmful effect on the health, safety, or welfare of any member of the school community. You should assume that you are being recorded any time you are riding a school bus.

Parent Responsibility

Your parents are responsible for your behavior at the bus stop prior to the arrival of the bus in the morning and after the departure of the bus at the end of the day. However, if you are at the bus stop and violate school rules, the school can still discipline you for your behavior if it has a harmful effect on the health, safety, or welfare of any member of the school community. Students are to be on time and stand off the roadway.

Damage to Bus

If you cause any damage to the bus or another vehicle, your parent will be required to pay for the damage.

Waiting for the Bus

Wait for the bus to come to a complete stop before you approach the bus. To cross in front of the bus, wait for the driver to signal you.

Items Not Allowed on a Bus

a. Any item prohibited elsewhere in the District Code of Student Conduct
b. Glass containers of any kind
c. Balls
d. Bats
e. Cologne/perfume
f. Cutting instruments of any kind
g. Any large or bulky item that interferes with proper seating of students (examples: large musical instruments or athletic equipment)
h. Any animal
i. Batons, drum sticks, tennis rackets (unless in proper carrying case)
j. Aerosol sprays may be possessed but their use on buses or enclosed areas is expressly prohibited

Rules While on the Bus

The bus driver is in charge and you must obey the driver at all times. You must tell the bus driver your correct name when asked. The bus driver and school will keep a seating chart. You must be on time; the bus cannot wait for you if you are tardy. YOU MAY NOT RIDE ANY BUS OTHER THAN YOUR ASSIGNED BUS. You can be disciplined if you do not follow all district and school rules and the following special rules: a. Sit in your assigned seat and use the seat belt if available.
b. Stay seated at all times while the bus is in motion. c. Do not place any part of your body outside the bus windows. d. Do not distract the driver with loud conversation or noises. e. Observe appropriate classroom conduct. f. Do not eat or drink on the bus. g. Maintain absolute silence at railroad crossings. h. Do not throw any items on the bus or out of the bus windows. i. Do not mark, cut or damage bus seats or the bus itself. j. Do not display signs from the bus. k. Do not use obscene language or gestures. l. Cell phones are to be turned off.

Discipline If You Do Not Follow the Bus Rules

a. If you commit minor infractions, the school bus driver has the authority to address your behavior. If you cause repeated problems on the bus, the bus driver will give the school a written discipline referral for what you did. School administrators can take any action contained in this Code against you for misbehaving at a bus stop or on a bus.

b. Discipline on school buses will be dealt with according to the following protocols; however, severe infractions (for example, fighting, setting a fire on the bus) may result in immediate suspension or recommendation for expulsion based on the recommendation of the principal or designee.

Elementary Bus Discipline Protocol

1st Offense: Operator - student conference and parent contacted by Courtesy Notice prepared by Operator. Student re-assigned to the front of the bus for one week and closely monitored.

2nd Offense: Operator - student conference and parent contacted by Courtesy Notice prepared by Operator. Student re-assigned to the front of the bus for two weeks and closely monitored.

3rd Offense: Referral submitted, with recommended bus suspension up to 1 day. Upon return to bus, student assigned to front of the bus for one week and closely monitored.

4th Offense: Referral submitted, with recommended bus suspension up to 3 days. Upon return to bus, student assigned to front of the bus for two weeks and closely monitored.

5th Offense: Referral submitted, with recommended bus suspension up to 5 days. Conference with parent, student, school administrator and Transportation Staff. Upon return to bus, student assigned to front of the bus for two weeks and closely monitored.

6th Offense: Referral submitted, with recommended bus suspension up to 10 days. Letter from school to parent stating next referral may result in recommendation for removal from the bus for the remainder of the year.

Secondary Bus Discipline Protocol

1st Offense: Operator - student conference and parent contacted by Courtesy Notice prepared by Operator. Student re-assigned to the front of the bus for one week and closely monitored.

2nd Offense: Referral submitted, with recommended bus suspension up to 1 day. Upon return to bus, student re-assigned to front of the bus for two weeks and closely monitored.

3rd Offense: Referral submitted, with recommended bus suspension up to 3 days. Upon return to bus, student re-assigned to front of the bus for two weeks and closely monitored.

4th Offense: Referral submitted, with recommended bus suspension up to 5 days. Conference with parent, student, school administrator and Transportation Staff. Upon return to bus, student re-assigned to front of the bus for two weeks and closely monitored.

5th Offense: Referral submitted, with recommended bus suspension up to 10 days. Letter from school to parent stating next referral may result in removal from the bus for the remainder of the year.

c. Suspension from the school bus may be imposed only by the principal or designee by following the procedures for suspension from school. Bus suspensions may not be extended beyond the number of days originally prescribed by the principal or designee.
d. You can be removed from the school bus by the Superintendent or his designee for up to one calendar year for misconduct or a violation of the bus rules on a school bus or at a bus stop, based upon the recommendation of the principal and after the principal has suspended you from riding the bus for 10 days for an incident. Before the Superintendent or designee removes you from the bus, you and your parents will be informed in writing of the Principal's recommendation and the basis for that recommendation. The Superintendent or designee will inform you and your parents in writing of any removal from the bus.
e. Even if you transfer to a new school, you will be held responsible for any previous incidents of bus misconduct from your previous school.

SCHOOL DRESS CODE

The dress and grooming of District students shall be neat and clean, promoting a safe and positive educational environment. Apparel that disrupts educational activities and processes of the school may result in the removal of the student from the regular learning environment until acceptable apparel can be secured for the student. Failure to comply with the dress code may result in disciplinary consequences outlined in state statute and the district discipline matrix.

Pursuant to F.S. 1006.07, wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the learning environment will have the following specific consequences. In addition to these consequences, the violation shall be corrected before the student is allowed back in the regular school environment:

a. For a first offense, a student shall be given a verbal warning and the school principal (or designee) shall call the student's parent or guardian.

b. For a second offense, the student may be ineligible to participate in any extracurricular activity for a period of time not to exceed 5 days and the school principal (or designee) shall meet with the student's parent or guardian.

c. For a third offense, the student will have lunch detention in a supervised area, not the cafeteria.

d. For a fourth offense, the student may be ineligible to participate in any extracurricular activity for a period not to exceed 30 days.

e. For a Fifth and subsequent offense, a student may receive an In-School Suspension pursuant to F.S. 1003.01(5) for a period not to exceed one (1) day and may be subject to any of the interventions listed above.

Requirements for student dress in all schools are listed below:

a. All shirts and blouses must cover midriff, back, sides, and all undergarments including bra straps at all times. All shirts, tops, and dresses shall have sleeves and cover the shoulders.

b. Shorts, skirts, divided skirts, dresses and culottes are allowed. They must be mid-thigh length or longer.

c. All trousers, pants, or shorts must totally cover undergarments, including boxer shorts.

d. All clothing, jewelry, or tattoos shall be free of the following: profanity; violent images, wording or suggestion; sexually suggestive phrases or images; gang related symbols; alcohol, tobacco, drugs or advertisements for such products.

e. Safe and appropriate footwear must be worn. Inappropriate footwear includes, but is not limited to, roller skates, skate shoes, and bedroom slippers.

Further Clarification/other requirements:

a. Form fitting leotard/spandex type clothing is not allowed unless proper outer garments cover to mid-thigh length or longer.

b. See through or mesh fabric clothing may only be worn over clothing meeting requirements.

c. Clothing must be appropriate size, with the waist of the garment worn at the student's waist.

d. Clothing and footwear traditionally designed as undergarments or sleepwear shall not be worn as outer garments.

e. Sunglasses may not be worn inside unless a parent provides a doctor's note to the school. Field trips are exceptions.

f. Bandanas or sweatbands are not allowed to be visible on school grounds during the regular school hours.

g. Hats or other head coverings may be worn during outside P.E. activities and may not be worn during any portion of the regular school day without the expressed permission of the principal.

h. If the school has a mandatory school uniform policy, the student must adhere to those requirements.

SCHOOL UNIFORMS POLICY

Manatee County elementary or secondary schools may implement a mandatory uniform policy, governing students enrolled at the school only if all conditions set forth in the following procedures are met:

Initiation

a. A favorable vote of at least 67 percent or more by the School Advisory Council (SAC) must occur to support mandatory use of uniforms for students.
b. The school or SAC conducts a survey of parents of all students in that school and at least 51 percent of the families completing the survey must indicate that they are in favor of establishing such a program. Ballots must be received from a majority of eligible families. Parents are to be surveyed every three years at any school implementing a uniform program.
c. The school must establish a uniform committee that adequately represents all segments of the school community. The uniform committee must follow guidelines promulgated by the Superintendent for selection of uniforms.
d. The school-selected uniforms must comply in all respects with the other provisions of the district rules concerning appropriate attire.
e. The uniforms selected may not be characterized as gender-specific (both boys and girls may wear slacks).
f. The school must make provisions for those students who, by reason of financial hardship, cannot comply with the uniform and must notify the students' parents of these provisions.

Communication

Each school implementing a uniform policy must communicate to parents the following:

1. types and colors of uniform;
2. requirements for jackets or outer garments;
3. optional articles of attire, if any;
4. compliance measures to be employed;
5. the availability of financial support and the procedures for applying for assistance;
6. methods to facilitate recycling of uniforms within the school community; and
7. notice of uniform sales and lists of competitive prices from vendors of uniform articles.

The means by which this information is communicated shall include one or more of the following: school newsletters, parent forums, telephone hotline, PTA/PTO meetings and newsletters, school advisory council meetings, television, radio, newspaper announcements, posters displayed at school and in the community, and registration materials.

Compliance Measures

a. Each school shall develop incentives and positive reinforcement measures to encourage full compliance with the uniform policy. Each school should strive to achieve full compliance through use of incentives and positive reinforcement measures and should resort to disciplinary action only when positive measures fail to ensure compliance. In addition, schools shall communicate with parents so that expectations, rationale and benefits are fully understood by the student and the family.

b. If necessary, disciplinary action may be taken to encourage compliance with the policy. Since the intent of the policy is not to inhibit or prohibit any student who is not in uniform from receiving the education to which he or she is entitled, no student shall be suspended from class or from school, expelled from school, or receive a lowered academic grade as a result of not complying with the policy.

c. Prior to initiating any disciplinary action against a student not complying with the policy, a school administrator shall hold a conference with the parent or guardian to solicit cooperation and support.

d. Disciplinary action is initiated only after all other means to secure support and cooperation as mentioned above have not succeeded. A "progressive discipline" approach is to be employed by the school support staff so as to encourage full and consistent compliance with the least amount of disciplinary action.

e. In order to ensure a smooth transition to a uniform policy, and in order to ensure that incentives and positive reinforcement measures are employed before resorting to disciplinary action, no school implementing a uniform policy shall take disciplinary action for the first two months of implementation unless those not in compliance materially or substantially interfere with the requirements of appropriate discipline.

f. Exceptions to wearing the uniform are permitted when:

1. Uniforms of a nationally recognized youth organization such as JROTC, Civil Air Patrol, or the Boy Scouts or Girl Scouts are worn on regular meeting days.

2. A student wears a button, arm band, or other accoutrement to exercise the right to freedom of speech as guaranteed by the First Amendment, unless the button, arm band, or other accouterment signifies or is related to gangs, gang membership or gang activity.

3. The wearing of a school uniform violates a student's sincerely held religious belief.

4. A student's parent or guardian has secured an exemption from the uniform policy by following the procedures set forth below.

g. Parents or guardians are permitted to exempt their children from the uniform program by the following procedure:

1. Parents should be notified of the exemption procedure.
2. A request is made by mail or in person by the parent or guardian for an Application for Exemption from the Uniform Program ("Application"). The parent or guardian may obtain an Application at the student's school site.
3. The Application is completed in full and submitted to the school principal.
4. The school principal or other designated administrator meets with the parents to discuss the uniform policy and the nature of the objections to the policy. The purposes of this meeting include: (a) ensuring that the parents or guardians understand the reasons for, and goals of the uniform policy; (b) verifying the accuracy of the information on the Application; and (c) preventing fraud or misrepresentation.

SECTION VI PROCEDURES RELATING TO DISCIPLINARY ACTIONS

Each school and classroom in the school District of Manatee County is required to develop their own behavior plans, which support the unique needs of their students, families, and communities. Common disciplinary actions at each school may include, but not be limited to the following:

Loss of Privilege
For a specified period of time, you may lose a privilege on campus. These privileges include, but are not limited to, parking, use of technology, extracurricular activities, and assemblies.

Disciplinary Probation/ Check-in/Check-out
For a specified period of time, you are assigned to report frequently to a staff member who will assist in monitoring your adjustment to the school situation.

Detention/Extra School
You report to an assigned location at your school for a specified period of time before or after school for supervised study hall activities. Extra school is not intended to interfere with your regular class schedule.

Fine/Restitution
You may be given a written citation by the School Resource Officer and required to pay a fine if you are caught smoking or in possession of tobacco. You may be required to pay restitution for any damage you may have caused to School Board property.

Student Work Assignments
If your parent and a school administrator agree, the administrator can assign you to a work detail at the school. The principal will decide who will supervise your work.

Saturday School
You may be required to attend Saturday School if an administrator has contacted your parent at least twenty-four (24) hours in advance.

In-School Suspension
You may be assigned to a specific location at your school during the school day where you will be required to continue your regular academic coursework. This assignment may be for a single period (usually referred to as Time Out), all day, or for multiple days. Time Out may also be used in lieu of detentions, when transportation or other issues prevent their assignment.

Classroom Removal
Your teacher may require that you be removed from class if it has been documented that your behavior has seriously disrupted the teaching or learning in the classroom. If you are removed from a class, the principal may place you in another appropriate classroom, in-school suspension, an alternative education program, or the principal may recommend you for suspension or expulsion. You cannot be returned to that teacher's classroom unless the teacher consents or a school-based placement review committee has determined that doing so is the best or only available alternative. A decision on whether to return you to the classroom must be made by the teacher or the committee within five days of the removal.

MAJOR DISCIPLINARY ACTIONS

In order to protect the rights of all students and staff, certain procedures are followed with regard to major disciplinary actions. These procedures are developed as suggested or required by law or regulation. School/classroom procedures for administering discipline in areas not covered by these specific procedures are encouraged.

School Bus Suspension

You can be denied the privilege of riding a school bus by the principal or designee for up to 10 school days. Suspension from the school bus may be imposed only by the principal or designee by following the procedures for suspension from school.

Out-of-School Suspension

You have the right to attend school and have an opportunity to learn. You may lose that right if you violate the District Code of Student Conduct or a school rule. You lose the right to attend school by being suspended or expelled. You can be suspended from school for up to ten (10) days at a time. If you are suspended you cannot be on school grounds or on any Manatee School District property, nor can you attend any school activities. You cannot be suspended for skipping class or school or for excessive tardiness. However, you may be suspended for failure to serve consequences assigned for skipping or tardiness. When OSS is deemed appropriate, the district does offer an Alternative To Out of School Suspension (ATOSS) program that is housed at two different locations. You are responsible for transportation to ATOSS however, it does offer a structured and supervised environment where assignments may be communicated and submitted to your regular teachers.

OUT-OF-SCHOOL SUSPENSION Q & A

Q. Who can suspend you?

A. The principal or someone designated by the principal can suspend you.

Q. How long can you be suspended?

A. You can be suspended from school for one school day or up to ten (10) school days. School principals or designees may not impose suspensions of undefined lengths, pending a parent conference or other stipulations.

Q. What happens before a suspension?

A. When the principal or designee becomes aware that a student may have broken a rule in the District Code of Student Conduct or a school rule, he or she will investigate by talking to students, teachers or others who may know something about what happened. Even if you are not one of the students who may have broken the rule, the principal or designee may talk to you as part of the investigation. After talking to people who were involved or witnesses, the principal or designee will determine who he or she thinks broke a rule.

Q. What if the principal or designee determines you broke a rule?

A. As soon as possible, the principal or designee will talk to you and tell you that you are accused of breaking a rule in the District Code of Student Conduct or a school rule. You also will be given written notification, such as a disciplinary referral, which tells you the same thing. You will be told why it is believed that you have broken the rule. After this happens, you should know what you are accused of doing and what evidence there is that supports the accusations.

Q. What happens next?

A. You will then have an opportunity to tell the principal or designee your side of the story. You can ask that he or she talk to someone you think may know something about what happened. You can give the principal or designee a written statement to read. After listening to you and reading anything you have provided, the principal or designee may talk to the people you named and anyone else who might have knowledge about the situation, as may be appropriate in the opinion of the principal or designee. After that, the principal or designee will decide if you have broken a rule in the District Code of Student Conduct or a school rule. If he or she decides you have broken a rule, the principal or designee will then determine whether you should be suspended from school, and if so, for how long. You will be told about this decision.

Q. Will my parents know?

A. Prior to the beginning of the suspension, the principal or designee will attempt to telephone your parents and let them know about the suspension. If your parents cannot be reached by telephone, then the principal or designee will record the dates and times contact was attempted. Also, within 24 hours of the decision, a letter will be mailed to your parents informing them of the suspension. If you or your parents claim you did not receive the letter, it will not change the suspension. You will be given another copy of the letter if you request one.

Q. Can you appeal a suspension?

A. You can request the principal reconsider the evidence and decision. However, the principal's decision to suspend a student is final.

Q. How do I make up my work while on suspension?

A. You are required to obtain your work. The following means are available: 1. Ask fellow students to obtain the class work for you. 2. Contact your teacher via email or phone. 3. Access teacher websites or weekly assignment sheets, if available.

All makeup work is due on the day of your return from suspension. In the case of in-class activities such as labs, tests, quizzes, class projects, etc., the teacher will determine a reasonable amount of time for assignments to be completed.

Disciplinary Reassignment

The School District of Manatee County offers an alternative program for students who struggle with behavioral issues in their current setting or create a concern for the safety of others. Pursuant to School Board policy, the Superintendent of Schools or designee may decide to reassign you, if it is determined to be in your best interest, or the best interest of the school. If your actions create a concern for the safety and welfare of any student or staff member or substantially interferes with the safe and orderly operation of a school, you are eligible for reassignment to an alternative program under the School Safety reassignment process, regardless of any current or past patterns of behavior. These acts would normally involve

infractions such as battery on a school board employee, causing substantial injury or mental distress to others, threats to commit acts of violence, sexual misconduct, weapon or drug-related behaviors, or any variety of criminal acts committed on a school campus. Likewise, being charged with an off-campus criminal act by law enforcement, which creates a concern for the safety and

welfare of students or staff, or which substantiates a pattern of unsafe behavior may result in a School Safety reassignment, per ss 1006.09, 1006.147, and 1006.13.

You may also be referred for a School Safety Reassignment to the alternative program for persistent behaviors which substantially disrupt the learning environment and are not mitigated through school-based interventions. Such behaviors may include interfering with instruction; the use of profane or offensive language or gestures; disrespect towards school staff; defiance of school staff; theft, destruction, or improper use of school equipment; possession of contraband or prohibited items; or continually being out of area. You may also be referred for reassignment for patterns of behavior which substantially interfere with the educational rights of other students. These behaviors may include acts such as bullying, harassment, extortion, threats, theft, fighting, or any conduct which is disruptive to the orderly educational process in the classroom.

If you are assigned to an alternative program for disciplinary reasons, you cannot be present on any other school grounds or on any Manatee School District property at any time. If you have been reassigned to an alternative program for disciplinary reasons, you may instead choose to attend another school outside the district. However, your academics, attendance, and behavior must be evaluated in a physical setting with peers in order to return to any Manatee County school. Virtual or purely online programs are not an acceptable alternative without specific review and authorization from the district office of Drop-Out Prevention and Alternative Programs.

Expulsion

You can be expelled (excluded) from school by the School Board for the remainder of a school term or school year and one additional year of attendance. During the time you are expelled, you may or may not receive educational services. Students who commit violent acts that involve the use of a firearm as defined in the Code of Student Conduct will be expelled, with or without educational services. All other students will be evaluated on a case-by-case basis and where possible, recommendations for diversionary or intervention programs will be made in lieu of arrest or expulsion.

EXPULSION AND DISCIPLINARY REASSIGNMENT Q & A

If you are found to be guilty of a severe breach of conduct or are guilty of continuing misconduct, the principal or designee may suspend you for up to 10 days after following the suspension procedures and recommend to the Superintendent or designee that you should be expelled or reassigned to another school or program. All alternative placements and expulsion recommendations for students with disabilities are made by the appropriate IEP or 504 team.

Q. What happens if the principal recommends reassignment to another school or program?

A. The principal will refer the case to the Office of Drop-Out Prevention and Alternative Programs to determine whether it should move forward or be declined. If approved, you will either be directly assigned to another school or program or have your case go before the School Safety Reassignment Committee for deliberation. Any vote by the committee will be the recommendation made to the Superintendent or designee. Should you be reassigned, you will be provided information concerning the school or program and instructions on how to enroll.

Q. What is the School Safety Committee?

A. A group of district and school administrators which evaluate the facts of each case and the student's history to make recommendations for reassignment to an alternative program. The Committee is additionally charged with evaluating the interventions attempted by the school, prior to the reassignment referral being submitted.

Q. Can the recommendation of the committee be appealed?

A. You may appeal the decision to the Office of Alternative programs and Drop-out Prevention. Facts of the case must be appealed to the principal if the reassignment referral is being forwarded by the school for on-campus behavior.

Q. What happens if my principal recommends expulsion?

A. Your principal may recommend an expulsion to the Director of Student Services. The Director will in turn listen to the facts of the case and make a recommendation to the Superintendent. However, only the School Board can expel a student. If the Superintendent agrees with the recommendation, the District General Counsel or designee will inform your parents in writing about the recommendation and why expulsion is being recommended. The notice will additionally inform your parents they can request a hearing.

Q. What happens if my parents do not request a hearing?

A. The School Board will take final action on the recommendation for expulsion without a hearing. By not requesting a hearing, you are admitting that you did what you were accused of doing.

Q. What happens if I request an expulsion hearing?

A. The School District General Counsel will notify you when and where the hearing will be conducted. The Office of Dropout Prevention and Alternative Programs will inform your parents of the procedures involved and your procedural rights. At the hearing, the General Counsel, on behalf of the Superintendent, presents the evidence in support of the recommendation for expulsion. You, your parents, your attorney or other qualified representative will be permitted to cross examine witnesses and offer evidence on your behalf, including your testimony. The cost of your attorney will be your parent's responsibility. Your parents may elect to have the hearing open or closed to the public.

Q. What procedures govern the expulsion hearing?

A. The expulsion hearing is governed by sections 120.569 and 120.57(2), Florida Statutes. A copy of those sections will be provided to you upon request.

Q. What happens after the expulsion hearing?

A. The School District General Counsel will submit to the School Board a recommended order consisting of findings of fact, conclusions of law, and a recommendation on the expulsion. You, your parents, or your attorney will have an opportunity to submit written objections to the recommended order. The School Board is limited on what it can do with respect to the recommended order by section 120.57 (1), Florida Statutes.

Q. Who makes the final decision to expel me?

A. The School Board will make the final decision on whether you should be expelled and if so, for how long. The School Board will also decide if you will receive educational services during your expulsion. Your parents may elect to have the School Board meeting open or closed to the public.

Q. How long can the School Board expel me?

A. You can be expelled for the remainder of the current school year and one additional school year. A student who is serving an expulsion during the last semester of his or her senior year may not participate in the graduation ceremony.

Q. Can I appeal the School Board's decision to expel?

A. You can appeal the School Board's decision to the Second District Court of Appeal in Tampa. You must do so within 30 days of the time you are expelled; you may or may not receive educational services.

Felony Arrests

Students are required to self-report any felony arrest to their principal within 48 hours of the arrest. An arrest that would be a felony if the student were an adult must also be self-reported. The principal will review information about the arrest to determine, after conferring with the Executive Director of School Management, whether the student should be suspended from all extracurricular activities and possibly suspended from school, or reassigned to an alternative placement. Failure to self-report such an arrest may result in suspension from all extracurricular activities for a minimum of one calendar year and suspension from school or reassignment to an alternative placement.

Extension of Ten-Day Suspension

If the principal suspends you for 10 days, the Superintendent may extend your suspension until the outcome of the criminal charges that have been filed against you. During your suspension, pending the outcome of the criminal charges, you will be assigned to an alternative educational program.

Criminal Victimization

In accordance with F.S. 1006.13, students who are found to have committed certain felony offenses against another student are prohibited from attending the same school or riding on the same school bus with the victim or the victim's siblings. According to F.S. 1006.13(5)(d), "The offender, or the parents of the offender if the offender is a juvenile, shall arrange and pay for transportation associated with or required by the offender's attending another school or that would be required as a consequence of the prohibition against riding on a school bus on which the victim or a sibling of the victim is riding. However, the offender or the parents of the offender may not be charged for existing modes of transportation that can be used by the offender at no additional cost to the District School Board."

Corporal Punishment

The use of corporal punishment is prohibited. This prohibition extends to parents or guardians on school grounds.

REPORTS TO LAW ENFORCEMENT AGENCIES

The School Board views disruptive and criminal acts, and those which may affect the health, safety and welfare of, or pose a legitimate threat to those on a school campus, as extremely serious in nature. In addition to disciplinary action administered at the school level, certain acts are expected to be reported to law enforcement as required by the State Attorney Office. The actions of law enforcement do not dictate the corrective measure enforced by the school.

LIMITED ROLE OF LAW ENFORCEMENT

To help avoid the unnecessary criminalization of our students, law enforcement action should be limited to situations when it is necessary to protect the physical safety of students and staff or appropriate to address criminal activity. Law enforcement involvement should not be requested in a situation that can be safely and appropriately handled by a school's internal disciplinary procedures.

THE COACH AARON FEIS SCHOOL GUARDIAN PROGRAM

Like law enforcement, school guardians hired through the Coach Aaron Feis School Guardian program in Manatee County are in place to help ensure the physical safety of our students, staff, and school community. School guardians are not to be involved in student discipline matters unless it is a matter of safety. School guardians additionally have no authority to act in any law enforcement capacity, except to the extent necessary to prevent or abate an active assailant incident.

REPORTS TO DEPARTMENT OF CHILDREN AND FAMILIES (DCF)

All employees of the District have the responsibility to report all actual and suspected cases of child abuse, abandonment or neglect. They also have the responsibility to comply with child protective investigations and all other provisions of law related to child abuse, abandonment or neglect. All employees of the District shall have immunity from liability if they report such cases in good faith. Abuse is defined as "any willful act or threatened act that results in any physical, mental, or sexual injury or harm that causes or is likely to cause the child's physical, mental or emotional health to be significantly impaired."

REFERRALS TO MENTAL HEALTH AGENCIES

If you present a concern for the safety of others, due to your actions or words, as determined by your school or district administration, law enforcement, or a threat assessment team, you will be referred for mental health services, per F.S. 1012.584. These services may be provided on campus or through off-campus mental health providers that partner with our district. In the event you present an immediate concern for the safety of yourself or others, the Marchman or Baker Acts may be enacted (see Page 4) to ensure an appropriate mental health examination and intervention(s) occur. This may result in an involuntary examination and removal from campus, pursuant to F.S. 394.463. Such contact may be in person by a mental health professional or using telehealth as defined in F.S.456.47.

SELF-REPORTING UPON INITIAL REGISTRATION

Upon initial registration in any district school from another district, state, charter, home or private school, you are required per F.S. 1006.07 to self-report any previous school expulsions, prior arrests resulting in charges, Juvenile Justice actions, and referrals to mental health services. You are also required to report any placements in an alternative setting for disciplinary or safety reasons. Students found to have been expelled or placed in an alternative program in lieu of expulsion from another school or district may serve any remaining duration of the original expulsion as outlined in F.S. 1006.07.

SECTION VII IMPORTANT POLICIES AND PROCEDURES

MEDICATION POLICY

Taking legal medications (prescription drugs prescribed for you or over-the-counter drugs) at school, on a school bus, at any school activity, or on any field trip must strictly comply with this Medication Policy. This policy requires the following:

a. You should make every effort to administer medications at home during non-school hours.

b. All medications (including over-the-counter medications, vitamins and supplements) must be prescribed by a licensed physician and must be retained in the school clinic.

c. For each medication to be administered, your parent must provide the principal or clinic staff with a written statement giving the principal or the principal's designee permission to assist in the administration of the medication. The written statement must explain the reason it is necessary for the medication to be provided during the school day.

d. The written statement shall be on a Medication Authorization Form which can be obtained from the school's office and must be signed by both a physician and a parent or guardian before medications can be administered at school.

e. You may not transport medications to school or be in possession of any medications while on school property.

f. An authorized adult must bring the medication to be administered to the school's office and deliver it along with a completed Medical Authorization Form.

g. Possessing medications prescribed to others is illegal and considered a Level 3 offense.

h. Students with any of the following medical conditions may carry and self-administer the medications or supplies listed below to attend to their conditions while at, or in transit to or from, school or school-sponsored activities, if the school has been provided written parental and physician authorization in advance:

Student's Medical Condition:	Student May Carry and Self-Administer:
Life-threatening Allergies or Asthma	An epinephrine auto-injector
Asthma	A metered dose inhaler
Pancreatic Insufficiency	A prescribed pancreatic enzyme supplement
Diabetes	Diabetic supplies, equipment, and specific food items identified in the written authorization along with a description of the activities the student is capable of performing without assistance, such as blood-glucose level checks, urine ketone testing, administering insulin, and treating hypo-or hyperglycemia.

CONTROLLING THE SPREAD OF COMMUNICABLE DISEASES

The School Board recognizes its responsibility relative to student, employee, and visitor health and safety. In order to protect the health and safety of the students, District personnel, and the community at large, the Board shall follow all State statutes and Health Department regulations which pertain to immunization under Policy 5320, and other means for controlling communicable disease spread through normal interaction in the school setting as set forth in Policy 8450.

CRISIS PROTOCOL

Providing a safe and secure environment for our students to learn is the top priority of the School District of Manatee County. Measures have been taken to ensure our staff and students are prepared in the event a crisis situation occurs in one of our schools. A comprehensive Crisis Management Plan has been created to guide our staff through a wide variety of situations. Fire drills, tornado drills, lock-down drills, and shelter-in-place drills are practiced at each site to ensure routines and safety procedures are well established and familiar to all.

In a shelter-in-place, all school doors will be locked and regular classroom instruction continues behind the locked doors. In a lock-down, all school doors are locked and all students and staff are out of view. Classroom instruction is discontinued.

What parents need to know during either crisis:

a. Please DO expect to be notified with a special parent advisory sent home from the school and/or with a telephone message from our telephone notification service when the school is able to provide accurate information and/or the incident is resolved.

b. Please DO cooperate with school and/or district directives.

c. Please DO consult local media for regular updates about the incident. Listen for information updates on local radio and television stations. You may be directed to an off-campus parent staging area for the latest information regarding a campus crisis.

d. Please DO NOT call the school because phone lines will be needed for emergency communication.

e. Please DO NOT call your child's cell phone because cell phones are not to be used during a crisis.

f. Please DO NOT go to the school if a crisis situation should occur. Roads are closed, doors are locked and campuses are off-limits to anyone other than authorized personnel.

Pursuant to F.S. 120.54, in the event of an emergency, the Superintendent or the School Board can enact additional rules governing student conduct which shall be enforced as included in this Code of Student Conduct.

Unannounced Lock-down Drills

The principal may conduct unannounced lockdown drills from time to time and will inform parents after the fact about the drill by way of automated telephone calls.

STUDENT AND FAMILY REUNIFICATION PLAN

In case of a school emergency or a natural disaster, you need to be aware of our school's plan for releasing your child. First and foremost, remain calm. Remember, it is our primary concern that students remain safe at all times, and there is a plan for an orderly dismissal and release of

our students. When you learn your child's school is in a lockdown situation or any other emergency situation, do not call the school and do not come to the school. Staff will be very busy during an emergency and will not be able to attend to the safety of your children if they have to answer your phone calls. If you come to the school during an emergency, in all likelihood you will not be allowed into the school or even into the inner perimeter set up by emergency responders. The presence of hundreds of parents showing up on the scene will hinder the efforts of emergency responders, which in turn may jeopardize the safety of your child. Instead, if the situation warrants the release of students, direct notification to your listed emergency contact numbers as well as the use of local news media will provide instructions on when and where the release will take place. Students may be bused to an off-site location for their release to parents.

Once an "all clear" is given at the school, and if there is a need to release students for the day, the Student and Family Reunification Plan will be put into place. For the safety of every child, we must document to whom each child is released. Students will only be released to a parent, guardian, or childcare personnel as designated on your child's school *Contact, Medical, and Emergency Form*. When you arrive at the facility where students will be released, proceed to the designated area and plan to do the following:

- Fill out a Student Release Form.
- Present photo identification.
- Move to the Student release area and wait for your child.
- A runner will go to the assembly area, get your child, and bring him or her to the release area. Be prepared to show your ID again.
- Sign for the student and depart. **REMINDER: Your child will be released only to those listed on the *Contact, Medical, and Emergency Form*. It is therefore imperative you keep information on your child's *Contact, Medical, and Emergency Form* up to date, including your cell phone number or other emergency contact information. Please note that if for any reason your child is not picked up, he or she will be placed in an alternate place of safety.** These procedures should be shared with everyone you list on the *Contact, Medical, and Emergency Form* so they are familiar with our plan and these concerns. If you have any questions about the Student and Family Reunification Plan, contact your child's school principal.

REGISTER YOUR EMERGENCY CONTACT INFORMATION TODAY!

The school district, in cooperation with TIFF (To Inform Families First) urges you and your family to register your emergency contact phone numbers TODAY. In the event of an emergency, families can be notified more quickly through this service. On the Internet, simply log onto the following website as follows:

www.hsmv.state.fl.us

Click ONLINE SERVICES - EMERGENCY CONTACT INFORMATION

For more information on this important initiative click on:

www.toinformfamiliesfirst.org

ELECTRONIC EQUIPMENT

If you are in possession of non-district issued electronic items at school, they may only be used before the morning bell rings and after school, unless your school has adopted a policy further allowing or restricting the use of personally owned electronic devices. In all other instances, **they are to be kept turned off and out of sight on school grounds** unless an administrator or designee gives permission to use the device. Teachers may also allow students to utilize their personal electronic devices for the completion of specific assignments, as a component of their coursework. These electronic devices include, but are not limited to, the following:

- music playback or streaming devices
- camera
- cellular phone (including the camera that may be part of the phone)
- video or digital recorder
- video gaming devices
- computer or tablet (unless specifically authorized for academic purposes)
- Smartwatches or other smart devices that may or may not connect to the Internet
- Earbuds or headphones

If this rule is violated, an administrator may ask you to surrender the device and will hold it until you or your parent comes to retrieve it. Refusal to surrender the device will be considered defiance and will result in appropriate administrative action. If the item is not picked up by July 1st following the end of the school year, the item will be deemed abandoned. Each school will determine what to do with abandoned items. Neither the school nor school staff members are responsible for any such items if they are lost, stolen, broken or damaged.

A student may not electronically record a teacher or a class without the teacher's written permission. Additionally, students may not record or post to the Internet recordings of fighting, acts of bullying, assault, or battery, whether staged or real.

During any district, state, or federally required assessment administration, if you are found with an electronic device that reproduces, transmits, calculates, or records (e.g., a cell phone, camera, or calculator) in your pocket, at your desk, or within your reach during testing, your test will be invalidated. Additionally, the device will be confiscated and you will be disciplined.

If school officials have reasonable suspicion that electronic items contain evidence of a violation of the Code of Student Conduct, or criminal activity, they may conduct a search of the contents of the electronic item.

TECHNOLOGY AND INTERNET SAFETY POLICY

Technology is an integral part of your educational experience and must be used in a way that is consistent with the goals of the School District of Manatee County (SDMC). Technology includes, but is not limited to, computers, tablets, other electronic devices, software, email, the Internet, and other network resources. Your use of technology is a privilege and you are responsible for using it appropriately. This includes use of district technology while off school property. The following are improper uses of technology:

a. Photographing, recording, or using images of any person without their knowledge or consent.
b. Accessing pornographic or obscene images, language or materials, including screen

savers.

c. Transmitting any material in violation of federal, state, local law, School Board policy, regulation, or the District Code of Student Conduct. This includes, but is not limited to: copyrighted material; threatening, obscene or pornographic material; test questions or answers; student work products; trade secrets; and computer viruses or malware.
d. Using technology for commercial activities unless explicitly permitted by the School Board.
e. Modifying the original SDMC pre-set software image including, but not limited to: loading software applications not authorized by SDMC; changing the computer name; changing or removing operating system extensions; altering security/filtering software; altering the pre-loaded operating system or application; or taking apart the computer for access to internal parts.
f. Downloading music, games, or videos at any time on a district computer.
g. Using cellular phones or other wireless communication devices during unauthorized times of the school day. Cellular phones, tablets, and other electronic devices may only be used on campus before or after school, unless your school has different policy restrictions or you have permission from an administrator or designee.
h. Using email, instant messaging, texting, web pages or other technology operations to threaten, disrupt, or interfere with the safety and welfare of the school community, including engaging in cyber-bullying, harassment, or “sexting.”
i. Gaining or attempting to gain unauthorized access to SDMC networks, computer servers, or data files.
j. Gaining or attempting to gain unauthorized access to non-SDMC networks, computer servers, or data files utilizing SDMC equipment.
k. Using profanity, obscenity, or other language which may be offensive to another person, or reposting personal communications without the author’s prior consent, when using computer network access.
l. Downloading or printing any material that deemed inappropriate by the School District.
m. Attempting to log on to the SDMC network or other district-affiliated systems using another’s identity or password.
n. Sharing of logins and passwords to the SDMC network.
o. Bypassing or attempting to bypass SDMC filtering software.
p. Unauthorized disclosure, use and dissemination of personal information regarding students, unauthorized online access by students, including hacking and other unlawful activities and access by students to inappropriate matter on the Internet is prohibited.

NOTE: There is no right or expectancy of privacy on District provided or owned technology. School officials may review any information or files on such technology at any time.

Use of Social Media

The School District of Manatee County allows schools, students, teachers and staff to use social media for enhancing classroom learning and communication among members of the SDMC community. Your use of District-approved social media platforms must be consistent with

all aspects of this Code of Student Conduct.

For School Board Policies regarding student use of social media, please see Policy 7544 "Use of Social Media," as well as Policy 7540.03 "Student Technology Acceptable Use and Safety." Those policies can be found in the School Board Policy Manual on the School District website at https://www.manateeschools.net/Page/2186. For Student Social Media Guidelines, please visit the "Parents and Students" page of the School District website at www.manateeschools.net.

DISCLAIMER OF RESPONSIBILITY FOR PERSONAL PROPERTY

Although the school attempts to maintain a safe and secure environment, theft and loss do sometimes occur. All personal property in possession of the student should be identified with the student's name. The school disclaims responsibility for any lost, stolen, broken or confiscated property. Parents send and students bring such items to school at their own risk. Students are expected to turn in to the office any found items.

ATHLETIC ELIGIBILITY

If you are in grades 6-12, you may be eligible to participate on athletic teams in interscholastic athletic contests as a representative of a school, provided you are a bona fide student of that school and meet the following requirements:

High School Eligibility Requirements

1. Must be regularly enrolled and in regular attendance at school. Charter school students, home education students (including FLVS Full-time) and private school students meeting criteria under F.S. 1006.15 may participate at their home zoned school or at another district school provided they have exercised school choice to that school through the district's controlled open enrollment process.
2. A student not currently suspended from interscholastic or intrascholastic extracurricular activities, or suspended or expelled from school, pursuant to a district school board's suspension or expulsion powers provided in law, including Florida Statute Sections 1006.07, 1006.08, and 1006.09, is eligible to participate in interscholastic and intrascholastic extracurricular activities.
3. A student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets the criteria in F.S. 1006.15(3)(h).
4. A student's eligibility to participate in any interscholastic or intrascholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation, pursuant to F.S. 1006.20 (2)(b).
5. Any violation of school discipline policies or the District Code of Student Conduct may be considered for exclusion as eligibility standards to participate in extracurricular interscholastic or intrascholastic activities.
6. A student must have a cumulative 2.0 grade point average on a 4.0 unweighted scale, or its equivalent, at the conclusion of each semester to be academically eligible during the next semester (F.S. 1006.15(3)(a)1). Academic eligibility or ineligibility is determined on a semester basis. A student who is academically eligible at the beginning of a semester will continue to be academically eligible for that entire semester. Likewise, a student who is academically ineligible

at the beginning of a semester will continue to be academically ineligible for that entire semester, except as provided in Bylaw 9.4.5.1.2.

Middle School Eligibility Requirements

1. Must be regularly enrolled and in regular attendance at school. Charter school students, home education students (including FLVS Full-time) and private school students meeting criteria under F.S. 1006.15 may participate at their home zoned school or at another district school provided they have exercised school choice to that school through the district's controlled open enrollment process.
2. Must carry a normal class load, maintain satisfactory classroom work (minimum 2.0 grade point average on previous quarter's report card) and maintain a satisfactory conduct record (no 4's in Citizenship on the previous quarter's report card). Sixth grade students are exempt for soccer only.
3. Must be less than 15 years 9 months of age. On the day a student reaches this age, regardless of when that day is, the student becomes ineligible to participate on the middle school level.
4. Must obtain signed permission from his/her parents or guardian on a form provided by the school.
5. Must have a school physical on file with the school.
6. Must be an amateur. This means that the student must not accept money, gift or donation for participating in a sport, or use a name other than his/her own when participating.
7. Must display good sportsmanship and follow the rules of competition before, during, and after every contest in which the student participates. If not, the student may be barred from participation for a period of time.
8. Must not provide false information to gain eligibility.
9. All non-traditional student eligibility will be determined on a semester-by-semester basis.
10. A student may not participate if serving an out of school suspension the day of competition.
11. A student must attend a minimum of one-half of a day of school to practice or participate in an athletic contest.
12. All participants must have appropriate paperwork (physical form and parent consent form) on file in the athletic director's office before the beginning of the All-Star Tournament.
13. A student transferring into a school must meet eligibility requirements. The student cannot take the spot of an existing team player on the roster.

Athletic Student Transfer Eligibility

A student who transfers is immediately eligible, as long as all other eligibility requirements are met. Students may not participate in the same sport in the same year at more than one school, unless one of the following exceptions are met:

1. Children of active duty military whose move resulted from military orders.
2. Children relocated due to foster care placement or McKinney —Vento Act.
3. Children who move due to a court-ordered change in custody due to separation, or serious illness or death of custodial parent.
4. Good cause policy in district or charter (district placement).

Per F.S. 1006.15, the School District of Manatee County has defined just cause for immediate eligibility as:

a) Special Assignment by Superintendent, or Office of Student Assignment.

b) Move to a new residence following the marriage of the student. The student immediately establishes a new residence that makes it necessary to attend a different school.

c) Reassignment by District School Board or Charter School Board.

d) Transfer of school within the first twenty days of a semester in acceptance of a seat (first opportunity to enroll) into a previously applied for magnet program.

e) Any other athletic eligibility appeal ruled upon by the Athletics Review Committee to intervene and make a decision on a case brought before the board by the Supervisor of Athletics. All decisions will be given within 10 school days from the date of the appeal.

Attendance

A student must be in attendance a minimum of one-half day on the day of competition or the day prior if the contest falls on a non-school day, unless documented (doctor's note, field trip, subpoena, etc.), to practice or participate in a contest on that day unless approved by the Principal or designee.

Dismissal / Quitting a Team

Any athlete or manager who is suspended from a team, voluntarily quits a team or is dismissed from a team for disciplinary reasons is not permitted to go out for another sport while the original sport is still in season. The season is officially over when the team plays the last game of the season. A season is defined as the first day of practice through the last play-off game.

Out of School Suspension

Students who are serving out of school suspension are not allowed to participate in any athletic activities until they have returned to regular class attendance for one full school day. Students who are suspended for a total of 10 or more days (cumulative or single incident) in a school year will be subject to an administrative review to determine eligibility to participate in any extracurricular activities. The administrative review will encompass the incident or infraction, discipline, academic, and attendance history, and conference with the student and others involved. Based on the results of the review, the student may be ineligible to participate in any extracurricular activities for a period not to exceed 180 school days from the incident. If after the review process, the student is determined to be ineligible he or she may not participate in any event or activity as a representative of the school. These events or activities include but are not limited to: athletics, marching band, concert band, orchestra, choir, drama, JROTC competition teams, and or clubs or organizations sponsored by the school's faculty or staff. A student may appeal the 180-day suspension after 90 school days. The appeal must be in writing to the principal. The appeal process will take into consideration the student's attendance, grades, discipline, teacher comments, any other pertinent information, and student interview during a parent conference. The suspension from extracurricular activities will not be less than 90 school days. Should the suspension from extracurricular activities be changed to a period of time less than 180 school days, the student will be on probation until the conclusion of the 180-school day period.

Criminal Offenses

1. Criminal Charges: After a hearing with the principal, a student charged with a criminal offense will be suspended from extracurricular or co-curricular activities by the school principal until the charge is adjudicated.
2. Adjudication Withheld: A student who has been suspended from extracurricular activities because of a criminal charge may be reinstated at the principal's discretion if adjudication is withheld.
3. Felony: A student's conviction in "adult" court or judgment of "delinquency" in a juvenile court for any act that would have been felonious in "adult" court will mandate loss of eligibility to participate in any student activity for the duration of the years enrolled in a Manatee County public high school from the time of conviction. After one calendar year following conviction, the student may request a review of his/her eligibility by the principal.
4. Misdemeanors: A student's conviction in "adult" court or judgment of "delinquency" in a juvenile court for the following misdemeanors (assault or battery, possession of concealed weapons, lewdness or indecent exposure, theft, drug possession/sale) will mandate loss of eligibility to participate in any student activity for six months from the time of conviction. After three calendar months following conviction, the student may request a review of his/her eligibility by the principal.

Drug and Tobacco Use

1. No use of tobacco products. For the first offense a one game suspension will occur. The second offense will result in dismissal from the team.
2. An athlete knowingly possessing, using, transferring, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind, or any facsimile regardless of content, on or off campus, will be suspended from athletic participation for 180 days. A student may appeal the 180-day suspension after 90 school days. The appeal must be in writing to the principal. The appeal process will take into consideration the student's attendance, grades, discipline, teacher comments, any other pertinent information, and student interview during a parent conference. The suspension from extracurricular activities will not be less than 90 school days. Should the suspension from extracurricular activities be changed to a period of time less than 180 school days, the student will be on probation until the conclusion of the 180 school day period.

Homeless Student Rights under the McKinney-Vento Act

Under the McKinney-Vento Act, homeless students have the right to attend school, regardless of the location where they live or the length of time at that location. The student is to be enrolled immediately, regardless of whether the appropriate records required for enrollment are presented. The school will refer the parent/guardian to Project Heart, which will help in obtaining the required records. Students eligible under the McKinney-Vento Act have the right to continue in the same school they attended before their housing situation changed, or the school last attended, as well as receive assistance with transportation to that school of origin. Furthermore, the students are allowed to attend the school of origin for the rest of the school year, even if they obtain permanent housing during the school year.

If a student who is eligible under the McKinney-Vento Act is sent to a school other than the school of origin, a reason must be provided in writing, along with the process for appealing such a

decision. The student may remain in the school of origin during the appeal. If it is proven the student was not eligible for McKinney-Vento Act rights and services, but the parent/guardian accepted goods, services or special rights, including free school lunches, school fraud rules will apply. The parent will be notified in writing and provided the process for disputing the charges of fraud.

SECTION VIII PUBLIC NOTICES

PUBLIC NOTICES

The Family Educational Rights and Privacy Act (FERPA), affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

The right to inspect and review the student's education records within 30 days of the day the School receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official

will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The right to request amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person serving on the School Board; a person or company with whom the school has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

The right to file a complaint with the U.S. Department of Education concerning alleged failures

by the school to comply with requirements of FERPA. The name and address of the Office that administers FERPA are:

FAMILY POLICY COMPLIANCE OFFICE
U.S. DEPARTMENT OF EDUCATION
400 Maryland Avenue,
SW Washington, DC 20202-8520

Annual Notice: Students with Disabilities

Parents have the right to:

a. Have your child take part in, and receive benefits from, public education programs without discrimination due to his/her disabling condition(s).
b. Receive prior notice with respect to identification, evaluation, or educational programming for your child.
c. Have your child receive a free appropriate education.
d. Have your child receive educational services in facilities which are comparable to those provided to non-handicapped students.
e. Examine your child's educational programming decisions made, based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
f. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
g. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the district.
h. File a local grievance with the local school district's grievance officer.
i. File a complaint with the Office for Civil Rights (OCR).
j. Take action through Civil Court.
k. Be represented by an attorney or legal counsel.
l. Request an impartial hearing regarding district decisions concerning the identification, evaluation, or educational programming for the students. The parent/guardian and their legal representative will have full opportunity for participation.
    - The hearing request must be made to the Superintendent of the District.
    - The hearing will be held by an impartial hearing officer qualified to hear 504 proceedings.

Notification of Student Social Security Number Collection and Usage

In compliance with Florida Statute 119.071(5), this statement provides notification of the purpose for the collection and usage of student social security numbers by the School District of Manatee County. According to F.S.1008.386, When a student enrolls in a public school in this state, the district school board shall request that the student provide his or her social security number and shall indicate whether the student identification number assigned to the student is a social security number. However, a student is not required to provide his or her social security number as a condition for enrollment or graduation. A student satisfies this requirement by presenting to school enrollment officials his or her social security card or a copy of the card. The Department of Education shall establish a process for assigning a Florida student identification number to each

student in the state, at which time a school district may not use social security numbers as student identification numbers in its management information systems. The Commissioner of Education shall assist school districts with the assignment of student identification numbers to avoid duplication of any student identification number.

Service Animals

Subject to specific guidelines, certification, and authorization by the School District of Manatee County, students with disabilities or other medical issues are permitted to have service animals accompany them during the school day. Service animals are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, alerting people to the presence of potentially deadly food allergens, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Please contact your school administration for initiating the process of using a service animal in any Manatee County school.

Military Transfers

Priority is given to the dependent children of active duty military personnel transferring to the School District of Manatee County. Military transfer priority is granted only at the time of the initial military transfer to the district and does not apply to future county-wide program application periods. By state law, dependent children of active duty military personnel transferring into the district are given first priority for placement at the time of their initial transfer. Students who participated in special programs and extracurricular activities at their transferring schools will be given priority access to the same programs and extracurricular activities when available (Florida Statute 1003.05).

Notification of Availability of School Public Accountability Report

The annual school public accountability report is available online through the Florida Department of Education. Please visit the site and select Manatee County, then the appropriate school.

Video Surveillance on School District Property

In order to maintain a safe environment for students, staff and the public, and to control vandalism and criminal activity on School District property, the District has installed and will utilize video surveillance systems on School District property, including school buses. Any activities recorded on the video cameras may be used for school discipline or for law enforcement purposes. Federal and state law governs disclosure and use of video material, and such material could become part of a student's record.

Student Identification

You must have your student ID on you at all times when you are on a school campus or on any district bus. If your school requires you to wear or otherwise display your student ID, then you must follow all procedures pursuant to that rule. You must also display your student ID and have it scanned, each time you board a district bus.

Pledge of Allegiance

F.S. 1003.44 requires the Pledge of Allegiance be recited at the beginning of each school day. When the national anthem is played or the pledge is recited, students and all civilians shall stand

at attention, men removing the headdress, except when such headdress is worn for religious reasons. When the pledge is recited, students shall stand with the right hand over the heart. With a written request by a student's parent or guardian, a student will be excused from reciting the pledge, including standing and placing the right hand over his or her heart. When the pledge is given, unexcused students must show full respect to the flag by standing at attention. When the Junior Reserve Officer Training Corps (JROTC) Color Guard presents the colors for the national anthem or Pledge of Allegiance at a school or district function, the audience is asked to rise before the procession begins from the back of the room. The audience remains standing after the pledge or anthem and during the entire time the Color Guard walks to the back of the room. The audience remains standing until the Color Guard is dismissed.

Moment of Silence

Per FS 1003.45, the principal of each public school shall require teachers in first-period classrooms in all grades to set aside at least 1 minute, but not more than 2 minutes, daily for a moment of silence, during which students may not interfere with other students' participation. A teacher may not make suggestions as to the nature of any reflection that a student may engage in during the moment of silence. Each first-period classroom teacher shall encourage parents or guardians to discuss the moment of silence with their children and to make suggestions as to the best use of this time.

The Hope Scholarship Program

If you have been subjected to a range of violent incidents on campus, to include battery, harassment, hazing, bullying, kidnapping, physical attack, robbery, sexual offenses, assault, threat, intimidation, or fighting, your parents may choose to withdraw you from your zoned school and enroll you in another public school that has capacity, or to request a scholarship to attend an eligible private school. Requests for scholarships to participating private schools is on a first-come, first-serve basis and is subject to available funding and other restrictions, per F.S. 1002.40.

PUBLIC NOTICES WITH PARENTAL OPT-OUT PROVISIONS

Directory Information/Photographs/Publications

FERPA also requires that the School District, with certain exceptions, obtain written parental consent prior to the disclosure of personally identifiable information from a child's education records. However, the School District may disclose appropriately designated "directory information" without written consent, unless the parent has advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the School District to include this type of information from a child's education records in certain school publications. Examples include:

- A playbill, showing a student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class

rings or publish yearbooks and law enforcement agencies. If parents do not want the School District to disclose directory information from their child's education records without prior written consent, they must notify the District in writing by September 15 of each year or within 30 days of receiving this annual notice. The School District has designated the following information as directory information:

- Student's name
- Electronic mail address
- Photograph or other likeness (with parental consent)
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of athletic team members
- Degrees, honors, and awards received
- The most recent school attended

NOTE: Objecting to the release of directory information may result in your name, photograph and other directory information being excluded from yearbooks, sports programs, and other school publications. Both parents have a right to see the school records of their child unless there is a certified copy of a court order on file at the school that specifically denies the right to access school records. Copies of school records are available for minimal copying charge. If you have any questions about these rights, please contact your school office.

Military Opt-Out Procedures

Under federal law, military recruiters are entitled, upon request, to a list of names, addresses, and telephone numbers of high school students unless you object to such release. **You or your parents must notify your principal in writing if you do not want your name, address and telephone number released to military recruiters without prior written parental consent. This written notification may be submitted at any time and the School District will honor the objection from that point forward unless you otherwise provide written notification to your principal.** A military opt out form is available on the District web site: www.manateeschools.net. You may also request a copy of the form at your school's main office.

Higher Education Opt-Out Procedures

Under federal law, institutions of higher learning are entitled, upon request, to a list of names, addresses, and telephone numbers of high school students, unless you object to such release. You or your parents must notify your principal in writing if you do not want your name, address, and telephone number released to institutions of higher learning without prior written parental consent. This written notification may be submitted at any time and the School District will honor the objection from that point forward unless you otherwise provide written notification to your principal.

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding the District's conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. Consent before students are required to submit a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education: a. Political affiliations or beliefs of the student or student's parent; b. Mental or psychological problems of the student or student's family; c. Sexual behavior or attitudes; d. Illegal, anti-social, self-incriminating, or demeaning behavior; e. Critical appraisals of others with whom respondents have close family relationships;

f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers; g. Religious practices, affiliations, or beliefs of the student or parents; or h. Income, other than as required by law to determine program eligibility. 2. Receive notice and an opportunity to opt a student out of: a. Any other protected information survey, regardless of funding; b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; c. Activities involving collection, disclosure, or use of personal information that has been obtained to market or to sell or otherwise distribute the information to others; and d. In accordance with s. 1002.222(1)(a), the right to opt out of any district-level data collection not required by law. 3. Inspect, upon request and before administration or use, the following: a. Protected information surveys of students; b. Instruments used to collect personal information from students for any of the above for marketing, sales, or other distribution purposes; and c. Instructional material used as part of the educational curriculum. These rights transfer from the parents to the student who is 18 years old or an emancipated minor under State law. Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-5901

Code of Conduct Committee Members

We would like to recognize and thank the following members of the School District of Manatee County and our surrounding community for contributing to the development of the 2022-2023 Code of Student Conduct. A very special thank you to the students and parents of Manatee County Youth Commission and their advisor Ally Bergman.

Brad Baietto – Assistant Principal, Braden River Middle School

Patrick Bartholomew – Director of School Safety and Security

Larissa Bennett – School Climate Coordinator

Amy Bradl – Teacher, Willis Elementary School

Phil Burghardt – Parent Task Force

Kara Carney – Teacher – Rogers Gardens-Bullock Elementary

Paul Champagne – Assistant Principal, Parrish Community High School

Kevin Chapman – Director of Strategic Planning

Willie Clark – Executive Director of Secondary Education

Kimone Cooper – Assistant Principal, Buffalo Creek Middle School

Shelly Decesare – Assistant Principal, Southeast High School

James Dougherty, Principal, Bashaw Elementary

Dr. Jennifer Gilray – Assistant Director, Manatee Technical College – Main campus

Bill Kelley – Director of Risk Management

Mario Mendoza – Coordinator, Title One and Migrant Programs

Mike Mullen – Assistant Principal, Bayshore High

Joe Roberts – Exceptional Student Education Coordinator

Quantas Simmons – Assistant Principal, Palmetto High School

Latrina Singleton – Director, Federal Programs

Mitch Teitelbaum – General Counsel, School District of Manatee County

Samantha Webb – Principal, Abel Elementary School

Dr. Skip Wilhoit – Safe Schools, Drop-Out Prevention & Student Intervention Specialist

The Manatee County Sheriff's Office School Resource Officer Unit

2022-2023

Code of STUDENT CONDUCT



NOTICE REGARDING CODE OF STUDENT

In order to conserve resources, schools will not distribute paper copies of the Student Code of Conduct to students. You can locate an electronic copy of the Student Code of Conduct on the District website at www.manateeschools.net or on your school's website. If you require a paper copy of the Student Code of Conduct, please check the appropriate box below; sign and return this sheet, and one will be provided to your child. This page will also exist as a form, which is available at your school's front office, if you are unable to print a copy for yourself.

This Student Code of Conduct has been developed so our students and families have a clear understanding of behavioral expectations and to inform all parties of important procedures related to our educational mission. It is helpful if parents are aware of school rules so they can help support them from home. Parents and students are encouraged to review the Student Code of Conduct together to gain a better understanding of their rights and responsibilities. Training on the Student Code of Conduct will be provided to all students, teachers and administration during the first month of school.

FAILURE TO REVIEW THE STUDENT CODE OF CONDUCT WILL NOT RELIEVE A STUDENT OR THE PARENT/ GUARDIAN OF THE RESPONSIBILITY FOR COMPLIANCE WITH THE CODE OR ACCOUNTABILITY FOR LOSS OR DAMAGE TO SCHOOL DISTRICT OF MANATEE COUNTY PROPERTY.

Please check and submit, only if you require a printed copy of the 2021~~1~~2-2022~~2~~3 Code of Student Conduct. One (1) copy per household will be provided.

☐ I would like to have a printed copy of the Student Code of Conduct sent home with my child.

_____	_____	_____
Student Name	Student Signature	Date
_____	_____	_____
Parent Name	Parent Signature	Date

THE SCHOOL DISTRICT OF MANATEE COUNTY
CODE OF STUDENT CONDUCT
2021~~1~~2-2022~~2~~3

Dear Students and Parents,

One of our many important goals in this School District is to provide a safe, nurturing, and well-disciplined learning environment for all students. To achieve this goal, the School Board has authorized the development of a comprehensive District Code of Student Conduct. I strongly encourage you to read this Code of Student Conduct and share your thoughts and observations with your teens or children.

This District Code of Student Conduct was developed with input from school and district administrators, faculty and staff members, School Advisory Council members, community members, and students.

The District Code of Student Conduct will be reviewed annually for any additions or deletions that may be necessary for clarification or as required by new legislation. If you have any questions regarding the contents of the District Code of Student Conduct, please contact your school principal.

The information contained in this District Code of Student Conduct is being provided to all students and parents. Extra copies of this publication are available at school sites or on the District website at www.manateeschools.net. Thank you for taking the time to read and discuss this information. I appreciate your support of our schools and School District. Have a Great School Year!



Sincerely,

Cynthia Saunders,
Superintendent

THE SCHOOL BOARD OF MANATEE COUNTY

BRADENTON, FLORIDA

Members

Rev. James Golden – Chairman (District 5)

Gina Messenger - Vice Chair (District 1)

Charlie Kennedy - (District 2)

Mary Foreman (District 3)

Chad Choate (District 4)

Superintendent of Schools

Cynthia Saunders

School Board of Manatee County policies may be viewed online at www.manateeschools.net

BOARD POLICIES

Bylaws	0000
Administration	1000
Program	2000
Instructional Staff	3000
Support Staff	4000
Students	5000
Finances	6000
Property	7000
Operations	8000
Community Relations	9000

TABLE OF CONTENTS

SECTION I **JURISDICTION OF THE SCHOOL BOARD** **1**

In Loco Parentis 1

Prohibition of Discrimination 1

SECTION II **STUDENT AND PARENT RIGHTS AND RESPONSIBILITIES** 3

Student Rights and Responsibilities 3

Academic Honor Code 5

Parent Rights and Responsibilities 6

SECTION III **POSITIVE SCHOOL CLIMATES** 9

SECTION IV **ATTENDANCE** 11

SECTION V **DISCIPLINE** 14

MISCONDUCT THAT REQUIRES SPECIFIC CONSEQUENCES 12

Alcohol/Drugs 13

Tobacco Products 16

Bullying and Harassment Prohibition 17

Hazing 17

Dating Violence and Abuse 18

Threats Against Schools 18

Possession of Firearms and Weapons 19

Gang Activity 21

Making False Accusations 21

MISCONDUCT THAT MAY RESULT IN DISCIPLINE

Discipline Matrix 22

Elementary Matrices for Grades PK-2 23

Elementary Matrices for Grades 3-5 26

Middle School Discipline Matrix for Grades 6-8 31

High School Discipline Matrix for Grades 9-12 35

Discipline for Students with Disabilities 39

Bus Conduct 41

Dress Code 43

SECTION VI **PROCEDURES RELATING TO DISCIPLINARY ACTIONS** **49**

Common Discipline Actions 49

Major Discipline Actions 50

Bus Suspension 50

Suspension from School 50

Alternative Placement 51

Expulsion 52

Felony Arrests 54

Extension of 10-Day Suspension 54

Criminal Victimization 54

Corporal Punishment 54

Reports to Law Enforcement Agencies 54

Limited Role of Law Enforcement 55

Reports to Department of Children and Families (DCF) 55

Referrals to Mental Health Agencies 55

Self-Reporting Upon Initial Registration 55

SECTION VII **IMPORTANT POLICIES AND PROCEDURES** 56

Medication Policy 56

Controlling the Spread of Communicable Diseases 57

Crisis Protocol 57

Student and Family Reunification Plan 58

Electronic Equipment 59

Technology and Internet Safety Policy 60

Athletic Eligibility 61

SECTION VIII **PUBLIC NOTICES** **65**

Service Animals 67

Pledge of Allegiance 68

Public Notices with Parental Opt-Out Provision 69

SECTION I JURISDICTION OF THE SCHOOL BOARD

Introduction

The purpose of this document is to assist students, parents, and school personnel in establishing and maintaining a safe, nurturing and well-disciplined learning environment for all. To be fully effective, the Code of Student Conduct addresses not only the role of the parents, the students, and the school, but also specifies areas relative to the responsibilities and rights of students and parents; grounds for disciplinary action; and procedures to be followed for acts requiring disciplinary action.

In the event of a situation which significantly alters the standard process for delivering education, such as natural disasters, pandemics, etc., the School District of Manatee County reserves the right to amend policies and procedures to allow for the continued education, articulation, and graduation of students, as well as the safety and security of our school communities.

Students in the School District of Manatee County are subject to the Code of Student Conduct during the school day and regular school activities, while being transported on school buses or at public expense to and from school or other education facilities. Students are also subject at such time and places that include - but are not necessarily limited to - school sponsored events, field trips, athletic functions, and other activities where appropriate school personnel have jurisdiction over students. In addition, jurisdictional control over students may be extended as per Florida Statute Sections 1006.07, 1006.09, 1006.13, 1006.147, and 1003.31 whenever the conduct of a student is deemed to have a detrimental effect on the health, safety, and welfare of any member of the school community or the learning environment of the school.

IN LOCO PARENTIS

State and federal law recognizes that teachers and school administrators have a need to stand in the place of parents over children entrusted to them at school. This is a concept called *in loco parentis*. While this power is not equal to a parent's power over a child, it permits school personnel to exercise a degree of supervision and control over students that could not be exercised over free adults. This concept is responsible for the fact that school personnel can search without a warrant based on reasonable suspicion and are not held to the higher standard of "probable cause" by which law enforcement is bound. It is also responsible for the fact that school personnel can interrogate a student without providing him or her with Miranda warnings or allowing the student to call a parent or attorney.

Prohibition of Discrimination

No student shall, on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, marital status, age, religion, or any other basis prohibited by law, be excluded from participation in, be denied the benefits of, or be subjected to discrimination or harassment under any educational programs, activities, services, or in any policies or practices by the School District of Manatee County. Any student who believes he or she has been discriminated against or has been harassed by an employee, student, or other third party, who is subject to control of the School Board, is encouraged to use the appropriate grievance procedures set forth in policy.

TITLE IX

Title IX of the Education Amendments Act of 1972 is a federal law, enacted in 1972, which states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

The United States Department of Education requires school districts to follow a specific Title IX Grievance Process while investigating allegations of sexual misconduct. The Office of Civil Rights of the United States Department of Education considers sexual misconduct (including sexual harassment, sexual violence, sexual assault and intimate partner violence) to be a form of sexual discrimination and requires the school districts to take immediate and effective steps to respond to sexual misconduct.

For a Title IX investigation to apply, the incident must have occurred in an education program or activity in which the District has substantial control over both the respondent and the context in which the incident occurred.

"Sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. Any School District of Manatee County employee conditioning the provision of an aid, benefit, or service of the recipient on an individual’s participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient’s education program or activity; or

3. “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34

U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

Responsibilities and Obligations

The School District of Manatee County takes its obligation to comply with Title IX very seriously. Inquiries concerning the application of Title IX and the Grievance Procedures may be referred to the District’s Title IX Coordinators:

Schools & Educational Facilities
Dr. Pace Edwards 2501 63rd Avenue East Bradenton, FL 34203
(941) 751-6550 extension 43038

District & Employment
Sherman Stroman
215 Manatee Avenue West Bradenton, Florida 34205
(941) 708-8770 extension 41052

SECTION II STUDENT & PARENT RIGHTS and RESPONSIBILITIES

STUDENT RIGHTS AND RESPONSIBILITIES

This section summarizes the basic principles of student rights and responsibilities. As a student, you have a right to an education, regardless of your race, color, creed, national origin, religion, gender, marital status, heritage, disability, or sexual orientation. Some of your basic rights include the right to:

- Learn
- Agree or Disagree
- Petition
- Freedom of expression
- Publish
- Assemble
- Privacy

Your exercise of these rights must conform to the District Code of Student Conduct. While you also have the right to a free and appropriate education, this right shall be applied at the school serving your residential attendance zone, except as authorized by the School Choice Program or otherwise provided by School Board Policy. **The Superintendent is authorized to assign or reassign a student to any program or school as deemed to be in the best interest of the student or School District, pursuant to** F.S. 1006.08**.**

If you are attending a charter school or a school out of your assigned area under the School Choice Program, you may be suspended, expelled or reassigned during the school year as provided in this Code. Your school choice may additionally be revoked for non-attendance, habitual tardiness, or disciplinary issues, upon the recommendation of the principal. The principal's recommendation is subject to review and approval by the District Administrative Appeals Committee.

First Amendment Freedom of Expression

In 1969, The United States Supreme Court ruled that public school students do not leave their constitutional right to freedom of expression at the schoolhouse gate. You have a right to freedom of expression; however, when you exercise that right, you must do so in a responsible manner that does not cause a disruption of the school or a school activity. A principal may impose reasonable time, place and manner restrictions on your exercise of First Amendment freedom of expression rights. If possible, before imposing reasonable time, place and manner restrictions, the principal will consult with the School District General Counsel and will notify the Superintendent (or designee) in such cases. If it is not possible to consult the School District General Counsel beforehand, the principal will do so as soon as possible.

Principal's Authority

The principal of each school is responsible for the administration of the school and the enforcement of the District Code of Student Conduct. The principal has the authority to direct students and staff and can impose any reasonable requirements that are not inconsistent with the District Code of Student Conduct or School Board Policy.

INVESTIGATIONS AT SCHOOL

Administrative

If you are suspected of violating the District Code of Student Conduct, school officials can question you without first contacting your parent. You do not have a right to have your parent present or a right to an attorney when you are questioned. If you refuse to answer questions asked by school officials, you may be disciplined.

Criminal

If you are a suspect in a criminal investigation that may result in your arrest or criminal charges, law enforcement will make a good faith effort to contact your parent before the law enforcement officers begin questioning you. If a parent cannot be located, law enforcement officers may proceed with questioning. If your parent is contacted, the law enforcement officers may allow your parent to be present during your questioning.

Victim or Witness

If you are a victim or a witness, law enforcement officers, Children and Family Services investigators, or administrative investigators are allowed to question you without first contacting your parent. If the investigation involves child abuse, the official conducting the investigation will decide who can be present during your interview. If you refuse to answer questions asked by school officials, you may be disciplined.

Removal of a Student Under Arrest

If you are subject to arrest, with or without a warrant, the officer can remove you without your parents' consent or the consent of school officials. The administrator will try to notify your parent before you are removed or as soon as possible after your removal.

Removal for Involuntary Examinations

The school principal or the principal's designee shall make a reasonable attempt to notify your parent or guardian, if you are removed from school, school transportation, or a school- sponsored activity and taken to a receiving facility for a Baker, Marchman, or other evaluation, pursuant to F.S. 394.463. The principal or the principal's designee may delay notification for no more than 24 hours after you are removed, if the principal or designee deems the delay to be in your best interest or if a report has been submitted to the central abuse hotline, pursuant to F.S. 39.201, based upon knowledge or suspicion of abuse, abandonment, or neglect.

Searches and Seizures

You, your locker, vehicle, purse, backpack and other personal possessions may be searched if there is a reasonable belief (suspicion) that any of them contain drugs, weapons, contraband or other items not permitted on campus. You are expected to cooperate fully with your school administration in all searches and investigations. The failure to fully cooperate may be grounds for your school administration to infer that you are in possession of contraband or illegal items and the matter will be referred to law enforcement as deemed necessary. Trained sniff-screening dogs are allowed in the schools to prevent drugs and weapons at school. Routine checks by the dogs are not considered a search; however, an alert by the dog gives reasonable suspicion for a search. Dogs may not check students themselves to determine probable cause for a search. The use of trained dogs is a safety precaution to provide you a safe school in which to learn.

GRADES

An academic grade should reflect the teacher's most objective assessment of your academic achievement. Academic grades should not be used as a means of maintaining order in a classroom, nor should your behavior be included in calculating academic grades.

1. Your Responsibilities

a. To become informed of the grading criteria.
b. To maintain standards of academic performance commensurate with your ability, and to make every effort to improve your performance upon receipt of notification of unsatisfactory progress.

2. Your Rights

a. To receive a teacher's grading criteria at the beginning of each year or semester course.
b. To receive a reasonable notification of failure or potential failure prior to the end of the grading period with sufficient time, when possible, to take corrective action.

3. Your Parents' Responsibilities

a. To meet with your teachers upon request and assist in helping take corrective action if you are experiencing academic difficulty.
b. To seek advice on before and after school programs that will assist you in succeeding in school.

OTHER STUDENT RESPONSIBILITIES

- To read and become familiar with the Code of Student Conduct;
- To attend school daily, prepare for class, and complete class and homework assignments to the best of your ability;
- To know and follow school rules and instructions given by the school administration, teachers, and other staff;
- To report to school staff any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community;
- To bring to school only those materials that are allowed;
- To treat everyone in the school community with respect;
- To respect school property, community property, and the property of others.

ACADEMIC HONOR CODE

- I will take responsibility for my own work. I will not cheat, help others cheat, or allow anyone else to do my work for me.
- I will not plagiarize. I will use quotations and cite sources when I use someone else's words and ideas.
- I will not forge the signature of others or knowingly falsify any records, information, or results.
- I will be honest about my work with teachers, peers, and parent(s)/guardian(s).
- I understand I will receive a zero on any assignment, as well as any other appropriate consequence for breaking the Honor Code.

PARENTAL RIGHTS AND RESPONSIBILITIES

The role of parents, guardians, and families is critical to the healthy growth and development of each of our students. Some of the basic parent rights include:

- To be actively involved in your child's education;
- To be treated fairly and respectfully by the school administration, teachers, and other staff;
- To access information about the Board's policies and procedures;
- To be notified promptly if your child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned;
- To appeal disciplinary actions taken;
- To receive pertinent, accurate, and timely information about your child's academic progress, in addition to ways you can help your child succeed in school.

School staff and parents must work together to maximize a student's success at school. We are committed to working with and supporting families and we request parents work with and support us. As a parent you are expected to:

Sign in at the Office

Sign in through the Raptor System when you go to any school and before you go anywhere else on the campus. (You must present your driver's license or official picture identification to be scanned for student safety issues.)

Be Involved

Get to know the people at your child's school by participating in teacher conferences and school-parent activities such as Parent-Teacher Association (PTA)/Parent-Teacher Organization (PTO) meetings and School Advisory Council (SAC) meetings. Be actively involved in the learning process at home and in school, such as volunteering, collaborating with teachers on your child's performance in school, and fostering learning at home by providing your child appropriate assistance and monitoring of homework. Participate in your child's elementary report card conferences, which are scheduled following the first and third quarters of the school year.
School Board Policy 2111 Parent/Family Involvement may be accessed on the district website, or you may request a copy at the district office at 215 Manatee Avenue West, in Bradenton.

Provide Information

Each year provide your child's school your current telephone number, home address, work telephone number and emergency contact number. Parents must immediately notify the school of any changes in contact information.

Support School Rules

Understand and support the rules in this District Code of Student Conduct and talk to your child about them.

Support Dress Code

Teach your child to follow the dress code as outlined in this document. Because school is a place to work and learn, dressing neatly and appropriately for school is very important.

Promote Punctuality

Make sure your child arrives at school on time every day. Parents should be aware that if they live within two (2) miles of their child's school, School District transportation will not be provided unless required as a related service for a student with a disability.

Ensure Your Child's Safety
Ensure your child arrives at school no more than thirty minutes before the start of the school day and leaves campus no more than thirty minutes after the school day or activity unless you have made special arrangements with a teacher, administrator or a before/after school care program. Supervision will not be provided beyond that time. Supervision for students attending school activities outside the regular school day such as clubs, dances, carnivals, practices and games will be provided 30 minutes before and after the activity. Be aware that school nursing services are not available at extracurricular activities or before or after the school day. It is the parents' responsibility to provide any medical needs for their children before or after the school day.

Comply with Safety Rules
Adhere to school developed, on-site traffic plans for vehicles when bringing students to school or picking them up after school. If your children are walkers or bicyclists, encourage them to follow safety rules and use pedestrian-safety features where available.

Notify School of Absences
Contact the school when your child is absent and explain the reason for the absence. It is recommended you call the day of the absence, but parents do have 48 hours to notify the school. In situations specified in the attendance section, written documentation will be required by the school.

Notify School When You Move
Notify the school principal in writing if you move from the last address you have provided the school. You must notify the principal within five days of your move. If you have not moved out of your school's attendance zone, your child may continue at that school and may be entitled to transportation. If you have moved out of your school's attendance zone, in many cases your child may remain in the current school through the rest of the school year, but district transportation will not be provided. If the school discovers you have moved and have not provided notification, your child could be assigned to an alternative school or considered to be "found out of that school's attendance area." This could mean an immediate change of school for your child, and your child could be deemed ineligible for athletics and other activities.

Support School Discipline
Work with school staff members to solve discipline or other problems. You should let the school know if something has happened at home that could affect how your child behaves in school.

Provide Correct Student Pickup Information
Be aware that only people whose names and contact information are listed on the Enrollment Form may pick up a student from school during the school day. The enrolling parent should complete the Health Information Card. Identification must be shown to the office staff when someone signs out a student from school.

Pay Damages
Be prepared to pay for any damage done to School Board property by your child. If payment is not made and the amount is substantial, the principal will refer the matter to the Superintendent.

Reimburse School
Pay for lost or damaged books or other teaching materials. Failure to pay may mean no other

books or materials will be given to your child, your child will not be able to participate in extra-curricular activities or your child will be required to pay the debt through community service at the school. The principal will make those decisions.

Per School Board policy, if you cannot afford to pay for instructional materials or a fee that your child has incurred at school, you may submit a letter to the Superintendent seeking a waiver. Please consult School Board policy for the information necessary to request such a waiver.

Know School's Delivery Policies
Contact the school before delivering items for your child. Allowing deliveries to students is at the discretion of each individual school.

Comply with Cell Phone Policy
If you need to reach your child in an emergency during the school day, contact the front office. Because cell phones and all other forms of electronic communication are to be turned off and put away out of sight once students are at school, parents should not text message or phone their children during the school day.

Know CHOICE Options
If you want your child to attend a different school, visit the Office of Student Assignment and follow the CHOICE Student Assignment Plan procedures or call them at (941) 708-4971.

Know Parental Rights
Be aware that when parents are divorced or separated, both parents have full rights to participate in the child's school activities and to know what is happening at school. The non-enrolling parent will not be allowed to remove the child from school without the permission of the enrolling parent. A non-enrolling parent has the right of access to student records and information unless a court order prohibits such access.

Curricula and Instructional Materials
In accordance with 1006.28(2)(a) and 1002.20(19)(b), F.S. and School Board Policy 2520, parents have the right to learn about their minor child's course of study, to include the source of any supplemental instructional materials. Parents may request a copy of instructional materials from their child's teacher or may purchase certain materials with a written request to the school's principal. For parents who are interested in learning more about the types and nature of extracurricular activities and club offerings, please visit your school's website.

Parents or Manatee County residents who object to the purchase of specific instructional materials on the basis of moral, sexual, religious, or other perceived harms may complete a form available on the district website. The form must be submitted to the Curriculum Department within 30 days of the district adoption of the specific materials. Parents who object to specific content based on sexuality may also withdraw their minor child from those portions of the school district's required comprehensive health education instruction, with a written request to the school principal.

Classroom Transfers
An enrolling parent has the right to request his or her child be transferred to another classroom teacher. **Parents must formally submit the request in writing** and the principal or designee

shall approve or deny the transfer within 2 weeks after receiving such a request. If a request for transfer is denied, the principal or designee must notify the parent and specify the reasons for the denial. This provision does not give parents the right to choose a specific classroom teacher.

Classroom and Bus Removals

Per F.S. 1003.04, the parent of each public K-12 student must cooperate with the authority of the student's district school board, Superintendent, principal, teachers, and school bus drivers, according to F.S. 1003.31 and F.S. 1003.32, to remove the student from the classroom and the school bus and, when appropriate and available, to place the student in an alternative educational setting, if the student is disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive.

Healthcare Services

Per Florida's parental bill of rights, at the beginning of each school year, parents will be notified of all healthcare services offered at their child's school and provided with the opportunity to individually consent to or decline each service. Please visit your child's school website for further information.

SECTION III POSITIVE SCHOOL CLIMATES

SPARKING POSITIVE SCHOOL CLIMATES

A school's climate can be simply defined as the "quality and character of school life" (National School Climate Council, 2007). This simple definition is underpinned by an array of intentional activities that support integral structures, such as trusting student and adult relationships, teaching and learning, the physical environment, and the safety of all school community members.

At its core, a positive school climate includes:

- positive relationships among and between all stakeholders (students, parents, all school personnel and community partners);
- engaging, relevant academic and extracurricular activities for all students that meets their social, academic, and developmental needs;
- meaningful family and community engagement;
- training and resources to resolve conflicts peacefully and respectfully;
- support for students who are experiencing an emotional crisis, trauma, or serious challenges in their homes and communities;
- clean and well-maintained campuses that support a sense of school pride;
- orderly learning environments, allowing all stakeholders to feel physically and emotionally safe.

These tenets of a positive school climate are reflected in several initiatives that are starting throughout the School District of Manatee County under the umbrella of what we call Project Spark. Project Spark combines prevention and early intervention through our Multi-Tiered Systems of Support (MTSS), our universal life skills curricula CharacterStrong and Purposeful People, and a focus on relationship-building using Restorative Practices. Through these and other Tier One initiatives, Project Spark aims to build a more positive school experience and increase engagement for all students.

Multi-Tiered Systems of Support (MTSS)

MTSS refers to the instructional strategies, interventions, supports and resources that are used to help all students achieve academically, behaviorally, ~~and social-emotionally~~. MTSS serves as the framework for organizing supports within a school and district so that the needs of the whole child are met. An effective system blends culturally responsive academic and behavior supports to create effective environments that address a range of student needs.

A three-tiered instruction and intervention framework is used to organize resources and supports to ensure student learning and educational success. The level of supports provided at each tier will match the needs of each student. Tier One is universal instruction and supports that is intended for all students. Tier Two consists of targeted and supplemental supports, designed for the estimated 20% of students who require more than universal instruction and support. Tier Three is the most intensive level and is intended for the 5-10% of students who may need more individualized support, in addition to their Tier One and Two interventions.

MTSS is a proactive approach that has the following key elements:

- Leadership
- Building Capacity/Infrastructure for Implementation
- Communication and Collaboration
- Data-Based Problem Solving
- Three-Tiered Instructional/Intervention Model
- Data Evaluation

For more information on our MTSS, please visit the School District of Manatee County's website.

CharacterStrong and Purposeful People

In October 2019, the SDMC was awarded a 5-year federal grant to help transform our MTSS system. The foundation of this initiative for addressing our students behavioral and social-emotional needs is our Tier One life skills curricula CharacterStrong (middle and high school) and Purposeful People (elementary). Together, these evidence-based programs provide Pre-K through 12th grade curricula and professional learning services that positively impact our school climates and the lives of our students and staff.

Explicit instruction using an evidence-based curriculum has been proven to be the most efficient method for the implementation of a district and schoolwide plan for ~~social and emotional~~ development of students. To help facilitate this initiative across all schools, the SDMC added CharacterStrong and Purposeful People to our current strategic plan with the expectation it will be delivered in all grades by 2024.

For more information on CharacterStrong and Purposeful People, please visit the School District of Manatee County's website.

~~Restorative Practices~~

~~Another way the SDMC is seeking to improve the quality and character of school life is by focusing on relationships and community building. Evidence shows that when students are positively connected to their school, each other, and their teachers, they achieve better outcomes. Restorative Practices support the development of a positive classroom culture, build community,~~

~~and strengthen the connections within groups, as well as between learners and their teacher. This can be achieved through intentional and explicit instruction (using CharacterStrong and Purposeful People), as well as through the use of strategies, such as community-building circles and restorative conferences.~~

~~Multiple studies across the United States confirm the positive effects of Restorative Practices on graduation rates, social competencies, academic achievement while also reducing behaviors or activities that negatively impact student success. Outcomes of implementing Restorative Practices include reduced student suspensions and improved school climate, as well as increased engagement in the classroom. The use of Restorative Practices within our schools is being implemented in conjunction with our Tier One life skills curricula and is an integral component of our district's effort to reduce misbehavior and ultimately the use of exclusionary discipline.~~

~~For more information on Restorative Practices, please visit the School District of Manatee County's website.~~

SECTION IV STUDENT ATTENDANCE

Florida Compulsory School Law (F.S. 1003.21) states all children who are either six years of age (or who will be six years old by February 1 of any school year), but who have not attained the age of 16 must attend school regularly during the entire school term. Students between 16 and 18 are also within compulsory attendance age, unless a formal Declaration of Intent to Terminate School Enrollment has been completed and signed by the parent and an exit interview is conducted at the school.

a. You are expected to be on time and in school for the entire student day, each school day.

b. On the day of your absence, a parent or guardian should call the school to explain the absence. The absence will be excused if it meets the criteria outlined below. The parent or guardian must contact the school within 48 hours of the absence or appropriate documentation is required within 5 days. If this contact is not made, the absence will be recorded as unexcused.

c. If you are continually sick and repeatedly absent from school, you must be under the supervision of a physician in order to be excused from attendance. Excessive absences will lead to a parent conference, referral to the District's Child Study Team, referral for social work services, referral to Truancy Court, and the involvement of the State Attorney. Parents who fail or refuse to cooperate with the school in the matter of regular school attendance for their child may be prosecuted for truancy by the State Attorney's Office.

FREQUENTLY ASKED QUESTIONS:

Q: What is an excused absence?

A: An absence can be excused for the following reasons:

a. You are ill or injured.
b. Major illness in your immediate family (this means parents, brothers, sisters, Grandparents, or others living in the home or who are close relatives).
c. Death in your immediate family
d. Religious instruction in your faith - requires note from your parent before the absence.
e. Subpoena or forced absence by any law enforcement agency. A copy of the subpoena or summons must be given to the principal or designee. This includes detention at a juvenile center in which you continue your education.
f. A major disaster as decided by the administration.
g. Any absences, including those for field trips, participation in another academic class or program, or other parental requests as judged appropriate by the principal, provided the request is submitted to the principal forty-eight (48) hours in advance of the absence. A principal may waive the requirement for advance notice if extenuating circumstances exist.
h. A documented appointment with a doctor, dentist, or other medical or legal professional.
i. An occurrence of head lice, with a maximum of two excused days.

Q: How many excused absences can I have?

A: You are allowed nine excused absences. Your parent may excuse nine absences per year. When you have reached your limit, official documentation is then required for every additional absence.

Q: What if I have used all of my excused absences and a family emergency occurs?

A: You must provide appropriate documentation to the school principal or designee for approval. These will be recorded as excused absences.

Q: How can I make up work when I am absent?

A: After an excused absence, you must arrange with your teacher for any make-up work. You have the same number of days you were absent to make up your work. This rule does not apply to some long-term assignments. (A long-term assignment is when a student has 10 or more days to complete the work.) These long-term assignments will be due on the specified date unless excused in writing by the teacher or principal. It is your responsibility to make these arrangements and to submit the make-up work within the deadlines set by the teacher(s). You do not have the right to make up work if your absence was unexcused.

Q. I am going to be absent for semester exams. May I take my exams early?

A: Semester exams may not be given early. You may take your semester exams upon your return to school.

Q: What is an unexcused absence?

A: Anything that does not meet the criteria of an excused absence is considered unexcused. (Please refer to Excused Absences Section.)

Q: How many unexcused absences can I have?

A. In Manatee County, state law requires the regular attendance of children between the ages of 6 and 18 and makes parents and legal guardians legally responsible for seeing that their

children attend school. Family vacations during scheduled school time are considered unexcused absences. If you have accumulated a total of 5 unexcused absences in one month or 10 unexcused/unexplained absences in a 90-day period, your child's school will send a letter to the address listed on school records, in an attempt to ensure parent(s)/guardian(s) are aware of any developing attendance issues. Fifteen unexcused absences in a 90-day period may result in a referral for truancy court action. The District Truancy Department will send a 3-Day Demand Notice by U.S. Mail to the address listed on school records in the event of excessive consecutive unexcused/unexplained absences.

Q: What happens if I am late for school?

A: If you arrive at school late for any reason, you must report to the office and receive a tardy admit slip. The tardy will be deemed as excused or unexcused. You are expected to be in school at the start of the school day, every day.

Q: What is an excused tardy?

A: An excused tardy is when you are late for school due to sickness, injury, death in your family, medical or dental appointments with a note from the physician, school sponsored activities, court date, or other reason approved by the school principal. For elementary students, parents must accompany the student to the office when they are tardy.

Q: What is an unexcused tardy?

A: An unexcused tardy is when you are late to school due to, but not limited to, oversleeping, missing the school bus, shopping trips, pleasure trips, or excessive tardiness due to illness without a physician's verification that the medical condition justifies your tardiness. If an elementary student arrives late and comes into the office unaccompanied by an adult, he or she will receive an unexcused tardy.

Q: May I leave school early in the school day?

A: You are expected to be in school for the full day. However, if you must leave school early, you must go to the office and receive permission for early release. Parents of elementary and middle school students must report to the office to pick up their child. High school students aged 16 or older may sign themselves out early with parent permission, following the school sign-out procedures. You cannot leave your school campus for lunch or other unexcused personal reasons at any point during the school day.

Q: What are excused reasons for leaving school early?

A: Excused reasons for early dismissal follow the same guidelines as excused absences. They include: illness or injury, major illness or death in your immediate family, subpoena or forced absence by a law enforcement agency, a major disaster, a documented appointment with a doctor or dentist, discovery of head lice, participation in another academic class or program, or other parental requests as judged appropriate by the principal.

Q: What happens if I leave school early for unexcused reasons?

A: Numerous early dismissals are unacceptable and unfair to the other students whose

instruction is interrupted each time a student leaves early. Individual schools may develop school-based consequences for unexcused early dismissal students.

Q: How does my school attendance affect my privilege to drive?

A: You will lose your driver's license, or privilege of applying for any driver's license, if you are not enrolled in or do not attend school regularly.

NOTE: Students who are withdrawn as dropouts or who have accumulated 15 unexcused absences in 90 calendar days will lose the privilege to apply for or hold a Florida Driver's License. Students who have lost the privilege must subsequently accumulate 30 consecutive SCHOOL days with no unexcused absences in order to receive a Reinstatement of Driving Privilege form. If you need further information regarding this issue, please contact the District Truancy Office at 751-6550, extension 43091.

Q. Does my attendance affect my participation in athletics or extracurricular activities?

A. If you are not present for more than half of the school day on the day of an event, due to any undocumented absence, you may not participate in the athletic or extracurricular event. If you are suspended from school, you may not participate in any school-related function.

SECTION V STUDENT DISCIPLINE

The School District of Manatee County recognizes that a safe, orderly, and supportive learning environment is the result of caring relationships and quality instruction. It is the responsibility of the district to help foster such environments by implementing clear, appropriate, fair, and consistent expectations and consequences for all schools and classroom teachers to construct and carry out their behavior support plans. For these plans to be optimally effective, schools and classrooms must in turn, have the latitude to work within established guidelines to create positive behavioral intervention systems which support the unique needs of their students, families, and communities. Our philosophy of discipline in the School District of Manatee County is rooted in the development of positive relationships with our students and families. We believe that students should have a chance to learn from their mistakes and the opportunity to restore any damaged relationships with peers and adults. Our discipline practices encompass preventative and early intervention measures that seek to strengthen relationships and build positive communities, so that misbehavior is less likely to occur or continue.

MISCONDUCT THAT REQUIRES SPECIFIC CONSEQUENCES

Acts that require specific consequences include the following:

- Possession or Use of Illegal Drugs or Alcoholic Beverages
- Possession or Use of Tobacco Products
- Bullying or Harassment
- Dating Violence and Abuse
- Threats Against Schools
- Chemical or Biological Attacks or Threats

- Possession of Guns, Weapons, or Dangerous Objects
- Gang Activity
- Violent Acts Resulting in Serious Injury
- Making False Accusations or Reports

Drugs and Alcoholic Beverages

Use of a drug authorized by a medical prescription from a registered physician for a specific student shall not be considered a violation of this rule. However, all procedures found in the School District of Manatee County's medication policy must be followed.

You shall not knowingly possess, use, transmit or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, any other controlled or synthetic substance defined in F.S. 893.03, or substitute for such, hemp, Cannabidiol (CBD), alcoholic beverage (including powdered alcohol), inhalant or intoxicant, or over the counter drugs of any kind. This applies to you on the school grounds before, during, or after school hours, or off the school grounds on a school bus, bus stop, at a school activity, function, or event. Also, you shall not possess, have under your control, sell or deliver any device, or contrivance, instrument or paraphernalia containing the substance or substances described in this paragraph, or any residue of such substance, or devices intended for use or used in injecting, inhaling/huffing, smoking, administering, or using any of the foregoing prescribed drugs, narcotics or stimulants.

Possession, Use, Under the Influence

For substances that are not considered over-the-counter, the first offense for possession, use, or under the influence will result in up to a ten (10) day suspension. The principal or designee may offer to reduce your suspension to 5 days providing you and a parent or guardian attend and complete the district's SAFE (Substance Abuse and Family Education) Program. For a second offense of possession, use, or under the influence, you will be automatically suspended for up to 10 days and a recommendation for expulsion or reassignment to an alternative placement may be made to the Superintendent or designee.

Selling, Purchasing, Providing, Distributing, & Receiving

If you buy, sell, trade, provide, negotiate, receive, or engage in any drug or alcohol-related transaction at school, at a school activity, at a school bus stop or on a school bus - even if the sale or purchase does not actually take place - you will be suspended for up to 10 days and a recommendation for expulsion or reassignment to an alternative placement will be made to the Superintendent or designee. Providing or receiving Over The Counter drugs to other students may be considered a Level 2 infraction for endangerment, while providing others with medication prescribed to you (or others) may be considered a Level 4 offense that is subject to a suspension of up to 10 days.

Fake Drugs

If you are caught possessing or distributing a substance that is represented to be an illegal drug you may be suspended for up to 10 days or recommended for a disciplinary reassignment to another school or program.

Possession or Use of Tobacco

Possession or use of tobacco by minors is illegal. If you are caught smoking or in possession of tobacco, the School Resource Officer or other law enforcement officer may give you a written citation. In addition to possible fines, if you are caught using or possessing any form of tobacco, including electronic cigarettes at school, at any school-sponsored activity, at a school bus stop or on the school bus, you will receive a disciplinary consequence. Tobacco or nicotine products include cigars, cigarettes, dip, snuff, dissolvable tobacco products (e.g. gum, mints, or dissolvable strips) and electronic smoking devices. **Additionally, any electronic smoking device is subject to field-testing for illicit substances and may be <u>permanently</u> confiscated.**

Drug and Alcohol Offenses			
Over the Counter Drugs and Medications			
	1st Offense	**2nd Offense**	**Subsequent Offenses**
Possession	Level 1	Level 2	Level 3
Misuse	Level 2	Level 3	Level 4
Providing or Receiving	Level 2	Level 3	Level 4*
Selling or intent to sell/buy	Level 4*	Level 4*	Level 4*
Prescription Drugs (prescribed to the student)			
Possession	Level 2	Level 3†	Level 4
Misuse	Level 3†	Level 4	Level 4
Providing or Receiving	Level 4	Level 4*	Level 4*
Selling or intent to sell/buy	Level 4*	Level 4*	Level 4*
Illegal and Illicit Drugs			
Possession	Level 3†	Level 4*	Level 4*
Use or under the influence	Level 3†	Level 4*	Level 4*
Providing or Receiving	Level 4*	Level 4*	Level 4*
Selling or intent to sell/buy	Level 4*	Level 4*	Level 4*
Alcohol			
Possession	Level 3†	Level 4*	Level 4*
Use or under the influence	Level 3†	Level 4*	Level 4*
Providing or Receiving	Level 4*	Level 4*	Level 4*
Selling or intent to sell/buy	Level 4*	Level 4*	Level 4*

*** Student is automatically suspended for up to 10 days and reassigned to an alternative program**

† Student is offered the SAFE program to assist with any substance use issue

Bullying and Harassment

Conduct that constitutes bullying or harassment, as defined below, is prohibited.

Bullying is the mistreatment of an individual or group characterized by a willful intent to cause harm and a perceived advantage in power. These acts can be socially, emotionally, or physically damaging in nature, to include, but not limited to: teasing, name calling, rumor spreading, exclusion, intimidation, threats, damaging personal property, stealing, public or private humiliation, stalking, pushing, shoving, or other physical attacks, and sexual, religious, or racial/ethnic harassment. Harassment involves any threatening, insulting, or dehumanizing act or gesture, which places an individual in reasonable fear of harm to his or her person or damage to his or her property; has the effect of substantially interfering with an individual's educational performance, opportunities, or benefits; or has the effect of substantially disrupting the orderly operation of a school or activity.

Both bullying and harassment are prohibited at school, during school-related activities (whether on or off campus), on the school bus, at school bus stops, and through the use of computers or other electronic devices, which is known as cyberbullying. Cyberbullying and harassment are also prohibited through off-campus Internet posting, phone calls, or text messaging - if such behavior disrupts the orderly environment of any district school or activity or interferes with the educational opportunities of others.

If you engage in bullying or harassment, the consequences and appropriate remedial action may range from positive behavioral interventions up to and including suspension, reassignment to an alternative program, and expulsion. More severe or persistent infractions will result in more intensive interventions and administrative actions. Additionally, the appropriate school administrator or designee will report to the victim's parents any incident of bullying or harassment once an investigation of an incident has been initiated. Bullying should be reported to the appropriate school administrator or through the School District of Manatee County's anonymous reporting system.

Hazing

Hazing is defined by F.S. 1006.135 as any action or situation that endangers the mental or physical health or safety of a student at a school with any of 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:

(a) pressuring, coercing, or forcing a student to:
1. Violate state or federal law
2. Consume any food, liquor, drug, or other substance; or
3. Participate in physical activity that could adversely affect the health or safety of the student.

(b) any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

Dating Violence or Abuse

Conduct that constitutes dating violence and abuse as defined below is prohibited. Dating violence is a pattern of verbal, physical, emotional, or sexual violence or abuse used by one person in a current or past relationship to exert power and control over the other person. Abuse may include insults, coercion, social sabotage, sexual harassment, threats or acts of physical or sexual abuse. The abusive partner uses this pattern of violent or coercive behavior to gain power and maintain control over the other person.

School employees are required to report to the principal or designee suspected cases of dating violence or abuse. Students should report suspected cases of dating violence or abuse to the principal or designee and may do so anonymously. Student victims should report any incidents of dating violence or abuse to the principal or designee as soon after it occurs as possible.

The principal or designee will immediately conduct an investigation of the allegation and proceed under paragraph L. PROCEDURES FOR SUSPENSION AND EXPULSION. If the principal or designee determines a student is guilty of dating violence or abuse, the student will be suspended from school for up to 10 days and may, where appropriate, be recommended for assignment to another school or program as an accommodation for the victim. Suspected criminal conduct will be reported to law enforcement.

The District Health Education Curriculum for grades 7-12 will include a component on teen dating violence and abuse, with emphasis on prevention education.

Threats Against Schools

If you are involved in making a destructive device, fake destructive device, or planning the use of such a device, either at school, or at a school activity, or while you are at school or at a school activity, you will be suspended for up to 10 days, recommended for expulsion, and reported to law enforcement for prosecution. The same actions will be taken if you make a threat by any means against the school, school property, school personnel, or students, regardless of any disruption on campus or any school-related function. This includes direct, veiled, or implied threats communicated verbally, in writing, or through social media platforms. If you make any such threat, you will be referred to your school's threat assessment team. This team is charged with helping to ensure the safety of all persons in your school and will take steps that may include interviews with friends, teachers, staff, parents, or employers regarding any concerns they may have. The threat assessment team is also responsible for making referrals for mental health services and to law enforcement for continued investigation, if you pose a concern or threat to the school or any member of the school community.

Reporting Threats or Suspicious Activity

Students, parents, staff, or any individual may report threats, or any concerning behaviors exhibited by a member of our school community. All persons are strongly encouraged to be vigilant of potential signals, warning signs, and threats and to not hesitate in reporting their concerns immediately. This is particularly true of online or social media posts. FortifyFL is an app specifically designed by the State of Florida to assist in reporting suspicious or concerning behavior, which may be downloaded to your mobile device for immediate reporting.

NOTE: If you make a threat or false report - to include a bomb threat, bomb threat hoax, or a knowingly false report - concerning the use of a destructive device or firearm in a violent manner, as defined by F.S. 790.162 and 790.163, involving a school or school personnel's property, school transportation, or a school-sponsored activity, you may be expelled (with or without continuing education services) from your regular school for a period of not less than one full year, as well as referred for criminal prosecution and mental health services identified by the school district, pursuant to F.S. 1012.584(4) for evaluation or treatment, when appropriate (1006.07 (2) (l) F.S.). The Superintendent may consider the expulsion requirement on a case-by-case basis and request the School Board to modify the requirement by assigning you to a disciplinary program, if it is determined to be in the best interest of you and the school system. Commission of either of these offenses is a second-degree felony, punishable by up to 15 years imprisonment and a $10,000 fine. The School Board must maintain a policy for all threats to commit violence or harm. Even threats made in jest or in exaggeration must be treated as serious and may subject you to suspension, reassignment, or expulsion. If you make a threat of violence, the school administration will assess the situation and where appropriate, take administrative action.

Violent Acts

If you violently attack a School Board employee or any other person or act as a decoy in a violent attack at school, a school function, on the bus or at a bus stop, you will be suspended from school for up to 10 days and may face a recommendation for expulsion or reassignment to an alternative program. If you are charged with violently attacking another person somewhere else other than school, you may be removed from the general education program and administratively assigned to another program if your principal believes your presence on campus may be disruptive or pose a concern for the safety of students or staff.

Possession of Firearms and Weapons

According to Florida Statute 790.115(2)(a) students will not possess any firearm, destructive device, or other weapon as defined in F.S. 790.001(13) and/or listed under Category A (below). Federal and state laws require you be expelled from school, with or without continuing educational services, for a period of not less than one full year, referred to mental health services identified by the school district, pursuant to F.S. 1012.584(4), and referred for criminal prosecution if you bring a firearm or a weapon to school, to any school function, or onto any school sponsored transportation, or if you possess a firearm or weapon at school. Expulsion is required, even if you brought the firearm or weapon for self-defense. The School Board may assign you to a disciplinary program for the purpose of continuing educational services during the period of expulsion. The Superintendent may consider the expulsion requirement on a case-by-case basis and request the School Board to modify the requirement by assigning you to a disciplinary program or other appropriate consequence, if it is determined to be in the best interest of you and the school system.

NOTE: Per F.S. 790.115, the School District of Manatee County strictly prohibits any firearms from being stored in student vehicles parked on any school grounds or at any school-sponsored event. Your principal may give you written permission to possess a gun or weapon while on campus or at a school function when the gun or weapon is part of the curriculum of the school. An example of this is when a gun or rifle may be part of JROTC drill and firing ranges. If you bring weapon-like contraband to school, to any school function, or onto any school sponsored transportation, or if you use any non-weapon as a weapon to threaten or injure others, you may be suspended for up to 10 days and possibly recommended for alternative placement, expulsion, and referred for criminal prosecution.

WEAPONS AND FIREARMS
Category A
Mandatory Alternative Placement or Expulsion
F.S. 1006.13 and F.S. 790.001(6)(13)

a. Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
b. The frame or receiver of any such weapon described above;
c. Any firearm muffler or firearm silencer;
d. Any machine gun;
e. Any destructive device as defined by F.S. 790.001(4) including but not limited to bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing an explosive, incendiary, or poison gas;
f. Any type of weapon which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive and which has a barrel with a bore of ½ inch or more in diameter;
g. Knife or dirk (excluding common pocket knife, plastic knife and blunt bladed table knife);
h. Metallic or other knuckles;
i. Slungshot - a striking weapon consisting of weight or other hard object affixed on a flexible handle or strap;
j. Billy club;
k. Flare gun;
l. Tear gas gun, except a self-defense chemical spray carried solely for the purpose of self-defense in a compact size and containing not more than 2 ounces of chemical.
m. Chemical weapon or device or any other deadly weapon.
n. Electric weapon or device.

WEAPON-LIKE CONTRABAND
Category B
Suspension or Alternative Placement or Expulsion
F.S. 1006.13 and F.S. 790.001(6)(13)

a. Slingshot;
b. Fireworks;
c. Razorblade/razor;
d. Any knife or bladed instrument not covered in Category A;
e. Non-weapons used as weapons: A student using as a weapon any article or substance not normally considered to be a weapon (including but not limited to rocks, pens, pencils, lasers, chains, lumber, screwdriver, etc.) or facsimile (toy or otherwise) but which is used by a student as a weapon to intimidate, threaten, coerce or injure another individual shall be suspended and may be recommended for expulsion.
f. Any replica or facsimile of any item listed in Categories A or B, including toys, souvenirs, antiques, broken, or inoperable weapons, including but not limited to bb guns, pellet guns, paint guns, squirt guns, regardless of how they are used or displayed.
g. Ammunition and any component thereof, including but not limited to bullets, shotgun shells, bullet casings, magazines, or clips.

In addition to the administrative actions listed in the Code of Student Conduct, possession of weapon-like contraband by any student while the student is on school property or in attendance at a school function may also result in criminal prosecution (F.S. 790.115).

Gang Activity

No student shall commit any act which promotes gangs or gang-related activities. A criminal street gang is a formal or informal organization or group that has as one of its primary activities the commission of criminal or delinquent acts and consists of three or more persons who have a common name or common identifying signs or symbols and have one or more members who engage in a pattern of criminal street gang activity. Conduct prohibited by this policy includes but is not limited to the following:

a. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs or other items which may be evidence of membership or affiliation in any gang.
b. Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) to convey membership or affiliation in a gang.
c. Soliciting others for gang membership.
d. Tagging, or otherwise defacing school or personal property with gang or gang-related symbols or slogans.
e. Requiring payment of protection, insurance, or otherwise intimidating or threatening any person related to gang activity.
f. Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity.
g. If you commit any gang-related activity while at school, a school activity, school bus stop, or on a school bus, you will be suspended from school for up to 10 days. If you commit a second gang- related activity while under the jurisdiction of the school district that can be documented by law enforcement, you may be assigned to an alternative program or face expulsion.

"Sexting"

If while under the jurisdiction of the school district you post, send or forward to anyone else a nude or sexually revealing images of a person through the Internet or text message, or if you show such images to other people, you may be suspended from school and possibly be recommended for reassignment or expulsion. You may also be subject to arrest for violation of child pornography laws if the student in the photo is a minor. If you are found to have sent any such images or messages to other members of the school community regardless of time or location, you still may be subject to school-based consequences under Florida cyberbullying and harassment laws (F.S. 1006.147).

Making False Accusations

If you intentionally make false accusations that jeopardize the professional reputation, employment or professional certification of a teacher or other member of the school staff, you will be suspended for up to 10 days and may be recommended for assignment to an alternative school or for expulsion.

MISCONDUCT THAT MAY RESULT IN DISCIPLINE

You are expected to behave during the time you are at school, at school activities, at the school bus stop and on the school bus. You may be disciplined if you do anything during those times or attempt to do anything that violates a school rule or that may:

- Hurt, harass or threaten others,
- Damage property,
- Disrupt class, school or a school activity,
- Be dishonest or
- Violate a criminal law or state statute.

You may be subject to disciplinary action even if your conduct occurs off campus but is connected to activities or incidents that occurred on campus or at a school activity, or conduct that, regardless of where it occurs, is directed at a Board official or employee, or the property of such official or employee.

Discipline Matrix for Schools

The discipline matrix is a tool that helps ensure a consistent and progressive response to discipline across all SDMC schools. In the 2018-2019 school year, the SDMC introduced a discipline matrix for both middle and high schools. Beginning with the 2021-2022 school year, the district adopted separate matrices for grades PK-2 and grades 3-5 at the elementary level.

The below incident codes and corresponding types of offenses represent the different types of infractions found in our FOCUS student information system. These larger infraction headings encompass the full range of student misconduct and include more specific behaviors (such as cutting in the lunch line or using profanity). **Each offense may be met with a range of appropriate consequences that escalate with each successive infraction of that offense. The matrix does not necessarily call for every intervention or consequence listed, but rather reflects a range of appropriate possibilities, considering any mitigating factors. All Office Discipline Referrals are also met with a phone call home to your parent(s), in addition to any consequences outlined in the matrix.**

Once the type of offense is located on the left-hand side of the matrix, simply follow that row to the right to see which consequences and interventions are considered appropriate for the number of times that specific offense has been repeated. You may use the key below for proper identification of the specific types of administrative action found on the matrix.

Action Code	**Administrative Action Type**	Action Code	**Administrative Action Type**
ASD	After School Detention	LDT	Lunch Detention
ALT	Alternative Placement Referral	S	Other SESIR Defined
AOS	Alternative to OSS	OSS	Out of School Suspension
AWD	Assign Work Detail	PCN	Parent Conference
BSD	Before School Detention	PPH*	Parent(s) Phoned
BCM	Behavior Contract Made	PWR	Parent(s) Written
CUP	Clean Up – Vandalism	PMD	Peer Mediation
CMS	Community Service	RGU	Referred to Guidance
CFS	Confiscation	RLW	Referred to Law Enforcement
CFR	Conflict Resolution (includes NCO)	RTI	Response to Intervention (MTSS)
CAW	Counseled and Warned	RES	Restitution
DIS	Other District Defined (such as contracts, intervention courses)	SPH	Susp. Extended, Pending Hearing
EXS	Extra School	ISC	Susp. Until Parent Conf. – ISS
FIN	Fine Charged	OSC	Susp. Until Parent Conf. – OSS
ISS	In-School Suspension	SBS	Suspended from Bus
LOA	Letter of Apology	TMO	Time Out
LPP	Loss of Parking Privileges	Zero	Student receives no grade for work
LOP	Loss of Privileges		

SDMC Elementary School Discipline Matrix – Grades PK-2

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
LEVEL 1 OFFENSES						
AT	Attendance Violation	No Referral – work with parents to resolve attendance issues				
DB	Disruptive Behavior	CAW	LOP, PWR, TMO	PCN, LOP, ISS, RGU, TMO	LDT, LOP, PCN, RTI 1 Day ISS	LOP, PCN, RTI, 1 Day ISS
DC	Dress Code Violation	No referral – work with parents to resolve any issues regarding appropriate attire				
DO	Disrespect Towards Others	CAW, LOA	LOA, LOP	CFR, LOA, LOP, PWR, RGU	CFR, LDT, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
FS	Failure to Serve Consequence	CAW	LOP, PWR	LOP, PCN	LDT, LOP, PCN, RTI	LOP, PCN, RTI, 1 Day ISS
HP	Horseplay	CAW	CAW, LOP	LOP, PWR, RGU, TMO	LDT, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
ID	Identification Infraction	No Referral – Parents must pay for lost or replacement ID badges				
IN	Inappropriate Behavior (Minor)	CAW	LOP	LOP, PWR, RGU, TMO	LDT, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
MV	Medication Policy Violation	CAW	LOP, PWR, PCN	LOP, PCN	LDT, LOP, PCN, RTI	LOP, PCN, RTI, 1 Day ISS
TA	Tardies, Habitual	-	-	-	-	-
TE	Technology – Inappropriate or Unauthorized Use	CAW	LOP, PWR	LOP, PCN	LDT, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
LEVEL 2 OFFENSES						
AN	Aggression, Non-Physical	CAW, CFR, LOA, TMO	CFR, LOA, LOP, PWR, RGU, TMO	LOP, PCN, RGU, RTI, 1 Day ISS,	LOP, PCN, RTI, 1-2 Days ISS,	1 Day OSS, LOP, PCN, ALT
BL	Bullying, Non-SESIR	CAW, CFR, LOA, TMO	CFR, LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RTI, 1-2 days ISS	BCM, DIS, LOP, PCN, 1 Day OSS	ALT, LOP, 1-2 Days OSS
CH	Cheating	LOP, Zero,	LOP, PWR, Zero,	LOP, PCN, PWR, RGU, TMO, Zero	LDT, LOP, PCN, RTI, TMO, Zero,	LOP, PCN, Zero, 1 Day ISS
CO	Contraband, Possession	CAW, CFS, LOP,	CFS, LOP, PWR, RGU, TMO	CFS, LOP, PCN, RGU, TMO	CFS, LOP, PCN, RTI, 1 Day ISS	ALT, CFS, LOP, PCN, RTI, 1 Day ISS
DF	Defiance	CAW, LOA, LOP	LOA, LOP, PWR, RGU, TMO	BCM, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
DA	Disrespect towards Staff or Authority	CAW, LOA, LOP	LOA, LOP, PWR, RGU, TMO	BCM, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
EC	Electronic Cigarette Possession	CFS, PCN, RLW	CFS, PCN, RLW, RTI, 1 Day ISS	CFS, PCN, RLW, RTI, 1 Day OSS	Contact DCF	-
EN	Endangerment	CAW, LOA, LOP	LOP, PWR, RGU, TMO	LOP, PCN, RGU, RTI, TMO	LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
IN	Inappropriate Behavior (Major)	CAW, LOP, TMO	LOP, PWR, RGU, TMO	BCM, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
HA	Harassment, Non-SESIR	CAW, LOP, TMO	LOP, PWR, RGU, TMO	BCM, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
LC	Leaving Campus Without Authorization	CAW, LOP	LOP, PCN, RTI, TMO	LOP, PCN, RTI, TMO, 1 Day ISS	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
***TBC**	SESIR Tobacco Possession or Use	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
TF	Theft / Larceny (Under $750)	CAW, LOA, LOP, RES	LOA, LOP, PWR, RES, RGU, RLW, TMO	LOP, PCN, RES, RGU, RLW, RTI, TMO	DIS, LOP, PCN, RES, RTI, RLW, 1 Day ISS	ALT, LOP, PCN, RES, RLW, RTI, 2 Days ISS
VN	Vandalism (Under $1,000)	CAW, LOA, LOP	LOA, LOP, PWR, RES, RGU, RLW, TMO	LOP, PCN, RES, RLW, RTI, TMO	DIS, LOP, PCN, RES, RTI, RLW, 1 Day ISS	ALT, LOP, PCN, RES, RLW, RTI, 2 Days ISS
LEVEL 3 OFFENSES						
Due to age considerations, the PK-2 Matrix does not include SESIR incidents. Please refer to the Grade 3-5 Matrix, if you determine behavior from a PK-2 student qualifies as a SESIR incident.						
AG	Aggression, Physical	CAW, CFR, LOA, TMO	CFR, LOA, LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Days OSS,	ALT, LOP, PCN, 1-2 Days OSS
***ALC**	SESIR Alcohol Possession, Use, or Distribution	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
***BUL**	SESIR Bullying	See Grades 3-5 Matrix	-	-	-	-
CS	Contraband, Sale	CAW, CFS, LOP, PWR	CFS, LOP, PNC, RGU, TMO	CFS, LOP, PCN, RTI, 1 Day ISS	CFS, DIS, LOP, PCN, RTI, 1 Day OSS	ALT, CFS, DIS, LOP, PCN, RTI, 1-2 Days OSS

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
DV	Dating Violence or Abuse	See Grades 3-5 Matrix	-	-	-	-
***DRU**	SESIR Drug Possession or Use	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
FT	Fighting, Non-SESIR	CAW, CFR, LOA, TMO	CFR, LOA, LOP, PWR, RGU, 1 Day ISS	DIS, LOP, PCN, RTI, 1 Days OSS,	ALT, LOP, PCN, 1-2 Days OSS	-
GN	Gang-Related Activity	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
***HAR**	SESIR Harassment	See Grades 3-5 Matrix	-	-	-	-
***HAZ**	SESIR Hazing	See Grades 3-5 Matrix	-	-	-	-
OS	Other Serious Misconduct	LOP, PWR, TMO	LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Days OSS,	ALT, LOP, PCN, 1-2 Days OSS
***STL**	SESIR Theft/Larceny ($750 or More)	See Grades 3-5 Matrix	-	-	-	-
SX	Sexting	See Grades 3-5 Matrix	-	-	-	-
***SXH**	SESIR Sexual Harassment	See Grades 3-5 Matrix	-	-	-	-
***SXO**	SESIR Sexual Other	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
***TRS**	SESIR Trespassing	See Grades 3-5 Matrix	-	-	-	-
***VAN**	SESIR Vandalism	See Grades 3-5 Matrix	-	-	-	-

LEVEL 4 OFFENSES

Due to age considerations, the PK-2 Matrix does not include SESIR incidents. Please refer to the Grade 3-5 Matrix, if you determine behavior from a PK-2 student qualifies as a SESIR incident

***ARS**	SESIR Arson	See Grades 3-5 Matrix	-	-	-	-
***BAT**	SESIR Battery	See Grades 3-5 Matrix	-	-	-	-
***DOC**	SESIR Disruption on Campus	See Grades 3-5 Matrix	-	-	-	-
***DRD**	SESIR Drug Distribution	See Grades 3-5 Matrix & Contact DCF	-	-	-	-

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
FA	False Accusation	LOP, PCN, PWR, 1 Day ISS	LOP, PCN, RGU, RTI, 1-2 Days ISS	ALT, PCN, 1-2 Days OSS	-	-
***FIT**	SESIR Fighting	See Grades 3-5 Matrix	-	-	-	-
***OMC**	SESIR Other Major	See Grades 3-5 Matrix	-	-	-	-
***PHA**	SESIR Physical Attack	See Grades 3-5 Matrix	-	-	-	-
***ROB**	SESIR Robbery	See Grades 3-5 Matrix	-	-	-	-
***SXA**	SESIR Sexual Assault	See Grades 3-5 Matrix	-	-	-	-
***SXB**	SESIR Sexual Battery	See Grades 3-5 Matrix	-	-	-	-
***TRE**	SESIR Threat	See Grades 3-5 Matrix	-	-	-	-
WC	**Weapon-Like Contraband**	CAW, CFS, LOP, PWR, RGU, RLW	CFS, DIS, LOP, PNC, RGU, RTI, 1 Day ISS	ALT, CFS, DIS, LOP, PNC, RTI, 1-2 Days OSS	-	-
***WPO**	SESIR Weapon Possession or Use	See Grades 3-5 Matrix	-	-	-	-

SDMC Elementary School Discipline Matrix – Grades 3-5

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
LEVEL 1 OFFENSES						
AT	Attendance Violation	CAW, LOP	LOP, TMO	No referral for arriving late to campus– work with parents to resolve attendance issues		
DB	Disruptive Behavior	CAW, TMO	LOP, PWR, RGU, TMO, 1 Day ISS	LOP, PCN, RGU, RTI, 1-2 Days ISS	LDT, LOP, PCN, RTI, 1 Day OSS	LOP, PCN, RTI, 1-2 Days OSS
DC	Dress Code Violation	No referral – work with parents to resolve any issues regarding appropriate attire				
DO	Disrespect Towards Others	CAW, LOA	CFR, LOA, LOP, PMD, TMO	CFR, LOP, PMD, PWR, RGU, TMO, 1 Day ISS	CFR, LDT, LOP, PCN, PMD, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1-2 Days OSS
FS	Failure to Serve Consequence	CAW	ASD, BSD, LDT, LOP	ASD, BSD, LDT, LOP, PCN, 1 Day ISS	ASD, BSD, LDT, LOP, PCN, RTI, 1-2 Days ISS	LDT, LOP, PCN, RTI, 2-3 Days ISS

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
HP	Horseplay	CAW	CAW, LOP, RGU, TMO	LDT, LOP, PWR, RGU, RTI, TMO	LDT, LOP, PCN, RTI, 1 Day ISS	LDT, LOP, PCN, RTI, 1-2 Days ISS
ID	Identification Infraction	No Referral – Parents must pay for lost or replacement ID badges				
IN	Inappropriate Behavior (Minor)	CAW	LDT, LOP, TMO	LDT, LOP, PWR, RGU, RTI, 1 Day ISS	LDT, LOP, PCN, RTI, 1-2 Days ISS	LDT, LOP, PCN, RTI, 1 Day OSS
MV	Medication Policy Violation	CAW, PWR	LOP, PWR, PCN	LDT, LOP, PCN, RTI	LDT, LOP, PCN, RTI, 1 Day ISS	LDT, LOP, PCN, RTI, 1-2 Days ISS
TA	Tardies, Habitual	-	-	-	-	-
TE	Technology – Inappropriate or Unauthorized Use	CAW, CFS	LOP, PWR, CFS, TMO	CFS, LDT, LOP, PCN, TMO	CFS, LDT, LOP, PCN, RTI, 1 Day ISS	CFS, LOP, LDT, PCN, RTI, 1-2 Days ISS
LEVEL 2 OFFENSES						
AN	Aggression, Non-Physical	CAW, CFR, LOA, PMD, TMO	CFR, LDT, LOA, LOP, PMD, PWR, RGU, 1 Day ISS	LDT, LOP, PCN, PMD, RGU, RTI, 1-2 Days ISS,	DIS, LOP, PCN, RTI, 1 Day OSS,	ALT, LOP, PCN, ALT, 1-2 Days OSS
BL	Bullying, Non-SESIR	CAW, CFR, LOA, TMO	CFR, LDT, LOP, RGU,1-2 Days ISS	BCM, DIS, LOP, PCN, RTI, 1 Day OSS	ALT, BCM, DIS, LOP, PCN, RTI, 1-2 Days OSS	ALT, LOP, 1-3 Days OSS
CH	Cheating	LOP, TMO, Zero,	LDT, LOP, PWR, RGU, Zero, 1 Day ISS	LDT, LOP, PCN, RTI, Zero, 1-2 Days ISS	LDT, LOP, PCN, RTI, Zero, 1 Day OSS	LOP, PCN, Zero, 1-2 Days OSS
CO	Contraband, Possession	CAW, CFS, LOP, TMO	CFS, LOP, PCN, RGU, 1 Day ISS	CFS, LDT, LOP, PCN, RTI, 1-2 Days ISS	CFS, DIS, LDT, LOP, PCN, RTI, 1 Day OSS	ALT, CFS, LOP, PCN, 1-2 Days OSS
DF	Defiance	CAW, LOA, LOP, TMO	LDT, LOA, LOP, PWR, RGU, 1 Day ISS	BCM, LDT, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
DA	Disrespect towards Staff or Authority	CAW, LOA, LOP	LDT, LOA, LOP, PWR, RGU, TMO	BCM, LDT, LOP, PCN, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
EC	Electronic Cigarette Possession	CFS, DIS, PWR, RLW, 1 Day ISS	CFS, PCN, RLW, RTI, 1-2 Days ISS	CFS, PCN, RLW, RTI, 1 Day OSS	CFS, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	ALT, 1-3 Days OSS, Contact DCF
EN	Endangerment	CAW, LOA, LOP, TMO	LDT, LOP, PWR, RGU, 1 Day ISS	BCM, LDT, LOP, PCN, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
IN	Inappropriate Behavior (Major)	CAW, LOP, TMO, 1 Day ISS	LDT, LOP, PWR, RGU, TMO, 1-2 Days ISS	BCM, LDT, LOP, PCN, RGU, RTI, 1 Day OSS	DIS, LOP, PCN, RTI, 1-2 Days OSS	ALT, LOP, PCN, 1-3 Days OSS
HA	Harassment, Non-SESIR	CAW, LOP, TMO	LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
LC	Leaving Campus Without Authorization	CAW, LDT, LOP, TMO	LDT, LOP, PCN, RTI, TMO, 1 Day ISS	LDT, LOP, PCN, RTI, TMO, 1-2 Days ISS	DIS, LDT, LOP, PCN, RTI, 1-3 Days ISS	ALT, LOP, PCN, 1 Day OSS
***TBC**	SESIR Tobacco Possession or Use	CFS, FIN, PWR, RLW, TMO	CFS, FIN, PCN, RLW, RTI, 1-2 Days ISS	CFS, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	Contact DCF	-
TF	Theft / Larceny (Under $750)	CAW, LOA, LOP, RES, RLW, TMO	LDT, LOA, LOP, PWR, RES, RGU, RLW, 1 Day ISS	LDT, LOP, PCN, RES, RLW, RTI, 1-2 Days ISS	DIS, LDT, LOP, PCN, RES, RTI, RLW, 1-2 Days OSS	ALT, LOP, PCN, RES, RLW, 1-3 Days OSS
VN	Vandalism (Under $1,000)	CAW, CUP, LOA, LOP, RES, RLW, TMO	CUP, LDT, LOA, LOP, PWR, RES, RGU, RLW, 1 Day ISS	CUP, LDT, LOP, PCN, RES, RLW, RTI, 1-2 Days ISS	CUP, DIS, LDT, LOP, PCN, RES, RTI, RLW, 1-2 Days OSS	ALT, CUP, LOP, PCN, RES, RLW, 1-3 Days OSS
LEVEL 3 OFFENSES						
AG	Aggression, Physical	CAW, CFR, LOA, LOP PMD, 1 Day ISS, 1 Day OSS	CFR, LDT, LOA, LOP, PMD, PWR, RGU, 1-2 Days ISS. 1-2 Days OSS	LDT, LOP, PCN, PMD, RGU, RTI, 1-3 Days OSS,	DIS, LOP, PCN, RTI, 1-4 Days OSS,	ALT, LOP, PCN, ALT, 2-5 Days OSS
***ALC**	SESIR Alcohol Possession, Use, or Distribution	LOP, PCN, RLW, 3-5 Days OSS (Use SAFE)	ALT (automatic), LOP, PCN, RLW, 3-5 Days OSS, Contact DCF	-	-	-
***BUL**	SESIR Bullying	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOP, RGU,1-2 Days OSS	BCM, DIS, LDT, LOP, PCN, RTI, 1-3 Days OSS	ALT, BCM, DIS, LOP, PCN, RTI, 2-3 Days OSS	ALT, LOP, 2-4 Days OSS
CS	Contraband, Sale	CFS, LOP, PWR, 1-2 Days ISS, 1 Day OSS	CFS, LOP, PNC, RGU, RTI, 1 Day OSS	BCM, CFS, LOP, PCN, RTI, 1-2 Days OSS	ALT, BCM, CFS, DIS, LOP, PCN, RTI, 1 Day OSS	ALT, CFS, DIS, LOP, PCN, RTI, 1-2 Days OSS
DV	Dating Violence or Abuse	CFR, LOP, RLW, 1-2 Days ISS, 1 Day OSS	BCM, CFR, LOP, PCN RLW, RTI, 1 Day OSS	CFR, DIS, LOP, PCN, RLW, RTI, 1-2 Days OSS	ALT, CFR, LOP, RLW, 1-3 Days) OSS	-

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
***DRU**	SESIR Drug Possession or Use	LOP, PCN, RLW, 3-5 Days OSS (Use SAFE)	ALT LOP, PCN, RLW, 3-5 Days OSS, Contact DCF	-	-	-
FT	Fighting, Non-SESIR	CFR, LDT, LOA, LOP, PMD, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOA, LOP, PMD, PWR, RGU, 1-2 Days OSS	DIS, LDT, LOP, PCN, RTI, 1-3 Days OSS	ALT, DIS, LOP, PCN, RTI, 1-4 Days OSS	-
GN	Gang-Related Activity	CFR, LOP, PCN, RLW, 1-2 Days OSS	BCM, DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS, Contact DCF	ALT (automatic), LOP, PCN, RLW 2-4 Days OSS. Contact DCF	-	-
***HAR**	SESIR Harassment	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOP, RGU,1 Day OSS	BCM, DIS, LDT, LOP, PCN, RTI, 1-2 Days OSS	ALT, BCM, DIS, LOP, PCN, RTI, 1-3 Days OSS	ALT, LOP, 2-4 Days OSS
***HAZ**	SESIR Hazing	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOP, RGU,1 Day OSS	BCM, DIS, LDT, LOP, PCN, RTI, 1-2 Days OSS	ALT, BCM, DIS, LOP, PCN, RTI, 1-3 Days OSS	ALT, LOP, 2-4 Days OSS
OS	Other Serious Misconduct	LDT, LOP, PWR, 1-2 Days ISS, 1 Day OSS	LDT, LOP, PCN, PWR, RGU, 1-2 Days OSS	BCM, DIS, LOP, PCN, RTI, 1-3 Days OSS	BCM, DIS, LOP, PCN, RTI, 2-3 Days OSS,	ALT, LOP, PCN, 2-4 Days OSS
***STL**	SESIR Theft/Larceny ($750 or More)	LDT, LOA, LOP, PWR, RES, RLW, 1 Day ISS, 1 Day OSS	BCM, LOP, PCN, RES, RGU, RLW, RTI, 1-2 Days OSS	BCM, LOP, PCN, RES, RLW, RTI, 1-3 Days OSS	DIS, LOP, PCN, RES, RTI, RLW, 1-4 Days OSS	ALT, LOP, PCN, RES, RLW, 2-5 Days OSS
SX	Sexting	LDT, LOP, PWR, RLW, 1 Day ISS, 1 Day OSS	LDT, LOP, PCN, RGU, RLW, 1 Day OSS	BCM, LDT, LOP, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS, Contact DCF	ALT, LOP, 2-4 Days OSS, Contact DCF
***SXH**	SESIR Sexual Harassment	CFR, LOA, LOP, PWR, RGU, RLW, 1 Day ISS, 1 Day OSS	CFR, LOP, PCN, RLW, RTI, 1 Day OSS, Contact DCF	BCM, CFR, LOP, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	CFR, DIS, LOP, PCN, RLW, 1-3 Days OSS	ALT, LOP, 2-4 Days OSS
***SXO**	SESIR Sexual Other	CFR, LOP, PCN, RLW, 1-2 Days OSS, Contact DCF	BCM, CFR, DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS, Contact DCF	ALT (automatic), LOP, PCN, RLW 2-4 Days OSS, Contact DCF	-	-
***TRS**	SESIR Trespassing	LOP, PWR, RLW, 1 Day ISS	LOP, PCN, RLW, 1 Day OSS	BCM, LOP, PCN, RLW, RTI, 1-2 Days OSS	DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS	ALT, LOP, RLW, 2-4 Days OSS

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
***VAN**	SESIR Vandalism	CUP, LOA, LDT, LOP, PCN, PWR, RES, RLW, 1 Day ISS, 1 Day OSS	CUP, LDT, LOP, PCN, RES, RGU, RLW, 1-2 Days ISS	BCM, CUP, LDT, LOP, PCN, RES, RLW, RTI, 1-2 Days OSS	CUP, DIS, LDT, LOP, PCN, RES, RTI, RLW, 1-3 Days OSS	ALT, CUP, LOP, PCN, RES, RLW, 2-4 Days OSS
LEVEL 4 OFFENSES						
***ARS**	SESIR Arson	ALT, PCN, LOP, RLW, 2-4 Days OSS	ALT, PCN, RLW, 4-6 Days OSS	-	-	-
***BAT**	SESIR Battery	ALT, CFR, LOP, PCN, RLW, 2-4 Days OSS	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	ALT, PCN, RLW, 5-10 Days OSS	-	-
***DOC**	SESIR Disruption on Campus	ALT, LOP, PCN, RLW, 2-4 Days OSS	ALT, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	ALT, PCN, RLW, 5-10 Days OSS	-	-
***DRD**	SESIR Drug Distribution	ALT, PCN, RLW, 5-10 Days OSS, Contact DCF	-	-	-	-
FA	False Accusation	ALT, LOA, LOP, PCN, 2-4 Days OSS	ALT, DIS, LOA, LOP, PCN, RTI, 4-6 Days OSS	ALT, PCN, 5-10 Days OSS	-	-
***FIT**	SESIR Fighting	CFR, LOP, PCN, 1-3 Days OSS	CFR, DIS, LOP, PCN, RTI, 3-5 Days OSS	ALT, PCN, 5-10 Days OSS	-	-
***OMC**	SESIR Other Major	CFS, LOP, PCN, 1-3 Days OSS	ALT, CFS, DIS, LOP, PCN, RTI, 3-5 Days OSS	ALT, CFS, PCN, 5-10 Days OSS	-	-
***PHA**	SESIR Physical Attack	CFR, LOP, PCN, RLW, 2-4 Days OSS	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	ALT, PCN, RLW, 5-10 Days OSS	-	-
***ROB**	SESIR Robbery	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 3-5 Days OSS	ALT, PCN, RLW, 5-10 Days OSS	-	-	-
***SXA**	SESIR Sexual Assault	ALT, LOP, RLW, 5-10 Days OSS, Contact DCF	ALT, RLW, 5-10 Days OSS, Contact DCF	-	-	-

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
***SXB**	SESIR Sexual Battery	ALT, LOP, RLW, 5-10 Days OSS, Contact DCF	-	-	-	-
***TRE**	SESIR Threat	CFR, LOP, PWR, PCN, RLW, RTI, 1-3 Days OSS, Conduct Threat Assessment	ALT, CFR, DIS, LOP, PCN, RTI, RLW, 3-5 Days OSS, Conduct Threat Assessment	ALT, PCN, RLW, 5-10 Days OSS, Conduct Threat Assessment	-	-
WC	Weapon-Like Contraband	CFS, LOP, PWR, RGU, RLW, 1-3 Days OSS Consider Threat Assessment	ALT, CFS, DIS, LOP, PNC, RTI, 3-5 Days OSS Consider Threat Assessment	ALT, CFS, DIS, LOP, PNC, 5-10 Days OSS Consider Threat Assessment	-	-
***WPO**	SESIR Weapon Possession or Use	ALT, CFS, PNC, 5-10 Days OSS, Conduct Threat Assessment	-	-	-	-

SDMC MIDDLE SCHOOL MATRIX FOR GRADES 6-8

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
LEVEL 1 OFFENSES						
AT	Attendance Violation	ASD, BSD, or LDT	ASD, BSD, or LDT, AWD, EXS	1 Day ISS, TMO, LOP, BCM,	1-2 Days ISS, LOP, PCN	2-3 Days ISS, LOP, RTI
DB	Disruptive Behavior	ASD, BSD, or LDT	ASD, BSD, or LDT, EXS	1 Day ISS, TMO, LOP, BCM	1-2 Days ISS, or 1 Day OSS LOP, BCM, RTI	2-3 Days ISS, or 1-3 Days OSS, BCM, LOP, PCN,
DC	Dress Code Violation	CAW	LOP (5 Days), PCN	LDT	LOP (30 Days)	1 Day ISS, LOP, PCN
DO	Disrespect Towards Others	ASD, BSD, or LDT, LOA	EXS, 1Day ISS, LOA, TMO	1-2 Days ISS, LOP, PWR	1-2 Days OSS, LOP, BCM	2-3 Days OSS, LOP, PCN, RTI
FS	Failure to Serve Consequence	EXS, 1 Day ISS, or AWD	1-2 Days ISS, AWD, or 1 Day OSS	2-3 Days ISS, 1-2 Days OSS, LOP	3-4 Days ISS, 2-3 Days OSS, LOP, PCN	4-5 Days ISS, 3-4 Days OSS, LOP
HP	Horseplay	ASD, BSD, or LDT	EXS	1-3 Days ISS, TMO	1-2 Days OSS, LOP, BCM	2-3 Days OSS BCM, LOP, PCN, RTI
ID	Identification Infraction	CAW	ASD, BSD, or LDT	1 Day ISS, TMO	1-3 Days ISS, LOP	1 Day OSS, LOP, PCN

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
IN	Inappropriate Behavior (Minor)	ASD, BSD, or LDT, AWD (if (appropriate)	EXS, AWD, 1 Day ISS, TMO	1 Day ISS, TMO, AWD, LOP	1-2 Days ISS, 1 Day OSS, LOP, BCM	2-3 Days ISS, 1-2 Days OSS, LOP, PCN, RTI
MV	Medication Policy Violation	CAW	ASD, BSD, or LDT	EXS, LOP	1-2 Days ISS, PCN, LOP	1-2 Days OSS, LOP, BCM
TA	Tardies, Habitual	CAW	ASD, BSD, or LDT, AWD	EXS, LOP, TMO	1 Day ISS, TMO, EXS, LOP,	1-3 Days ISS, EXS, LOP, PCN
TE	Technology – Inappropriate or Unauthorized Use	CAW	ASD, BSD, or LDT, CFS	EXS, 1 Day ISS, TMO, CFS	1-3 Days ISS, CFS, LOP, PCN	1-2 Days OSS, EXC, CFS, LOP, PCN
	LEVEL 2 OFFENSES					
AN	Aggression, Non-Physical	1-2 Days ISS, TMO, 1 Day OSS, CFR	1-2 Days OSS, LOP, CFR	2-3 Days OSS, LOP, RTI, BCM,	3-4 Days OSS, LOP, RTI, PCN	4-5 Days OSS, LOP, PCN, ALT
BL	Bullying, Non-SESIR	1-2 Days ISS, TMO, 1 Day OSS, CFR	1-2 Days ISS, 1-2 Days OSS, CFR, LOP, BCM	2-3 Days OSS, LOP, BCM, PCN, RTI	3-4 Days OSS, LOP, DIS, PCN,	4-5 Days OSS, LOP, ALT
CH	Cheating	Zero, ASD, BSD, or LDT, LOP	Zero, EXS, LOP	Zero, 1 Day ISS, TMO, LOP	Zero, 1-3 Days ISS, LOP, PCN	Zero, 1-2 Days OSS, LOP
CO	Contraband, Possession	1-2 Days ISS, TMO, 1 Day OSS, CFS	2-3 Days ISS, 1-2 Days OSS, LOP, CFS	2-3 Days OSS, LOP, BCM, CFS	3-4 Days OSS, CFS LOP, PCN,	4-5 Days OSS,CFS, LOP, RTI
DF	Defiance	1-2 Days ISS, TMO	2-3 Days ISS, TMO, LOP	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, LOP, PCN, RTI	3-5 Days OSS, LOP, DIS
DA	Disrespect towards Staff or Authority	1-2 Days ISS, TMO	2-3 Days ISS, TMO, 1-2 Days OSS LOP	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, PCN, DIS, RTI	4-5 Days OSS, LOP, ALT
EC	Electronic Cigarette Possession	2 Days ISS, 1Day OSS, DIS, CFS, FIN, RLW	2 Days OSS, CFS, FIN, RLW	3-4 Days OSS, CFS, LOP, FIN, RLW, PCN	4 Days OSS, LOP, CFS, FIN, RLW, PCN	5 Days OSS, LOP, CFS, FIN, RLW, PCN
EN	Endangerment	1-2 Days ISS, 1 Day OSS	1-2 Days OSS, LOP	2-3 Days OSS, LOP, BCM	3-4 Days OSS, LOP, PCN, RTI	4-5 Days OSS, LOP, DIS, ALT
IN	Inappropriate Behavior (Major)	EXS, AWD (if (appropriate), 1-2 Days ISS, TMO, 1 Day OSS	2-3 Days ISS, 1-2 Days OSS	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, BCM, RTI	4-5 Days OSS, LOP, RTI, PCN, DIS
HA	Harassment, Non-SESIR	1-2 Days ISS, TMO	1-2 Days OSS, LOP, CFR	2-3 Days OSS, LOP, BCM, PCN, RTI	3-4 Days OSS, LOP, DIS, PCN,	4-5 Days OSS, LOP, DIS, ALT

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
LC	Leaving Campus Without Authorization	1-2 Days ISS, TMO, EXS	2-3 Days ISS, EXS, ASD, LDT, BSD	1-2 Days OSS, LOP, BCM	2-3 Days OSS, LOP, DIS, PCN, RTI	4-5 Days OSS, LOP, ALT
***TBC**	SESIR Tobacco Possession or Use	1-2 Days ISS, TMO, CFS, FIN, RLW	1-2 Days OSS, CFS, DIS, FIN, RLW	2-3 Days OSS, CFS, DIS, FIN, RLW, PCN	3-4 Days OSS, LOP, CFS, FIN, RLW, PCN	4-5 Days OSS, LOP, CFS, FIN, RLW, PCN
TF	Theft / Larceny (Under $750)	1-2 Days ISS, TMO, 1 Day OSS, RLW, RES	1-2 Days OSS, RLW, RES, LOP	2-3 Days OSS, RLW, RES, LOP, PCN	3-4 Days OSS, RLW, RES, LOP, RTI, BCM	4-5 Days OSS, RLW, RES, LOP, ALT
VN	Vandalism (Under $1,000)	1-2 Days ISS, TMO, 1 Day OSS, RES, AWD	1-2 Days OSS, RES, AWD, CMS, LOP, RLW, PCN	2-3 Days OSS, RES, AWD, CMS, LOP, RLW, PCN, RTI	3-4 Days OSS, RES AWD, CMS, LOP, RLW, DIS	4-5 Days OSS, RES, CMS, RLW, LOP, ALT
LEVEL 3 OFFENSES						
AG	Aggression, Physical	1-3 Days ISS 1-2 Days OSS, LOP, CFR	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, PCN, RTI	5-6 Days OSS, LOP, DIS, ALT	6-7 Days OSS, LOP, ALT
***ALC**	SESIR Alcohol Possession, Use, or Distribution	5-10 Days OSS (Use SAFE), PCN, RLW	5-10 Days OSS, ALT (automatic), RLW	-	-	-
***BUL**	SESIR Bullying	1-2 Days OSS, LOP	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, DIS, PCN, RTI, RLW	5-6 Days OSS, LOP, RLW, ALT	-
CS	Contraband, Sale	1-2 Days OSS, LOP, CFS	2-4 Days OSS, LOP, CFS	4-5 Days OSS, LOP, CFS, RLW, DIS, PCN, RTI	5-6 Days OSS,CFS, RLW LOP, ALT	-
DV	Dating Violence or Abuse	1-2 Days OSS, LOP, RLW	2-4 Days OSS, LOP, RLW, DIS, PCN	4-5 Days OSS, LOP, RLW, DIS, PCN, RTI	5-6 Days OSS, RLW, LOP, ALT	-
***DRU**	SESIR Drug Possession or Use	5-10 Days OSS (Use SAFE), PCN, RLW	5-10 Days OSS, ALT (auto), RLW	-	-	-
FT	Fighting, Non-SESIR	1-5 Days OSS*, CFR	5-10 Days OSS, CFR, BCM, DIS, PCN	5-10 Days OSS, ALT (auto)	-	-
GN	Gang-Related Activity	1-5 Days OSS, PCN, RLW	5-10 Days OSS, RLW, ALT (auto)	-	-	-
***HAR**	SESIR Harassment	1-2 Days OSS, LOP	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, DIS, PCN, RTI, RLW	5-6 Days OSS, LOP, RLW, ALT	-

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
***HAZ**	SESIR Hazing	1-2 Days OSS, LOP	2-4 Days OSS, LOP, PCN	4-5 Days OSS, LOP, DIS, RTI	5-6 Days OSS, LOP, ALT	-
OS	Other Serious Misconduct	1-3 Days OSS, LOP	3-5 Days OSS, LOP, BCM, PCN	5-6 Days OSS, LOP, DIS, RTI	6-7 Days OSS, LOP, ALT	-
***STL**	SESIR Theft/Larceny ($750 or More)	1-3 Days OSS, RLW, RES	3-4 Days OSS, RLW, RES, LOP	4-5 Days OSS, RLW, RES, LOP, PCN	5-6 Days OSS, RLW, RES, LOP, RTI, ALT	-
SX	Sexting	1-2 Days ISS, 1-2 Days OSS, RLW	2-4 Days OSS, RLW, LOP	4-5 Days OSS, RLW, LOP, BCM, PCN, RTI	5-6 Days OSS, RLW, LOP, DIS, ALT	6-7 Days OSS, RLW, LOP, ALT
***SXH**	SESIR Sexual Harassment	1-5 Days OSS, RLW	5-10 Days OSS, RLW, PCN, RTI, DIS	5-10 Days OSS, RLW, ALT	-	-
***SXO**	SESIR Sexual Other	1-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, PCN, ALT	-	-	-
***TRS**	SESIR Trespassing	1 Day ISS, 1 Day OSS, RLW	1-2 Days OSS, RLW, LOP	2-3 Days OSS, RLW, LOP, PCN	3-4 Days OSS, RLW, LOP, ALT, DIS	4-5 Days OSS, RLW, LOP, ALT
***VAN**	SESIR Vandalism	1-5 Days OSS, RES, RLW, AWD	3-7 Days OSS, RES, AWD, DIS	5-10 Days OSS, RES, RLW, ALT	-	-
LEVEL 4 OFFENSES						
***ARS**	SESIR Arson	3-10 Days OSS, RLW, PCN, ALT	5-10 Days OSS, RLW, PCN, ALT	-	-	-
***BAT**	SESIR Battery	3-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, PCN, DIS, ALT	5-10 Days OSS, RLW, ALT	-	-
***DOC**	SESIR Disruption on Campus	3-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, DIS, PCN, RTI, ALT	5-10 Days OSS, RLW, ALT	-	-
***DRD**	SESIR Drug Distribution	5-10 Days OSS, ALT (auto), RLW	-	-	-	-
FA	False Accusation	3-5 Days OSS, PCN, ALT	5-10 Days OSS, ALT	-	-	-
***FIT**	SESIR Fighting	3-7 Days OSS, CFR	5-10 Days OSS, CFR, BCM, DIS, PCN	5-10 Days OSS, ALT	-	-
***OMC**	SESIR Other Major	3-5 Days OSS, ALT, RLW	5-10 Days OSS, ALT, RLW	-	-	-

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
***PHA**	SESIR Physical Attack	3-5 Days OSS, RLW	5-10 Days OSS, RLW, PCN, DIS, ALT	5-10 Days OSS, RLW, ALT		
***ROB**	SESIR Robbery	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
***SXA**	SESIR Sexual Assault	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
***SXB**	SESIR Sexual Battery	5-10 Days OSS, RLW, ALT	-	-	-	-
***TRE**	SESIR Threat	3-7 Days OSS, RLW, Conduct Threat Assessment	5-10 Days OSS, RLW, PCN, RTI, DIS, ALT Conduct Threat Assessment	5-10 Days OSS, RLW, ALT Conduct Threat Assessment	-	-
WC	Weapon-Like Contraband	3-10 Days OSS, RLW, ALT, DIS Consider Threat Assessment	5-10 Days OSS, RLW, ALT, DIS Consider Threat Assessment	-	-	-
***WPO**	SESIR Weapon Possession or Use	5-10 Days OSS, RLW, ALT Conduct Threat Assessment	-	-	-	-

SDMC HIGH SCHOOL MATRIX FOR GRADES 9-12

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
LEVEL 1 OFFENSES						
AT	Attendance Violation	LDT	ASD, BSD,	AWD, EXS, 1 Day ISS, TMO	AWD, EXS, 1-2 Days ISS, LOP, BCM,	2-3 Days ISS, BCM, LOP, PCN
DB	Disruptive Behavior	ASD, BSD, or LDT	EXS, TMO	1 Day ISS, TMO	1-2 Days ISS, LOP, BCM, RTI	2-3 Days ISS, BCM, LOP, PCN,
DC	Dress Code Violation	CAW	LOP (5 Days), PCN	LDT	LOP (30 Days)	1 Day ISS, LOP, PCN
DO	Disrespect Towards Others	ASD, BSD, or LDT, LOA	EXS, 1Day ISS, TMO, LOA	1-2 Days ISS, TMO, LOP, PWR	1-2 Days OSS, LOP, BCM	2-3 Days OSS, LOP, PCN, RTI
FS	Failure to Serve Consequence	EXS, 1 Day ISS, or AWD	1-2 Days ISS, AWD, or 1 Day OSS	2-3 Days ISS, 1-2 Days OSS, LOP	3-4 Days ISS, 2-3 Days OSS, LOP, PCN	4-5 Days ISS, 3-4 Days OSS, LOP

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
HP	Horseplay	ASD, BSD, or LDT	EXS, TMO	1 Day ISS, TMO	1-2 Days OSS, LOP, BCM	2-3 Days OSS BCM, LOP, PCN, RTI
ID	Identification Infraction	CAW	ASD, BSD, or LDT	1 Day ISS, TMO	1-2 Days ISS, LOP	2-3 Days ISS, LOP, PCN
IN	Inappropriate Behavior (Minor)	ASD, BSD, or LDT, AWD (if (appropriate)	EXS, AWD, 1 Day ISS, TMO	1 Day ISS, TMO, AWD, LOP	1-2 Days ISS, 1 Day OSS, LOP, BCM	2-3 Days ISS, 1-2 Days OSS, LOP, PCN, RTI
MV	Medication Policy Violation	CAW	ASD, BSD, or LDT	EXS	1-2 Days ISS, PCN	1-2 Days OSS, LOP, BCM
TA	Tardies, Habitual	CAW	LDT	ASD, BSD, or LDT	EXS, LOP	EXS, LOP, PCN
TE	Technology – Inappropriate or Unauthorized Use	CAW	LDT, CFS	ASD, BSD, or LDT, CFS, TMO	1-3 Days ISS, TMO, CFS, LOP, PCN	1-2 Days OSS, EXC, CFS, LOP, PCN
	LEVEL 2 OFFENSES					
AN	Aggression, Non-Physical	1-2 Days ISS, TMO, 1 Day OSS	1-3 Days ISS, TMO, 1-2 Days OSS, LOP, CFR	2-3 Days OSS, LOP, BCM,	3-4 Days OSS, LOP, PCN,	4-5 Days OSS, LOP, RTI
BL	Bullying, Non-SESIR	1-2 Days ISS, TMO, 1 Day OSS, CFR	1-2 Days ISS, 1-2 Days OSS, CFR, LOP, BCM	2-3 Days OSS, LOP, BCM, PCN, RTI	3-4 Days OSS, LOP, DIS, PCN,	4-5 Days OSS, LOP, ALT
CH	Cheating	Zero, ASD, BSD, or LDT	Zero, EXS	Zero, 1 Day ISS, LOP	Zero, 1-2 Days ISS, LOP, PCN	Zero, 1-2 Days OSS
CO	Contraband, Possession	1-2 Days ISS, 1-2 Days OSS, CFS	1-2 Days OSS, LOP, CFS	2-3 Days OSS, LOP, BCM, CFS	3-4 Days OSS, CFS LOP, PCN,	4-5 Days OSS,CFS, LOP, RTI
DF	Defiance	1-2 Days ISS, TMO	2-3 Days ISS, TMO, LOP	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, LOP, PCN, RTI	3-5 Days OSS, LOP, DIS, ALT
DA	Disrespect towards Staff or Authority	1-2 Days ISS, TMO	2-3 Days ISS, TMO, 1-2, Days OSS LOP	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, PCN, DIS, RTI	4-5 Days OSS, LOP, ALT
EC	Electronic Cigarette Possession	2 Days ISS, 1Day OSS, DIS, CFS, FIN, RLW	2 Days OSS, CFS, FIN, RLW	3-4 Days OSS, CFS, LOP, FIN, RLW, PCN	4 Days OSS, LOP, CFS, FIN, RLW, PCN	5 Days OSS, LOP, CFS, FIN, RLW, PCN
EN	Endangerment	1-2 Days ISS, 1 Day OSS	1 Day OSS, LOP	2-3 Days OSS, LOP, BCM	3-4 Days OSS, LOP, PCN, RTI	4-5 Days OSS, LOP, DIS, ALT
IN	Inappropriate Behavior (Major)	EXS, AWD (if (appropriate), 1-2 Days ISS, TMO, 1 Day OSS	2-3 Days ISS, TMO, 1-2 Days OSS	2-3 Days OSS, LOP, BCM	3-4 Days OSS, LOP, BCM, RTI	4-5 Days OSS, LOP, RTI, PCN

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
HA	Harassment, Non-SESIR	1-2 Days ISS, TMO, 1 Day OSS	1-2 Days OSS, LOP, CFR	2-3 Days OSS, LOP, BCM, PCN, RTI	3-4 Days OSS, LOP, DIS, PCN,	4-5 Days OSS, LOP, ALT
LC	Leaving Campus Without Authorization	1-2 Days ISS, TMO, EXS	2-3 Days ISS, TMO, LOP	1-2 Days OSS, LOP	2-3 Days OSS, LOP, DIS, PCN, RTI	4-5 Days OSS, LOP, ALT
***TBC**	SESIR Tobacco Possession or Use	1-2 Days ISS, TMO, CFS, FIN, RLW	1-2 Days OSS, CFS, DIS, FIN, RLW	2-3 Days OSS, CFS, DIS, FIN, RLW	3-4 Days OSS, LOP, CFS, FIN, RLW, PCN	4-5 Days OSS, LOP, CFS, FIN, RLW, PCN
TF	Theft / Larceny (Under $750)	1-2 Days ISS, TMO, 1 Day OSS, RLW, RES	1-2 Days OSS, RLW, RES, LOP	2-3 Days OSS, RLW, RES, LOP, PCN	3-4 Days OSS, RLW, RES, LOP, RTI, BCM	4-5 Days OSS, RLW, RES, LOP, ALT
VN	Vandalism (Under $1,000)	1-2 Days ISS, TMO, 1 Day OSS, RES, AWD	1-2 Days OSS, RES, AWD, CMS, LOP, RLW, PCN	2-3 Days OSS, RES, AWD, CMS, LOP, RLW, PCN, RTI	3-4 Days OSS, RES AWD, CMS, LOP, RLW, DIS	4-5 Days OSS, RES, CMS, RLW, LOP, ALT
LEVEL 3 OFFENSES						
AG	Aggression, Physical	1-3 Days ISS 1-2 Days OSS, LOP, CFR	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, PCN, RTI	5-6 Days OSS, LOP, DIS, ALT	6-7 Days OSS, LOP, ALT
***ALC**	SESIR Alcohol Possession, Use, or Distribution	5-10 Days OSS (Use SAFE), PCN, RLW	5-10 Days OSS, ALT (automatic), RLW	-	-	-
***BUL**	SESIR Bullying	1-3 Days OSS, LOP	3-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, DIS, PCN, RTI, RLW	5-6 Days OSS, LOP, RLW, ALT	-
CS	Contraband, Sale	1-3 Days OSS, LOP, CFS	2-4 Days OSS, LOP, CFS	4-5 Days OSS, LOP, CFS, RLW, DIS, PCN, RTI	5-6 Days OSS,CFS, RLW LOP, ALT	-
DV	Dating Violence or Abuse	1-3 Days OSS, LOP, RLW	2-4 Days OSS, LOP, RLW, DIS, PCN	4-5 Days OSS, LOP, RLW, DIS, PCN, RTI	5-6 Days OSS, RLW, LOP, ALT	-
***DRU**	SESIR Drug Possession or Use	5-10 Days OSS (Use SAFE), PCN, RLW	5-10 Days OSS, ALT (auto), RLW	-	-	-
FT	Fighting, Non-SESIR	1-5 Days OSS, CFR	5-10 Days OSS, CFR, BCM, DIS, PCN	5-10 Days OSS, ALT (auto)	-	-

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
GN	Gang-Related Activity	1-5 Days OSS, PCN, RLW	5-10 Days OSS, RLW, ALT (auto)	-	-	-
***HAR**	SESIR Harassment	1-3 Days OSS, LOP	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, DIS, PCN, RTI, RLW	5-6 Days OSS, LOP, RLW, ALT	-
***HAZ**	SESIR Hazing	1-3 Days OSS, LOP	2-4 Days OSS, LOP, PCN	4-5 Days OSS, LOP, DIS, RTI	5-6 Days OSS, LOP, ALT	-
OS	Other Serious Misconduct	1-3 Days OSS, LOP	3-5 Days OSS, LOP, BCM, PCN	5-6 Days OSS, LOP, DIS, RTI	6-7 Days OSS, LOP, ALT	-
***STL**	SESIR Theft/Larceny ($750 or More)	1-3 Days OSS, RLW, RES	3-4 Days OSS, RLW, RES, LOP	4-5 Days OSS, RLW, RES, LOP, PCN	5-6 Days OSS, RLW, RES, LOP, RTI, ALT	-
SX	Sexting	1-2 Days ISS, 1-2 Days OSS, RLW	2-3 Days OSS, RLW, LOP	3-4 Days OSS, RLW, LOP, BCM, PCN, RTI	5-6 Days OSS, RLW, LOP, DIS	6-7 Days OSS, RLW, LOP, ALT
***SXH**	SESIR Sexual Harassment	1-5 Days OSS, RLW	5-10 Days OSS, RLW, PCN, RTI, DIS	5-10 Days OSS, RLW, ALT	-	-
***SXO**	SESIR Sexual Other	1-5 Days OSS, DIS, RLW, ALT	5-10 Days OSS, RLW, PCN, ALT	-	-	-
***TRS**	SESIR Trespassing	1 Day ISS, 1 Day OSS, RLW	1-2 Days OSS, RLW, LOP	2-3 Days OSS, RLW, LOP, PCN	3-4 Days OSS, RLW, LOP, ALT, DIS	4-5 Days OSS, RLW, LOP, ALT
***VAN**	SESIR Vandalism	1-5 Days OSS, RES, RLW, AWD	3-7 Days OSS, RES, AWD, DIS	5-10 Days OSS, RES, RLW, ALT	-	-
LEVEL 4 OFFENSES						
***ARS**	SESIR Arson	3-5 Days OSS, RLW, PCN, ALT	5-10 Days OSS, RLW, PCN, ALT	-	-	-
***BAT**	SESIR Battery	3-10 Days OSS, RLW	5-10 Days OSS, RLW, PCN, DIS, ALT	5-10 Days OSS, RLW, ALT	-	-
***DOC**	SESIR Disruption on Campus	3-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, DIS, PCN, RTI, ALT	5-10 Days OSS, RLW, ALT	-	-
***DRD**	SESIR Drug Distribution	5-10 Days OSS, ALT (auto), RLW	-	-	-	-

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
FA	False Accusation	3-5 Days OSS, PCN, ALT	5-10 Days OSS, ALT	-	-	-
***FIT**	SESIR Fighting	3-7 Days OSS, CFR	5-10 Days OSS, CFR, BCM, DIS, PCN	5-10 Days OSS, ALT		
***OMC**	SESIR Other Major	3-5 Days OSS, ALT, RLW	5-10 Days OSS, ALT, RLW	-	-	-
***PHA**	SESIR Physical Attack	3-5 Days OSS, RLW	5-10 Days OSS, RLW, PCN, DIS, ALT	5-10 Days OSS, RLW, ALT		
***ROB**	SESIR Robbery	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
***SXA**	SESIR Sexual Assault	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
***SXB**	SESIR Sexual Battery	5-10 OSS, RLW, ALT	-	-	-	-
***TRE**	SESIR Threat	3-7 Days OSS, RLW, Conduct Threat Assessment	5-10 Days OSS, RLW, PCN, RTI, DIS, ALT Conduct Threat Assessment	5-10 Days OSS, RLW, ALT Conduct Threat Assessment	-	-
WC	Weapon-Like Contraband	3-10 Days OSS, RLW, ALT, DIS Consider Threat Assessment	5-10 Days OSS, RLW, ALT, DIS Consider Threat Assessment	-	-	-
***WPO**	SESIR Weapon Possession or Use	5-10 Days OSS, RLW, ALT Conduct Threat Assessment	-	-	-	-

DISCIPLINE FOR STUDENTS WITH DISABILITIES (SECTION 504 AND IDEA)

If you are an IDEA or Section 504 eligible student and have an Individualized Education Plan (IEP) or Section 504 Plan, you are expected to comply with the District Code of Student Conduct and school rules just like any other student. If you violate the District Code of Student Conduct or school rules, you are subject to discipline just like any other student. There are, however, some special rules dealing with suspensions, assignments to alternative programs, and expulsions.

Q. How are In-School Suspensions handled?

A. If a student with a disability receives an in-school suspension, the student's IEP or Section 504 Plan will continue to be in force. An in-school suspension is not considered an out-of-school suspension if the IEP or Section 504 Plan is followed.

Q. Can a student with a disability receive an out-of-school suspension?

A. Yes. A student with a disability may be suspended from school just like any other student and will not receive any educational services during the suspension.

Q. Can a principal use other forms of discipline with a student who has a disability?

A. Yes. A principal or designee may use any other form of in-school discipline when dealing with a student with a disability who has violated the District Code of Student Conduct or a school rule, provided that non-disabled students are disciplined the same way. Such discipline actions may include detentions, in-school suspension, extra school, Saturday school, or exclusion from extracurricular activities or field trips.

Q. What happens when a student with a disability reaches ten days of Out-of-School Suspension?

A. School personnel familiar with the student and the student's IEP or Section 504 Plan will meet with the parents as a team. For both IDEA and Section 504 eligible students, this team will determine if the student's disability is causing the misconduct (Manifestation Determination) and whether changes to the IEP or Section 504 Plan are necessary. For the IDEA eligible student, this team will also ensure a current Functional Behavioral Assessment (FBA) and a Behavior Intervention Plan (BIP) are in place, or recommend changes to either document.

Q. Can a student with a disability be reassigned to another school?

A. Yes. A student with a disability may be reassigned to another school, provided certain conditions are met. Students with disabilities may be reassigned to an alternative program for persistent disruptive behavior, only if that behavior is determined to not be substantially related to or caused by their disability and a current FBA and BIP are in place. Students may be also reassigned to an alternative program for behavior which represents a concern for the safety of other students or staff or the orderly operation of a school. If committed on campus, these acts must also not be substantially related to or caused by the student's disability.

Q. If a student with a disability has a weapon, illegal drugs or causes serious bodily injury to someone, what disciplinary actions may be taken?

A. When a student with a disability commits one of these infractions at school or at a school-related function, that student may be subject to the same administrative action and for the same length of time as a non-disabled peer - provided the behavior is determined to <u>not</u> be a manifestation of their disability. Even if the behavior is determined to be a manifestation of the student's behavior, he or she may be removed to an interim alternative educational setting for not more than forty-five (45) school days. Such placement does not require parent consent.

Q. Who determines the interim alternative educational setting (IAES)?

A. The IAES will be determined by the IEP or Section 504 Plan team.

Q. May a student with a disability be expelled?

A. Yes, but only if services are provided by the district.

Q. May a student with a disability be suspended from the bus?

A. Yes. Students with disabilities may be suspended from the bus just as any other student. Responsibility for transporting the student to school would then fall to the parent. However, any days missed during the bus suspension will be counted as an Out-of-School Suspension, unless the parent excuses or documents the absence.

Q. If transportation is a related service identified on the IEP or Section 504 Plan, may a student with a disability be suspended from the bus?

A. Yes. If transportation is a related service identified on the student's IEP or Section 504 Plan, and suspension or expulsion from the bus is recommended, then the bus suspension will be counted as an Out-of-School Suspension if the student is not in attendance.

Q. May a parent or guardian record an IEP meeting?

A. Yes. A parent, authorized representative of a parent, or IEP team member is permitted to record the meeting. He or she must use his or her own recording device and the District will obtain its own recording of the meeting. The District is under no obligation to provide the parent with a transcription of the recording the District obtains on its own equipment. If the District audio records an IEP Team meeting, the resulting recording shall become a part of the student's educational record and will be maintained in accordance with State and Federal law.

ENGLISH LANGUAGE LEARNERS

English Language Learners (ELLs) are not to be subjected to disciplinary action exclusively because of their use of a language other than English. However, all School District of Manatee County students, regardless of their ability to speak English, are governed by the Code of Student Conduct.

CONDUCT ON SCHOOL BUSES

The School Board believes you and your fellow students, as well as the bus driver, should be able to ride safely on school buses. In addition to any bus-specific consequences, you may be disciplined for any action on the bus in the same manner as if the conduct had happened at school. You are also subject to disciplinary action while at the bus stop, if your behavior has a harmful effect on the health, safety, or welfare of any member of the school community. You should assume that you are being recorded any time you are riding a school bus.

Parent Responsibility

Your parents are responsible for your behavior at the bus stop prior to the arrival of the bus in the morning and after the departure of the bus at the end of the day. However, if you are at the bus stop and violate school rules, the school can still discipline you for your behavior if it has a harmful effect on the health, safety, or welfare of any member of the school community. Students are to be on time and stand off the roadway.

Damage to Bus

If you cause any damage to the bus or another vehicle, your parent will be required to pay for the damage.

Waiting for the Bus

Wait for the bus to come to a complete stop before you approach the bus. To cross in front of the bus, wait for the driver to signal you.

Items Not Allowed on a Bus

a. Any item prohibited elsewhere in the District Code of Student Conduct
b. Glass containers of any kind
c. Balls
d. Bats
e. Cologne/perfume
f. Cutting instruments of any kind
g. Any large or bulky item that interferes with proper seating of students (examples: large musical instruments or athletic equipment)
h. Any animal
i. Batons, drum sticks, tennis rackets (unless in proper carrying case)
j. Aerosol sprays may be possessed but their use on buses or enclosed areas is expressly prohibited

Rules While on the Bus

The bus driver is in charge and you must obey the driver at all times. You must tell the bus driver your correct name when asked. The bus driver and school will keep a seating chart. You must be on time; the bus cannot wait for you if you are tardy. YOU MAY NOT RIDE ANY BUS OTHER THAN YOUR ASSIGNED BUS. You can be disciplined if you do not follow all district and school rules and the following special rules: a. Sit in your assigned seat and use the seat belt if available.
b. Stay seated at all times while the bus is in motion. c. Do not place any part of your body outside the bus windows. d. Do not distract the driver with loud conversation or noises. e. Observe appropriate classroom conduct. f. Do not eat or drink on the bus. g. Maintain absolute silence at railroad crossings. h. Do not throw any items on the bus or out of the bus windows. i. Do not mark, cut or damage bus seats or the bus itself. j. Do not display signs from the bus. k. Do not use obscene language or gestures. l. Cell phones are to be turned off.

Discipline If You Do Not Follow the Bus Rules

a. If you commit minor infractions, the school bus driver has the authority to address your behavior. If you cause repeated problems on the bus, the bus driver will give the school a written discipline referral for what you did. School administrators can take any action contained in this Code against you for misbehaving at a bus stop or on a bus.

b. Discipline on school buses will be dealt with according to the following protocols; however, severe infractions (for example, fighting, setting a fire on the bus) may result in immediate suspension or recommendation for expulsion based on the recommendation of the principal or designee.

Elementary Bus Discipline Protocol

1st Offense: Operator - student conference and parent contacted by Courtesy Notice prepared by Operator. Student re-assigned to the front of the bus for one week and closely monitored.

2nd Offense: Operator - student conference and parent contacted by Courtesy Notice prepared by Operator. Student re-assigned to the front of the bus for two weeks and closely monitored.

3rd Offense: Referral submitted, with recommended bus suspension up to 1 day. Upon return to bus, student assigned to front of the bus for one week and closely monitored.

4th Offense: Referral submitted, with recommended bus suspension up to 3 days. Upon return to bus, student assigned to front of the bus for two weeks and closely monitored.

5th Offense: Referral submitted, with recommended bus suspension up to 5 days. Conference with parent, student, school administrator and Transportation Staff. Upon return to bus, student assigned to front of the bus for two weeks and closely monitored.

6th Offense: Referral submitted, with recommended bus suspension up to 10 days. Letter from school to parent stating next referral may result in recommendation for removal from the bus for the remainder of the year.

Secondary Bus Discipline Protocol

1st Offense: Operator - student conference and parent contacted by Courtesy Notice prepared by Operator. Student re-assigned to the front of the bus for one week and closely monitored.

2nd Offense: Referral submitted, with recommended bus suspension up to 1 day. Upon return to bus, student re-assigned to front of the bus for two weeks and closely monitored.

3rd Offense: Referral submitted, with recommended bus suspension up to 3 days. Upon return to bus, student re-assigned to front of the bus for two weeks and closely monitored.

4th Offense: Referral submitted, with recommended bus suspension up to 5 days. Conference with parent, student, school administrator and Transportation Staff. Upon return to bus, student re-assigned to front of the bus for two weeks and closely monitored.

5th Offense: Referral submitted, with recommended bus suspension up to 10 days. Letter from school to parent stating next referral may result in removal from the bus for the remainder of the year.

c. Suspension from the school bus may be imposed only by the principal or designee by following the procedures for suspension from school. Bus suspensions may not be extended beyond the number of days originally prescribed by the principal or designee.

d. You can be removed from the school bus by the Superintendent or his designee for up to one calendar year for misconduct or a violation of the bus rules on a school bus or at a bus stop, based upon the recommendation of the principal and after the principal has suspended you from riding the bus for 10 days for an incident. Before the Superintendent or designee removes you from the bus, you and your parents will be informed in writing of the Principal's recommendation and the basis for that recommendation. The Superintendent or designee will inform you and your parents in writing of any removal from the bus.

e. Even if you transfer to a new school, you will be held responsible for any previous incidents of bus misconduct from your previous school.

SCHOOL DRESS CODE

~~You are expected to dress appropriately for school and for the business of learning with proper attention given to personal cleanliness, grooming, and neatness. If your personal attire or grooming disrupts educational activities and processes of the school, or is a potential safety hazard, you will be required to make the necessary alterations to such attire or grooming before~~

entering the classroom or you may be assigned to In-School Suspension (ISS). If you fail to meet the minimum acceptable standards of cleanliness, neatness, proper fit, safety and decency as determined by the principal or designee and as specified in the District Code of Student Conduct, you will be subject to appropriate disciplinary measures. As per F.S. 1006.07(2)(d)(1), you are additionally prohibited "from wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment."

Apparel that violates this dress code will result in your removal from the regular school environment until acceptable apparel may be secured. Students who violate the district's dress code policy will be subject to the following consequences in addition to other appropriate administrative action:

a. For a first offense, you shall be given a verbal warning and the school principal or designee shall call your parent or guardian.
b. For a second offense, you are ineligible to participate in any applicable extracurricular activity for a period of time not to exceed 5 days and the school principal or designee shall meet with your parent or guardian.
c. For a third or subsequent offense, you shall receive an in-school suspension pursuant to F.S. 1003.01(5) for a period not to exceed 3 days. You are also ineligible to participate in any extracurricular activity for a period not to exceed 30 days, and the school principal or designee shall call your parent or guardian and send the parent or guardian a written letter regarding your in-school suspension and ineligibility to participate in extracurricular activities.

If you continue to wear articles of clothing or other prohibited items that you have been specifically asked not to wear, your discipline infraction will be considered defiance and not a dress code violation. The school principal or designee will be the final judge about whether your clothing is appropriate for school, creates a climate that is disruptive to learning, or is a potential safety hazard. Principals, faculty, and staff members will enforce the dress code. Individual schools may have additional requirements if supported by a majority of School Advisory Council (SAC) members, and if parents are notified in writing of the changes.

The following clothing MAY be worn:

a. Pants and jeans, as well as shorts that are reasonable, appropriate length (defined as no shorter than above the tips of the fingers, with arms and hands extended straight down), and fastened at the waist.
b. Dresses that cover the entire back, are not cut low in front, and are reasonable and appropriate in length (defined as no shorter than above the tips of the fingers, with arms and hands extended straight down and not rising beyond this point when seated).
c. Skirts that are a reasonable, appropriate length (defined as no shorter than above the tips of the fingers, with arms and hands extended straight down and not rising beyond this point when seated) and fastened at the waist.
d. Tank tops or muscle shirts are allowed only with an over shirt or an undershirt with sleeves. Blouses and tops must cover the entire front and back (cannot be low-cut) and be long enough to tuck inside the waistband. All undergarments must be covered. No

sheer (see-through) shirts are to be worn unless tank tops with at least two-inch straps are worn underneath. Net shirts must also have an undershirt or a buttoned over shirt. Tunics worn over slacks are also permissible.

e. Safe and appropriate footwear must be worn. Inappropriate footwear includes, but is not limited to, roller skates, skate shoes, and bedroom slippers.

f. Warm-ups that fit properly and are in good condition.

g. Form-fitting or excessively tight-fitting skirts, shorts, and pants (to include leggings, jeggings, or clothing made from materials such as spandex or lycra), must have an over garment, which extends down to your fingertips as your hands are extended to your side.

The following apparel or items are NOT allowed at school:

a. Sunglasses*

b. Hats, visors, bandanas, or other head apparel*

c. Visible pierced jewelry that has the potential to cause injury or be considered a safety risk, or cause disruption to the learning environment

d. Gang-related tattoos or inappropriate tattoos, as determined by the principal

e. Cutoff pants, shorts, or skirts

f. Clothing that exposes the midriff

g. Spaghetti straps or strapless dresses or tops

h. Unbuckled belts

i. Ill-fitting sweat pants or warm-ups

j. Suspenders hanging down – including overalls

k. Clothing that advertises alcoholic beverages, tobacco, drugs or has questionable language or art work

l. Known gang-related symbols

m. Spandex-type dresses

n. Beachwear

o. Blankets, pajamas or other sleepwear

p. Any clothing, accessories, jewelry, or hair styles that may incorporate obscene or drug-related phrases or be considered disruptive to the learning environment.

q. Any clothing, accessories, or items that portray symbols or images that may be considered disruptive to the learning environment

r. Clothing with frays, holes, cuts, or slits above the knee (using the fingertip rule) that exposes skin

s. Gym shorts or soccer shorts that are NOT proper length

t. Glass containers of any kind

u. Skateboards

v. Hoverboards

w. Any clothing or jewelry that can be used as a weapon

x. Aerosol sprays of any kind. **Note:** Students may possess individual hand sanitizer or wipes, however aerosol sprays remain prohibited in schools and on buses.

~~* May be worn during outdoor classes (such as physical education, construction, and agriculture), field trips, and during elementary recess. Sunglasses must be put away and kept out of sight during the rest of the school day. Does not include headdress worn for religious purposes or other headgear necessary for safety or medical purposes.~~

~~***NOTE:*** Individual schools, with approval of the School Advisory Council, may develop additional dress code requirements that will be communicated to you and your parents in a variety of ways. Individual schools may establish a mandatory uniform policy if all conditions under the school uniform rule are met.~~

~~An individual school may be granted an exemption by the Superintendent from any provision of the dress code if requested by the principal and approved by a majority of the School Advisory Council members. Parents will be notified in writing of any approved exemption.~~

The dress and grooming of District students shall be neat and clean, promoting a safe and positive educational environment. Apparel that disrupts educational activities and processes of the school may result in the removal of the student from the regular learning environment until acceptable apparel can be secured for the student. Failure to comply with the dress code may result in disciplinary consequences outlined in state statute and the district discipline matrix.

Pursuant to F.S. 1006.07, wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the learning environment will have the following specific consequences. In addition to these consequences, the violation shall be corrected before the student is allowed back in the regular school environment:

a. For a first offense, a student shall be given a verbal warning and the school principal (or designee) shall call the student's parent or guardian.
b. For a second offense, the student may be ineligible to participate in any extracurricular activity for a period of time not to exceed 5 days and the school principal (or designee) shall meet with the student's parent or guardian.
c. For a third offense, the student will have lunch detention in a supervised area, not the cafeteria.
d. For a fourth offense, the student may be ineligible to participate in any extracurricular activity for a period not to exceed 30 days.
e. For a Fifth and subsequent offense, a student may receive an In-School Suspension pursuant to F.S. 1003.01(5) for a period not to exceed one (1) day and may be subject to any of the interventions listed above.

Requirements for student dress in all schools are listed below:

a. All shirts and blouses must cover midriff, back, sides, and all undergarments including bra straps at all times. All shirts, tops, and dresses shall have sleeves and cover the shoulders.
b. Shorts, skirts, divided skirts, dresses and culottes are allowed. They must be mid-thigh length or longer.
c. All trousers, pants, or shorts must totally cover undergarments, including boxer shorts.
d. All clothing, jewelry, or tattoos shall be free of the following: profanity; violent images, wording or suggestion; sexually suggestive phrases or images; gang related symbols; alcohol, tobacco, drugs or advertisements for such products.
e. Safe and appropriate footwear must be worn. Inappropriate footwear includes, but is not limited to, roller skates, skate shoes, and bedroom slippers.

Further Clarification/other requirements:

a. Form fitting leotard/spandex type clothing is not allowed unless proper outer garments cover to mid-thigh length or longer.
b. See through or mesh fabric clothing may only be worn over clothing meeting requirements.
c. Clothing must be appropriate size, with the waist of the garment worn at the student's waist.
d. Clothing and footwear traditionally designed as undergarments or sleepwear shall not be worn as outer garments.
e. Sunglasses may not be worn inside unless a parent provides a doctor's note to the school. Field trips are exceptions.
f. Bandanas or sweatbands are not allowed to be visible on school grounds during the regular school hours.
g. Hats or other head coverings may be worn during outside P.E. activities and may not be worn during any portion of the regular school day without the expressed permission of the principal.
h. If the school has a mandatory school uniform policy, the student must adhere to those requirements.

SCHOOL UNIFORMS POLICY

Manatee County elementary or secondary schools may implement a mandatory uniform policy, governing students enrolled at the school only if all conditions set forth in the following procedures are met:

Initiation

a. A favorable vote of at least 67 percent or more by the School Advisory Council (SAC) must occur to support mandatory use of uniforms for students.
b. The school or SAC conducts a survey of parents of all students in that school and at least 51 percent of the families completing the survey must indicate that they are in favor of establishing such a program. Ballots must be received from a majority of eligible families. Parents are to be surveyed every three years at any school implementing a uniform program.
c. The school must establish a uniform committee that adequately represents all segments of the school community. The uniform committee must follow guidelines promulgated by the Superintendent for selection of uniforms.
d. The school-selected uniforms must comply in all respects with the other provisions of the district rules concerning appropriate attire.
e. The uniforms selected may not be characterized as gender-specific (both boys and girls may wear slacks).
f. The school must make provisions for those students who, by reason of financial hardship, cannot comply with the uniform and must notify the students' parents of these provisions.

Communication

Each school implementing a uniform policy must communicate to parents the following:

1. types and colors of uniform;
2. requirements for jackets or outer garments;
3. optional articles of attire, if any;
4. compliance measures to be employed;
5. the availability of financial support and the procedures for applying for assistance;
6. methods to facilitate recycling of uniforms within the school community; and
7. notice of uniform sales and lists of competitive prices from vendors of uniform articles.

The means by which this information is communicated shall include one or more of the following: school newsletters, parent forums, telephone hotline, PTA/PTO meetings and newsletters, school advisory council meetings, television, radio, newspaper announcements, posters displayed at school and in the community, and registration materials.

Compliance Measures

a. Each school shall develop incentives and positive reinforcement measures to encourage full compliance with the uniform policy. Each school should strive to achieve full compliance through use of incentives and positive reinforcement measures and should resort to disciplinary action only when positive measures fail to ensure compliance. In addition, schools shall communicate with parents so that expectations, rationale and benefits are fully understood by the student and the family.

b. If necessary, disciplinary action may be taken to encourage compliance with the policy. Since the intent of the policy is not to inhibit or prohibit any student who is not in uniform from receiving the education to which he or she is entitled, no student shall be suspended from class or from school, expelled from school, or receive a lowered academic grade as a result of not complying with the policy.

c. Prior to initiating any disciplinary action against a student not complying with the policy,

a school administrator shall hold a conference with the parent or guardian to solicit cooperation and support.

d. Disciplinary action is initiated only after all other means to secure support and cooperation as mentioned above have not succeeded. A "progressive discipline" approach is to be employed by the school support staff so as to encourage full and consistent compliance with the least amount of disciplinary action.

e. In order to ensure a smooth transition to a uniform policy, and in order to ensure that incentives and positive reinforcement measures are employed before resorting to disciplinary action, no school implementing a uniform policy shall take disciplinary action for the first two months of implementation unless those not in compliance materially or substantially interfere with the requirements of appropriate discipline.

f. Exceptions to wearing the uniform are permitted when:

1. Uniforms of a nationally recognized youth organization such as JROTC, Civil Air Patrol, or the Boy Scouts or Girl Scouts are worn on regular meeting days.

2. A student wears a button, arm band, or other accoutrement to exercise the right to

freedom of speech as guaranteed by the First Amendment, unless the button, arm band, or other accouterment signifies or is related to gangs, gang membership or gang activity.

3. The wearing of a school uniform violates a student's sincerely held religious belief.
4. A student's parent or guardian has secured an exemption from the uniform policy by following the procedures set forth below.

g. Parents or guardians are permitted to exempt their children from the uniform program by the following procedure:
   1. Parents should be notified of the exemption procedure.
   2. A request is made by mail or in person by the parent or guardian for an Application for Exemption from the Uniform Program ("Application"). The parent or guardian may obtain an Application at the student's school site.
   3. The Application is completed in full and submitted to the school principal.
   4. The school principal or other designated administrator meets with the parents to discuss the uniform policy and the nature of the objections to the policy. The purposes of this meeting include: (a) ensuring that the parents or guardians understand the reasons for, and goals of the uniform policy; (b) verifying the accuracy of the information on the Application; and (c) preventing fraud or misrepresentation.

SECTION VI PROCEDURES RELATING TO DISCIPLINARY ACTIONS

Each school and classroom in the school District of Manatee County is required to develop their own behavior plans, which support the unique needs of their students, families, and communities. Common disciplinary actions at each school may include, but not be limited to the following:

Loss of Privilege
For a specified period of time, you may lose a privilege on campus. These privileges include, but are not limited to ~~recess~~, parking, use of technology, extracurricular activities, and assemblies.

Disciplinary Probation/ Check-in/Check-out
For a specified period of time, you are assigned to report frequently to a staff member who will assist in monitoring your adjustment to the school situation.

Detention/Extra School
You report to an assigned location at your school for a specified period of time before or after school for supervised study hall activities. Extra school is not intended to interfere with your regular class schedule.

Fine/Restitution
You may be given a written citation by the School Resource Officer and required to pay a fine if you are caught smoking or in possession of tobacco. You may be required to pay restitution for any damage you may have caused to School Board property.

Student Work Assignments
If your parent and a school administrator agree, the administrator can assign you to a work detail at the school. The principal will decide who will supervise your work.

Saturday School
You may be required to attend Saturday School if an administrator has contacted your parent at least twenty-four (24) hours in advance.

In-School Suspension
You may be assigned to a specific location at your school during the school day where you will be required to continue your regular academic coursework. This assignment may be for a single period (usually referred to as Time Out), all day, or for multiple days. Time Out may also be used in lieu of detentions, when transportation or other issues prevent their assignment.

Classroom Removal
Your teacher may require that you be removed from class if it has been documented that your behavior has seriously disrupted the teaching or learning in the classroom. If you are removed from a class, the principal may place you in another appropriate classroom, in-school suspension, an alternative education program, or the principal may recommend you for suspension or expulsion. You cannot be returned to that teacher's classroom unless the teacher consents or a school-based placement review committee has determined that doing so is the best or only available alternative. A decision on whether to return you to the classroom must be made by the teacher or the committee within five days of the removal.

MAJOR DISCIPLINARY ACTIONS
In order to protect the rights of all students and staff, certain procedures are followed with regard to major disciplinary actions. These procedures are developed as suggested or required by law or regulation. School/classroom procedures for administering discipline in areas not covered by these specific procedures are encouraged.

School Bus Suspension
You can be denied the privilege of riding a school bus by the principal or designee for up to 10 school days. Suspension from the school bus may be imposed only by the principal or designee by following the procedures for suspension from school.

Out-of-School Suspension
You have the right to attend school and have an opportunity to learn. You may lose that right if you violate the District Code of Student Conduct or a school rule. You lose the right to attend school by being suspended or expelled. You can be suspended from school for up to ten (10) days at a time. If you are suspended you cannot be on school grounds or on any Manatee School District property, nor can you attend any school activities. You cannot be suspended for skipping class or school or for excessive tardiness. However, you may be suspended for failure to serve consequences assigned for skipping or tardiness. When OSS is deemed appropriate, the district does offer an Alternative To Out of School Suspension (ATOSS) program that is housed at two different locations. You are responsible for transportation to ATOSS however, it does offer a structured and supervised environment where assignments may be communicated and submitted to your regular teachers.

OUT-OF-SCHOOL SUSPENSION Q & A

Q. Who can suspend you?
A. The principal or someone designated by the principal can suspend you.

Q. How long can you be suspended?

A. You can be suspended from school for one school day or up to ten (10) school days. School principals or designees may not impose suspensions of undefined lengths, pending a parent conference or other stipulations.

Q. What happens before a suspension?

A. When the principal or designee becomes aware that a student may have broken a rule in the District Code of Student Conduct or a school rule, he or she will investigate by talking to students, teachers or others who may know something about what happened. Even if you are not one of the students who may have broken the rule, the principal or designee may talk to you as part of the investigation. After talking to people who were involved or witnesses, the principal or designee will determine who he or she thinks broke a rule.

Q. What if the principal or designee determines you broke a rule?

A. As soon as possible, the principal or designee will talk to you and tell you that you are accused of breaking a rule in the District Code of Student Conduct or a school rule. You also will be given written notification, such as a disciplinary referral, which tells you the same thing. You will be told why it is believed that you have broken the rule. After this happens, you should know what you are accused of doing and what evidence there is that supports the accusations.

Q. What happens next?

A. You will then have an opportunity to tell the principal or designee your side of the story. You can ask that he or she talk to someone you think may know something about what happened. You can give the principal or designee a written statement to read. After listening to you and reading anything you have provided, the principal or designee may talk to the people you named and anyone else who might have knowledge about the situation, as may be appropriate in the opinion of the principal or designee. After that, the principal or designee will decide if you have broken a rule in the District Code of Student Conduct or a school rule. If he or she decides you have broken a rule, the principal or designee will then determine whether you should be suspended from school, and if so, for how long. You will be told about this decision.

Q. Will my parents know?

A. Prior to the beginning of the suspension, the principal or designee will attempt to telephone your parents and let them know about the suspension. If your parents cannot be reached by telephone, then the principal or designee will record the dates and times contact was attempted. Also, within 24 hours of the decision, a letter will be mailed to your parents informing them of the suspension. If you or your parents claim you did not receive the letter, it will not change the suspension. You will be given another copy of the letter if you request one.

Q. Can you appeal a suspension?

A. You can request the principal reconsider the evidence and decision. However, the principal's decision to suspend a student is final.

Q. How do I make up my work while on suspension?

A. You are required to obtain your work. The following means are available: 1. Ask fellow students to obtain the class work for you. 2. Contact your teacher via email or phone. 3. Access teacher websites or weekly assignment sheets, if available.

All makeup work is due on the day of your return from suspension. In the case of in-class activities such as labs, tests, quizzes, class projects, etc., the teacher will determine a reasonable amount of time for assignments to be completed.

Disciplinary Reassignment

The School District of Manatee County offers an alternative program for students who struggle with behavioral issues in their current setting or create a concern for the safety of others. Pursuant to School Board policy, the Superintendent of Schools or designee may decide to reassign you, if it is determined to be in your best interest, or the best interest of the school. If your actions create a concern for the safety and welfare of any student or staff member or substantially interferes with the safe and orderly operation of a school, you are eligible for reassignment to an alternative program under the School Safety reassignment process, regardless of any current or past patterns of behavior. These acts would normally involve

infractions such as battery on a school board employee, causing substantial injury or mental distress to others, threats to commit acts of violence, sexual misconduct, weapon or drug-related behaviors, or any variety of criminal acts committed on a school campus. Likewise, being charged with an off-campus criminal act by law enforcement, which creates a concern for the safety and welfare of students or staff, or which substantiates a pattern of unsafe behavior may result in a School Safety reassignment, per ss 1006.09, 1006.147, and 1006.13.

You may also be referred for a School Safety Reassignment to the alternative program for persistent behaviors which substantially disrupt the learning environment and are not mitigated through school-based interventions. Such behaviors may include interfering with instruction; the use of profane or offensive language or gestures; disrespect towards school staff; defiance of school staff; theft, destruction, or improper use of school equipment; possession of contraband or prohibited items; or continually being out of area. You may also be referred for reassignment for patterns of behavior which substantially interfere with the educational rights of other students. These behaviors may include acts such as bullying, harassment, extortion, threats, theft, fighting, or any conduct which is disruptive to the orderly educational process in the classroom.

If you are assigned to an alternative program for disciplinary reasons, you cannot be present on any other school grounds or on any Manatee School District property at any time. If you have been reassigned to an alternative program for disciplinary reasons, you may instead choose to attend another school outside the district. However, your academics, attendance, and behavior must be evaluated in a physical setting with peers in order to return to any Manatee County school. Virtual or purely online programs are not an acceptable alternative without specific review and authorization from the district office of Drop-Out Prevention and Alternative Programs.

Expulsion

You can be expelled (excluded) from school by the School Board for the remainder of a school term or school year and one additional year of attendance. During the time you are expelled, you may or may not receive educational services. Students who commit violent acts that involve the

use of a firearm as defined in the Code of Student Conduct will be expelled, with or without educational services. All other students will be evaluated on a case-by-case basis and where possible, recommendations for diversionary or intervention programs will be made in lieu of arrest or expulsion.

EXPULSION AND DISCIPLINARY REASSIGNMENT Q & A

If you are found to be guilty of a severe breach of conduct or are guilty of continuing misconduct, the principal or designee may suspend you for up to 10 days after following the suspension procedures and recommend to the Superintendent or designee that you should be expelled or reassigned to another school or program. All alternative placements and expulsion recommendations for students with disabilities are made by the appropriate IEP or 504 team.

Q. What happens if the principal recommends reassignment to another school or program?

A. The principal will refer the case to the Office of Drop-Out Prevention and Alternative Programs to determine whether it should move forward or be declined. If approved, you will either be directly assigned to another school or program or have your case go before the School Safety Reassignment Committee for deliberation. Any vote by the committee will be the recommendation made to the Superintendent or designee. Should you be reassigned, you will be provided information concerning the school or program and instructions on how to enroll.

Q. What is the School Safety Committee?

A. A group of district and school administrators which evaluate the facts of each case and the student's history to make recommendations for reassignment to an alternative program. The Committee is additionally charged with evaluating the interventions attempted by the school, prior to the reassignment referral being submitted.

Q. Can the recommendation of the committee be appealed?

A. You may appeal the decision to the Office of Alternative programs and Drop-out Prevention. Facts of the case must be appealed to the principal if the reassignment referral is being forwarded by the school for on-campus behavior.

Q. What happens if my principal recommends expulsion?

A. Your principal may recommend an expulsion to the Director of Student Services. The Director will in turn listen to the facts of the case and make a recommendation to the Superintendent. However, only the School Board can expel a student. If the Superintendent agrees with the recommendation, the District General Counsel or designee will inform your parents in writing about the recommendation and why expulsion is being recommended. The notice will additionally inform your parents they can request a hearing.

Q. What happens if my parents do not request a hearing?

A. The School Board will take final action on the recommendation for expulsion without a hearing. By not requesting a hearing, you are admitting that you did what you were accused of doing.

Q. What happens if I request an expulsion hearing?

A. The School District General Counsel will notify you when and where the hearing will be conducted. The Office of Dropout Prevention and Alternative Programs will inform your parents of the procedures involved and your procedural rights. At the hearing, the General Counsel, on behalf of the Superintendent, presents the evidence in support of the recommendation for expulsion. You, your parents, your attorney or other qualified representative will be permitted to cross examine witnesses and offer evidence on your

behalf, including your testimony. The cost of your attorney will be your parent's responsibility. Your parents may elect to have the hearing open or closed to the public.

Q. What procedures govern the expulsion hearing?

A. The expulsion hearing is governed by sections 120.569 and 120.57(2), Florida Statutes. A copy of those sections will be provided to you upon request.

Q. What happens after the expulsion hearing?

A. The School District General Counsel will submit to the School Board a recommended order consisting of findings of fact, conclusions of law, and a recommendation on the expulsion. You, your parents, or your attorney will have an opportunity to submit written objections to the recommended order. The School Board is limited on what it can do with respect to the recommended order by section 120.57 (1), Florida Statutes.

Q. Who makes the final decision to expel me?

A. The School Board will make the final decision on whether you should be expelled and if so, for how long. The School Board will also decide if you will receive educational services during your expulsion. Your parents may elect to have the School Board meeting open or closed to the public.

Q. How long can the School Board expel me?

A. You can be expelled for the remainder of the current school year and one additional school year. A student who is serving an expulsion during the last semester of his or her senior year may not participate in the graduation ceremony.

Q. Can I appeal the School Board's decision to expel?

A. You can appeal the School Board's decision to the Second District Court of Appeal in Tampa. You must do so within 30 days of the time you are expelled; you may or may not receive educational services.

Felony Arrests

Students are required to self-report any felony arrest to their principal within 48 hours of the arrest. An arrest that would be a felony if the student were an adult must also be self-reported. The principal will review information about the arrest to determine, after conferring with the Executive Director of School Management, whether the student should be suspended from all extracurricular activities and possibly suspended from school, or reassigned to an alternative placement. Failure to self-report such an arrest may result in suspension from all extracurricular activities for a minimum of one calendar year and suspension from school or reassignment to an alternative placement.

Extension of Ten-Day Suspension

If the principal suspends you for 10 days, the Superintendent may extend your suspension until the outcome of the criminal charges that have been filed against you. During your suspension, pending the outcome of the criminal charges, you will be assigned to an alternative educational program.

Criminal Victimization

In accordance with F.S. 1006.13, students who are found to have committed certain felony offenses against another student are prohibited from attending the same school or riding on the same school bus with the victim or the victim's siblings. According to F.S. 1006.13(5)(d), "The offender, or the parents of the offender if the offender is a juvenile, shall arrange and pay for transportation associated with or required by the offender's attending another school or that would be required as a consequence of the prohibition against riding on a school bus on which the victim or a sibling of the victim is riding. However, the offender or the parents of the offender may not be

charged for existing modes of transportation that can be used by the offender at no additional cost to the District School Board."

Corporal Punishment

The use of corporal punishment is prohibited. This prohibition extends to parents or guardians on school grounds.

REPORTS TO LAW ENFORCEMENT AGENCIES

The School Board views disruptive and criminal acts, and those which may affect the health, safety and welfare of, or pose a legitimate threat to those on a school campus, as extremely serious in nature. In addition to disciplinary action administered at the school level, certain acts are expected to be reported to law enforcement as required by the State Attorney Office. The actions of law enforcement do not dictate the corrective measure enforced by the school.

LIMITED ROLE OF LAW ENFORCEMENT

To help avoid the unnecessary criminalization of our students, law enforcement action should be limited to situations when it is necessary to protect the physical safety of students and staff or appropriate to address criminal activity. Law enforcement involvement should not be requested in a situation that can be safely and appropriately handled by a school's internal disciplinary procedures.

THE COACH AARON FEIS SCHOOL GUARDIAN PROGRAM

Like law enforcement, school guardians hired through the Coach Aaron Feis School Guardian program in Manatee County are in place to help ensure the physical safety of our students, staff, and school community. School guardians are not to be involved in student discipline matters unless it is a matter of safety. School guardians additionally have no authority to act in any law enforcement capacity, except to the extent necessary to prevent or abate an active assailant incident.

REPORTS TO DEPARTMENT OF CHILDREN AND FAMILIES (DCF)

All employees of the District have the responsibility to report all actual and suspected cases of child abuse, abandonment or neglect. They also have the responsibility to comply with child protective investigations and all other provisions of law related to child abuse, abandonment or neglect. All employees of the District shall have immunity from liability if they report such cases in good faith. Abuse is defined as "any willful act or threatened act that results in any physical, mental, or sexual injury or harm that causes or is likely to cause the child's physical, mental or emotional health to be significantly impaired."

REFERRALS TO MENTAL HEALTH AGENCIES

If you present a concern for the safety of others, due to your actions or words, as determined by your school or district administration, law enforcement, or a threat assessment team, you will be referred for mental health services, per F.S. 1012.584. These services may be provided on campus or through off-campus mental health providers that partner with our district. In the event you present an immediate concern for the safety of yourself or others, the Marchman or Baker Acts may be enacted (see Page 4) to ensure an appropriate mental health examination and intervention(s) occur. This may result in an involuntary examination and removal from campus, pursuant to F.S. 394.463. Such contact may be in person by a mental health professional or using telehealth as defined in F.S.456.47.

SELF-REPORTING UPON INITIAL REGISTRATION

Upon initial registration in any district school from another district, state, charter, home or private school, you are required per F.S. 1006.07 to self-report any previous school expulsions, prior arrests resulting in charges, Juvenile Justice actions, and referrals to mental health services. You are also required to report any placements in an alternative setting for disciplinary or safety reasons. Students found to have been expelled or placed in an alternative program in lieu of expulsion from another school or district may serve any remaining duration of the original expulsion as outlined in F.S. 1006.07.

SECTION VII IMPORTANT POLICIES AND PROCEDURES

MEDICATION POLICY

Taking legal medications (prescription drugs prescribed for you or over-the-counter drugs) at school, on a school bus, at any school activity, or on any field trip must strictly comply with this Medication Policy. This policy requires the following:

a. You should make every effort to administer medications at home during non-school hours.

b. All medications (including over-the-counter medications, vitamins and supplements) must be prescribed by a licensed physician and must be retained in the school clinic.

c. For each medication to be administered, your parent must provide the principal or clinic staff with a written statement giving the principal or the principal's designee permission to assist in the administration of the medication. The written statement must explain the reason it is necessary for the medication to be provided during the school day.

d. The written statement shall be on a Medication Authorization Form which can be obtained from the school's office and must be signed by both a physician and a parent or guardian before medications can be administered at school.

e. You may not transport medications to school or be in possession of any medications while on school property.

f. An authorized adult must bring the medication to be administered to the school's office and deliver it along with a completed Medical Authorization Form.

g. Possessing medications prescribed to others is illegal and considered a Level 3 offense.

h. Students with any of the following medical conditions may carry and self-administer the medications or supplies listed below to attend to their conditions while at, or in transit to or from, school or school-sponsored activities, if the school has been provided written parental and physician authorization in advance:

Student's Medical Condition:	Student May Carry and Self-Administer:
Life-threatening Allergies or Asthma	An epinephrine auto-injector
Asthma	A metered dose inhaler
Pancreatic Insufficiency	A prescribed pancreatic enzyme supplement
Diabetes	Diabetic supplies, equipment, and specific food items identified in the written authorization along with a description of the activities the student is capable of performing without assistance, such as blood-glucose level checks, urine ketone testing, administering insulin, and treating hypo-or hyperglycemia.

CONTROLLING THE SPREAD OF COMMUNICABLE DISEASES

The School Board recognizes its responsibility relative to student, employee, and visitor health and safety. In order to protect the health and safety of the students, District personnel, and the community at large, the Board shall follow all State statutes and Health Department regulations which pertain to immunization under Policy 5320, and other means for controlling communicable disease spread through normal interaction in the school setting as set forth in Policy 8450.

CRISIS PROTOCOL

Providing a safe and secure environment for our students to learn is the top priority of the School District of Manatee County. Measures have been taken to ensure our staff and students are prepared in the event a crisis situation occurs in one of our schools. A comprehensive Crisis Management Plan has been created to guide our staff through a wide variety of situations. Fire drills, tornado drills, lock-down drills, and shelter-in-place drills are practiced at each site to ensure routines and safety procedures are well established and familiar to all.

In a shelter-in-place, all school doors will be locked and regular classroom instruction continues behind the locked doors. In a lock-down, all school doors are locked and all students and staff are out of view. Classroom instruction is discontinued.

What parents need to know during either crisis:

a. Please DO expect to be notified with a special parent advisory sent home from the school and/or with a telephone message from our telephone notification service when the school is able to provide accurate information and/or the incident is resolved.

b. Please DO cooperate with school and/or district directives.

c. Please DO consult local media for regular updates about the incident. Listen for information updates on local radio and television stations. You may be directed to an off-campus parent staging area for the latest information regarding a campus crisis.

d. Please DO NOT call the school because phone lines will be needed for emergency communication.

e. Please DO NOT call your child's cell phone because cell phones are not to be used during a crisis.

f. Please DO NOT go to the school if a crisis situation should occur. Roads are closed, doors are locked and campuses are off-limits to anyone other than authorized personnel.

Pursuant to F.S. 120.54, in the event of an emergency, the Superintendent or the School Board can enact additional rules governing student conduct which shall be enforced as included in this Code of Student Conduct.

Unannounced Lock-down Drills

The principal may conduct unannounced lockdown drills from time to time and will inform parents after the fact about the drill by way of automated telephone calls.

STUDENT AND FAMILY REUNIFICATION PLAN

In case of a school emergency or a natural disaster, you need to be aware of our school's plan for releasing your child. First and foremost, remain calm. Remember, it is our primary concern that students remain safe at all times, and there is a plan for an orderly dismissal and release of our students. When you learn your child's school is in a lockdown situation or any other emergency situation, do not call the school and do not come to the school. Staff will be very busy during an emergency and will not be able to attend to the safety of your children if they have to answer your phone calls. If you come to the school during an emergency, in all likelihood you will not be allowed into the school or even into the inner perimeter set up by emergency responders. The presence of hundreds of parents showing up on the scene will hinder the efforts of emergency responders, which in turn may jeopardize the safety of your child. Instead, if the situation warrants the release of students, direct notification to your listed emergency contact numbers as well as the use of local news media will provide instructions on when and where the release will take place. Students may be bused to an off-site location for their release to parents.

Once an "all clear" is given at the school, and if there is a need to release students for the day, the Student and Family Reunification Plan will be put into place. For the safety of every child, we must document to whom each child is released. Students will only be released to a parent, guardian, or childcare personnel as designated on your child's school *Contact, Medical, and Emergency Form*. When you arrive at the facility where students will be released, proceed to the designated area and plan to do the following:

- Fill out a Student Release Form.
- Present photo identification.
- Move to the Student release area and wait for your child.
- A runner will go to the assembly area, get your child, and bring him or her to the release area. Be prepared to show your ID again.
- Sign for the student and depart. **REMINDER: Your child will be released only to those listed on the *Contact, Medical, and Emergency Form*. It is therefore imperative you keep information on your child's *Contact, Medical, and Emergency Form* up to date, including your cell phone number or other emergency contact information. Please note that if for any reason your child is not picked up, he or she will be placed in an alternate place of safety.** These procedures should be shared with everyone you list on the *Contact, Medical, and Emergency Form* so they are familiar with our plan and these concerns. If you have any questions about the Student and Family Reunification Plan, contact your child's school principal.

REGISTER YOUR EMERGENCY CONTACT INFORMATION TODAY!

The school district, in cooperation with TIFF (To Inform Families First) urges you and your family to register your emergency contact phone numbers TODAY. In the event of an emergency, families can be notified more quickly through this service. On the Internet, simply log onto the following website as follows:

www.hsmv.state.fl.us

Click ONLINE SERVICES - EMERGENCY CONTACT INFORMATION

For more information on this important initiative click on:

www.toinformfamiliesfirst.org

ELECTRONIC EQUIPMENT

If you are in possession of non-district issued electronic items at school, they may only be used before the morning bell rings and after school, unless your school has adopted a policy further allowing or restricting the use of personally owned electronic devices. In all other instances, **they are to be kept turned off and out of sight on school grounds** unless an administrator or designee gives permission to use the device. Teachers may also allow students to utilize their personal electronic devices for the completion of specific assignments, as a component of their coursework. These electronic devices include, but are not limited to, the following:

- music playback or streaming devices
- camera
- cellular phone (including the camera that may be part of the phone)
- video or digital recorder
- video gaming devices
- computer or tablet (unless specifically authorized for academic purposes)
- Smartwatches or other smart devices that may or may not connect to the Internet
- Earbuds or headphones

If this rule is violated, an administrator may ask you to surrender the device and will hold it until you or your parent comes to retrieve it. Refusal to surrender the device will be considered defiance and will result in appropriate administrative action. If the item is not picked up by July 1st following the end of the school year, the item will be deemed abandoned. Each school will determine what to do with abandoned items. Neither the school nor school staff members are responsible for any such items if they are lost, stolen, broken or damaged.

A student may not electronically record a teacher or a class without the teacher's written permission. Additionally, students may not record or post to the Internet recordings of fighting, acts of bullying, assault, or battery, whether staged or real.

During any district, state, or federally required assessment administration, if you are found with an electronic device that reproduces, transmits, calculates, or records (e.g., a cell phone, camera, or calculator) in your pocket, at your desk, or within your reach during testing, your test will be invalidated. Additionally, the device will be confiscated and you will be disciplined.

If school officials have reasonable suspicion that electronic items contain evidence of a violation of the Code of Student Conduct, or criminal activity, they may conduct a search of the contents of the electronic item.

TECHNOLOGY AND INTERNET SAFETY POLICY

Technology is an integral part of your educational experience and must be used in a way that is consistent with the goals of the School District of Manatee County (SDMC). Technology includes, but is not limited to, computers, tablets, other electronic devices, software, email, the Internet, and other network resources. Your use of technology is a privilege and you are responsible for using it appropriately. This includes use of district technology while off school property. The following are improper uses of technology:

a. Photographing, recording, or using images of any person without their knowledge or consent.
b. Accessing pornographic or obscene images, language or materials, including screen savers.
c. Transmitting any material in violation of federal, state, local law, School Board policy, regulation, or the District Code of Student Conduct. This includes, but is not limited to: copyrighted material; threatening, obscene or pornographic material; test questions or answers; student work products; trade secrets; and computer viruses or malware.
d. Using technology for commercial activities unless explicitly permitted by the School Board.
e. Modifying the original SDMC pre-set software image including, but not limited to: loading software applications not authorized by SDMC; changing the computer name; changing or removing operating system extensions; altering security/filtering software; altering the pre-loaded operating system or application; or taking apart the computer for access to internal parts.
f. Downloading music, games, or videos at any time on a district computer.
g. Using cellular phones or other wireless communication devices during unauthorized times of the school day. Cellular phones, tablets, and other electronic devices may only be used on campus before or after school, unless your school has different policy restrictions or you have permission from an administrator or designee.
h. Using email, instant messaging, texting, web pages or other technology operations to threaten, disrupt, or interfere with the safety and welfare of the school community, including engaging in cyber-bullying, harassment, or “sexting.”
i. Gaining or attempting to gain unauthorized access to SDMC networks, computer servers, or data files.
j. Gaining or attempting to gain unauthorized access to non-SDMC networks, computer servers, or data files utilizing SDMC equipment.
k. Using profanity, obscenity, or other language which may be offensive to another person, or reposting personal communications without the author’s prior consent, when using computer network access.
l. Downloading or printing any material that deemed inappropriate by the School District.
m. Attempting to log on to the SDMC network or other district-affiliated systems using

another's identity or password.

n. Sharing of logins and passwords to the SDMC network.
o. Bypassing or attempting to bypass SDMC filtering software.
p. Unauthorized disclosure, use and dissemination of personal information regarding students, unauthorized online access by students, including hacking and other unlawful activities and access by students to inappropriate matter on the Internet is prohibited.

NOTE: There is no right or expectancy of privacy on District provided or owned technology. School officials may review any information or files on such technology at any time.

Use of Social Media

The School District of Manatee County allows schools, students, teachers and staff to use social media for enhancing classroom learning and communication among members of the SDMC community. Your use of District-approved social media platforms must be consistent with all aspects of this Code of Student Conduct.

For School Board Policies regarding student use of social media, please see Policy 7544 "Use of Social Media," as well as Policy 7540.03 "Student Technology Acceptable Use and Safety." Those policies can be found in the School Board Policy Manual on the School District website at https://www.manateeschools.net/Page/2186. For Student Social Media Guidelines, please visit the "Parents and Students" page of the School District website at www.manateeschools.net.

DISCLAIMER OF RESPONSIBILITY FOR PERSONAL PROPERTY

Although the school attempts to maintain a safe and secure environment, theft and loss do sometimes occur. All personal property in possession of the student should be identified with the student's name. The school disclaims responsibility for any lost, stolen, broken or confiscated property. Parents send and students bring such items to school at their own risk. Students are expected to turn in to the office any found items.

ATHLETIC ELIGIBILITY

If you are in grades 6-12, you may be eligible to participate on athletic teams in interscholastic athletic contests as a representative of a school, provided you are a bona fide student of that school and meet the following requirements:

High School Eligibility Requirements

1. Must be regularly enrolled and in regular attendance at school. Charter school students, home education students (including FLVS Full-time) and private school students meeting criteria under F.S. 1006.15 may participate at their home zoned school or at another district school provided they have exercised school choice to that school through the district's controlled open enrollment process.
2. A student not currently suspended from interscholastic or intrascholastic extracurricular activities, or suspended or expelled from school, pursuant to a district school board's suspension or expulsion powers provided in law, including Florida Statute Sections 1006.07, 1006.08, and 1006.09, is eligible to participate in interscholastic and intrascholastic extracurricular activities.
3. A student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets the criteria in F.S.

1006.15(3)(h).

4. A student's eligibility to participate in any interscholastic or intrascholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation, pursuant to F.S. 1006.20 (2)(b).

5. Any violation of school discipline policies or the District Code of Student Conduct may be considered for exclusion as eligibility standards to participate in extracurricular interscholastic or intrascholastic activities.

6. A student must have a cumulative 2.0 grade point average on a 4.0 unweighted scale, or its equivalent, at the conclusion of each semester to be academically eligible during the next semester (F.S. 1006.15(3)(a)1). Academic eligibility or ineligibility is determined on a semester basis. A student who is academically eligible at the beginning of a semester will continue to be academically eligible for that entire semester. Likewise, a student who is academically ineligible at the beginning of a semester will continue to be academically ineligible for that entire semester, except as provided in Bylaw 9.4.5.1.2.

Middle School Eligibility Requirements

1. Must be regularly enrolled and in regular attendance at school. Charter school students, home education students (including FLVS Full-time) and private school students meeting criteria under F.S. 1006.15 may participate at their home zoned school or at another district school provided they have exercised school choice to that school through the district's controlled open enrollment process.

2. Must carry a normal class load, maintain satisfactory classroom work (minimum 2.0 grade point average on previous quarter's report card) and maintain a satisfactory conduct record (no 4's in Citizenship on the previous quarter's report card). Sixth grade students are exempt for soccer only.

3. Must be less than 15 years 9 months of age. On the day a student reaches this age, regardless of when that day is, the student becomes ineligible to participate on the middle school level.

4. Must obtain signed permission from his/her parents or guardian on a form provided by the school.

5. Must have a school physical on file with the school.

6. Must be an amateur. This means that the student must not accept money, gift or donation for participating in a sport, or use a name other than his/her own when participating.

7. Must display good sportsmanship and follow the rules of competition before, during, and after every contest in which the student participates. If not, the student may be barred from participation for a period of time.

8. Must not provide false information to gain eligibility.

9. All non-traditional student eligibility will be determined on a semester-by-semester basis.

10. A student may not participate if serving an out of school suspension the day of competition.

11. A student must attend a minimum of one-half of a day of school to practice or participate in an athletic contest.

12. All participants must have appropriate paperwork (physical form and parent consent form)

on file in the athletic director's office before the beginning of the All-Star Tournament.

13. A student transferring into a school must meet eligibility requirements. The student cannot take the spot of an existing team player on the roster.

Athletic Student Transfer Eligibility

A student who transfers is immediately eligible, as long as all other eligibility requirements are met. Students may not participate in the same sport in the same year at more than one school, unless one of the following exceptions are met:

1. Children of active duty military whose move resulted from military orders.
2. Children relocated due to foster care placement or McKinney —Vento Act.
3. Children who move due to a court-ordered change in custody due to separation, or serious illness or death of custodial parent.
4. Good cause policy in district or charter (district placement).

Per F.S. 1006.15, the School District of Manatee County has defined just cause for immediate eligibility as:

a) Special Assignment by Superintendent, or Office of Student Assignment.

b) Move to a new residence following the marriage of the student. The student immediately establishes a new residence that makes it necessary to attend a different school.

c) Reassignment by District School Board or Charter School Board.

d) Transfer of school within the first twenty days of a semester in acceptance of a seat (first opportunity to enroll) into a previously applied for magnet program.

e) Any other athletic eligibility appeal ruled upon by the Athletics Review Committee to intervene and make a decision on a case brought before the board by the Supervisor of Athletics. All decisions will be given within 10 school days from the date of the appeal.

Attendance

A student must be in attendance a minimum of one-half day on the day of competition or the day prior if the contest falls on a non-school day, unless documented (doctor's note, field trip, subpoena, etc.), to practice or participate in a contest on that day unless approved by the Principal or designee.

Dismissal / Quitting a Team

Any athlete or manager who is suspended from a team, voluntarily quits a team or is dismissed from a team for disciplinary reasons is not permitted to go out for another sport while the original sport is still in season. The season is officially over when the team plays the last game of the season. A season is defined as the first day of practice through the last play-off game.

Out of School Suspension

Students who are serving out of school suspension are not allowed to participate in any athletic activities until they have returned to regular class attendance for one full school day. Students who are suspended for a total of 10 or more days (cumulative or single incident) in a school year will be subject to an administrative review to determine eligibility to participate in any extracurricular activities. The administrative review will encompass the incident or infraction, discipline, academic, and attendance history, and conference with the student and others involved. Based on the results of the review, the student may be ineligible to participate in any extracurricular activities for a period

not to exceed 180 school days from the incident. If after the review process, the student is determined to be ineligible he or she may not participate in any event or activity as a representative of the school. These events or activities include but are not limited to: athletics, marching band, concert band, orchestra, choir, drama, JROTC competition teams, and or clubs or organizations sponsored by the school's faculty or staff. A student may appeal the 180-day suspension after 90 school days. The appeal must be in writing to the principal. The appeal process will take into consideration the student's attendance, grades, discipline, teacher comments, any other pertinent information, and student interview during a parent conference. The suspension from extracurricular activities will not be less than 90 school days. Should the suspension from extracurricular activities be changed to a period of time less than 180 school days, the student will be on probation until the conclusion of the 180-school day period.

Criminal Offenses

1. Criminal Charges: After a hearing with the principal, a student charged with a criminal offense will be suspended from extracurricular or co-curricular activities by the school principal until the charge is adjudicated.
2. Adjudication Withheld: A student who has been suspended from extracurricular activities because of a criminal charge may be reinstated at the principal's discretion if adjudication is withheld.
3. Felony: A student's conviction in "adult" court or judgment of "delinquency" in a juvenile court for any act that would have been felonious in "adult" court will mandate loss of eligibility to participate in any student activity for the duration of the years enrolled in a Manatee County public high school from the time of conviction. After one calendar year following conviction, the student may request a review of his/her eligibility by the principal.
4. Misdemeanors: A student's conviction in "adult" court or judgment of "delinquency" in a juvenile court for the following misdemeanors (assault or battery, possession of concealed weapons, lewdness or indecent exposure, theft, drug possession/sale) will mandate loss of eligibility to participate in any student activity for six months from the time of conviction. After three calendar months following conviction, the student may request a review of his/her eligibility by the principal.

Drug and Tobacco Use

1. No use of tobacco products. For the first offense a one game suspension will occur. The second offense will result in dismissal from the team.
2. An athlete knowingly possessing, using, transferring, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind, or any facsimile regardless of content, on or off campus, will be suspended from athletic participation for 180 days. A student may appeal the 180-day suspension after 90 school days. The appeal must be in writing to the principal. The appeal process will take into consideration the student's attendance, grades, discipline, teacher comments, any other pertinent information, and student interview during a parent conference. The suspension from extracurricular activities will not be less than 90 school days. Should the suspension from extracurricular activities be changed to a period of time less than 180 school days, the student will be on probation until the conclusion of the 180 school day period.

Homeless Student Rights under the McKinney-Vento Act

Under the McKinney-Vento Act, homeless students have the right to attend school, regardless of the location where they live or the length of time at that location. The student is to be enrolled immediately, regardless of whether the appropriate records required for enrollment are presented. The school will refer the parent/guardian to Project Heart, which will help in obtaining the required records. Students eligible under the McKinney-Vento Act have the right to continue in the same school they attended before their housing situation changed, or the school last attended, as well as receive assistance with transportation to that school of origin. Furthermore, the students are allowed to attend the school of origin for the rest of the school year, even if they obtain permanent housing during the school year.

If a student who is eligible under the McKinney-Vento Act is sent to a school other than the school of origin, a reason must be provided in writing, along with the process for appealing such a decision. The student may remain in the school of origin during the appeal. If it is proven the student was not eligible for McKinney-Vento Act rights and services, but the parent/guardian accepted goods, services or special rights, including free school lunches, school fraud rules will apply. The parent will be notified in writing and provided the process for disputing the charges of fraud.

SECTION VIII **PUBLIC NOTICES**

PUBLIC NOTICES

The Family Educational Rights and Privacy Act (FERPA), affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

The right to inspect and review the student’s education records within 30 days of the day the School receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official

will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The right to request amendment of the student’s education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to privacy of personally identifiable information in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational

interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person serving on the School Board; a person or company with whom the school has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with requirements of FERPA. The name and address of the Office that administers FERPA are:

FAMILY POLICY COMPLIANCE OFFICE
U.S. DEPARTMENT OF EDUCATION
400 Maryland Avenue,
SW Washington, DC 20202-8520

Annual Notice: Students with Disabilities

Parents have the right to:

a. Have your child take part in, and receive benefits from, public education programs without discrimination due to his/her disabling condition(s).
b. Receive prior notice with respect to identification, evaluation, or educational programming for your child.
c. Have your child receive a free appropriate education.
d. Have your child receive educational services in facilities which are comparable to those provided to non-handicapped students.
e. Examine your child's educational programming decisions made, based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
f. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
g. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the district.
h. File a local grievance with the local school district's grievance officer.
i. File a complaint with the Office for Civil Rights (OCR).
j. Take action through Civil Court.
k. Be represented by an attorney or legal counsel.
l. Request an impartial hearing regarding district decisions concerning the identification, evaluation, or educational programming for the students. The parent/guardian and their legal representative will have full opportunity for participation.

- The hearing request must be made to the Superintendent of the District.
- The hearing will be held by an impartial hearing officer qualified to hear 504 proceedings.

Notification of Student Social Security Number Collection and Usage

In compliance with Florida Statute 119.071(5), this statement provides notification of the purpose for the collection and usage of student social security numbers by the School District of Manatee County. According to F.S.1008.386, When a student enrolls in a public school in this state, the district school board shall request that the student provide his or her social security number and shall indicate whether the student identification number assigned to the student is a social security number. However, a student is not required to provide his or her social security number as a condition for enrollment or graduation. A student satisfies this requirement by presenting to school enrollment officials his or her social security card or a copy of the card. The Department of Education shall establish a process for assigning a Florida student identification number to each student in the state, at which time a school district may not use social security numbers as student identification numbers in its management information systems. The Commissioner of Education shall assist school districts with the assignment of student identification numbers to avoid duplication of any student identification number.

Service Animals

Subject to specific guidelines, certification, and authorization by the School District of Manatee County, students with disabilities or other medical issues are permitted to have service animals accompany them during the school day. Service animals are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, alerting people to the presence of potentially deadly food allergens, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Please contact your school administration for initiating the process of using a service animal in any Manatee County school.

Military Transfers

Priority is given to the dependent children of active duty military personnel transferring to the School District of Manatee County. Military transfer priority is granted only at the time of the initial military transfer to the district and does not apply to future county-wide program application periods. By state law, dependent children of active duty military personnel transferring into the district are given first priority for placement at the time of their initial transfer. Students who participated in special programs and extracurricular activities at their transferring schools will be given priority access to the same programs and extracurricular activities when available (Florida Statute 1003.05).

Notification of Availability of School Public Accountability Report

The annual school public accountability report is available online through the Florida Department of Education. Please visit the site and select Manatee County, then the appropriate school.

Video Surveillance on School District Property

In order to maintain a safe environment for students, staff and the public, and to control vandalism and criminal activity on School District property, the District has installed and will utilize video

surveillance systems on School District property, including school buses. Any activities recorded on the video cameras may be used for school discipline or for law enforcement purposes. Federal and state law governs disclosure and use of video material, and such material could become part of a student's record.

Student Identification
You must have your student ID on you at all times when you are on a school campus or on any district bus. If your school requires you to wear or otherwise display your student ID, then you must follow all procedures pursuant to that rule. You must also display your student ID and have it scanned, each time you board a district bus.

Pledge of Allegiance
F.S. 1003.44 requires the Pledge of Allegiance be recited at the beginning of each school day. When the national anthem is played or the pledge is recited, students and all civilians shall stand at attention, men removing the headdress, except when such headdress is worn for religious reasons. When the pledge is recited, students shall stand with the right hand over the heart. With a written request by a student's parent or guardian, a student will be excused from reciting the pledge, including standing and placing the right hand over his or her heart. When the pledge is given, unexcused students must show full respect to the flag by standing at attention. When the Junior Reserve Officer Training Corps (JROTC) Color Guard presents the colors for the national anthem or Pledge of Allegiance at a school or district function, the audience is asked to rise before the procession begins from the back of the room. The audience remains standing after the pledge or anthem and during the entire time the Color Guard walks to the back of the room. The audience remains standing until the Color Guard is dismissed.

Moment of Silence
Per FS 1003.45, the principal of each public school shall require teachers in first-period classrooms in all grades to set aside at least 1 minute, but not more than 2 minutes, daily for a moment of silence, during which students may not interfere with other students' participation. A teacher may not make suggestions as to the nature of any reflection that a student may engage in during the moment of silence. Each first-period classroom teacher shall encourage parents or guardians to discuss the moment of silence with their children and to make suggestions as to the best use of this time.

The Hope Scholarship Program
If you have been subjected to a range of violent incidents on campus, to include battery, harassment, hazing, bullying, kidnapping, physical attack, robbery, sexual offenses, assault, threat, intimidation, or fighting, your parents may choose to withdraw you from your zoned school and enroll you in another public school that has capacity, or to request a scholarship to attend an eligible private school. Requests for scholarships to participating private schools is on a first-come, first-serve basis and is subject to available funding and other restrictions, per F.S. 1002.40.

PUBLIC NOTICES WITH PARENTAL OPT-OUT PROVISIONS

Directory Information/Photographs/Publications
FERPA also requires that the School District, with certain exceptions, obtain written parental consent prior to the disclosure of personally identifiable information from a child's education records. However, the School District may disclose appropriately designated "directory

information" without written consent, unless the parent has advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the School District to include this type of information from a child's education records in certain school publications. Examples include:

- A playbill, showing a student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks and law enforcement agencies. If parents do not want the School District to disclose directory information from their child's education records without prior written consent, they must notify the District in writing by September 15 of each year or within 30 days of receiving this annual notice. The School District has designated the following information as directory information:

- Student's name
- Electronic mail address
- Photograph or other likeness (with parental consent)
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of athletic team members
- Degrees, honors, and awards received
- The most recent school attended

NOTE: Objecting to the release of directory information may result in your name, photograph and other directory information being excluded from yearbooks, sports programs, and other school publications. Both parents have a right to see the school records of their child unless there is a certified copy of a court order on file at the school that specifically denies the right to access school records. Copies of school records are available for minimal copying charge. If you have any questions about these rights, please contact your school office.

Military Opt-Out Procedures

Under federal law, military recruiters are entitled, upon request, to a list of names, addresses, and telephone numbers of high school students unless you object to such release. **You or your parents must notify your principal in writing if you do not want your name, address and telephone number released to military recruiters without prior written parental consent. This written notification may be submitted at any time and the School District will honor the objection from that point forward unless you otherwise provide written notification to your principal.** A military opt out form is available on the District web site: www.manateeschools.net.

You may also request a copy of the form at your school's main office.

Higher Education Opt-Out Procedures

Under federal law, institutions of higher learning are entitled, upon request, to a list of names, addresses, and telephone numbers of high school students, unless you object to such release. You or your parents must notify your principal in writing if you do not want your name, address, and telephone number released to institutions of higher learning without prior written parental consent. This written notification may be submitted at any time and the School District will honor the objection from that point forward unless you otherwise provide written notification to your principal.

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding the District's conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. Consent before students are required to submit a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education: a. Political affiliations or beliefs of the student or student's parent; b. Mental or psychological problems of the student or student's family; c. Sexual behavior or attitudes; d. Illegal, anti-social, self-incriminating, or demeaning behavior; e. Critical appraisals of others with whom respondents have close family relationships;

f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers; g. Religious practices, affiliations, or beliefs of the student or parents; or h. Income, other than as required by law to determine program eligibility. 2. Receive notice and an opportunity to opt a student out of: a. Any other protected information survey, regardless of funding; b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; c. Activities involving collection, disclosure, or use of personal information that has been obtained to market or to sell or otherwise distribute the information to others; and d. In accordance with s. 1002.222(1)(a), the right to opt out of any district-level data collection not required by law. 3. Inspect, upon request and before administration or use, the following: a. Protected information surveys of students; b. Instruments used to collect personal information from students for any of the above for marketing, sales, or other distribution purposes; and c. Instructional material used as part of the educational curriculum. These rights transfer from the parents to the student who is 18 years old or an emancipated minor under State law. Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-5901

Code of Conduct Committee Members

We would like to recognize and thank the following members of the School District of Manatee County and our surrounding community for contributing to the development of the 2021~~1~~2-2022~~2~~3 Code of Student Conduct. A very special thank you to the students and parents of Manatee County Youth Commission and their advisor Ally Bergman.

Brad Baietto – Assistant Principal, Braden River Middle School

Patrick Bartholomew – Director of School Safety and Security

Larissa Bennett – School Climate Coordinator

~~Regina Boyd – Parent Task Force~~

Amy Bradl – Teacher, Willis Elementary School

Phil Burghardt – Parent Task Force

Kara Carney – Teacher – Rogers Gardens-Bullock Elementary

Paul Champagne – Assistant Principal, Parrish Community High School

Kevin Chapman – Director of Strategic Planning

Willie Clark – Executive Director of Secondary Education

Kimone Cooper – Assistant Principal, Buffalo Creek Middle School

Shelly Decesare – Assistant Principal, Southeast High School

James Dougherty, Principal, Bashaw Elementary

Dr. Jennifer Gilray – Assistant Director, Manatee Technical College – Main campus

Bill Kelley – Director of Risk Management

~~Melanie Motlow-Newhall – Teacher, Kinnan Elementary~~

~~Dr. Shawn Mandel – School Psychologist~~

Mario Mendoza – Coordinator, Title One and Migrant Programs

Mike Mullen – Assistant Principal, Bayshore High

Joe Roberts – Exceptional Student Education Coordinator

Quantas Simmons – Assistant Principal, Palmetto High School

Latrina Singleton – Director, Federal Programs

Mitch Teitelbaum – General Counsel, School District of Manatee County

Samantha Webb – Principal, Abel Elementary School

Dr. Skip Wilhoit – Safe Schools, Drop-Out Prevention & Student Intervention Specialist

~~Kimberlain Zenon-Richardson – Principal, Braden River Middle School~~

The Manatee County Sheriff's Office School Resource Officer Unit

2022-2023 Code of Student Conduct

Student Services

Mr. George Schrier and Dr. Skip Wilhoit

2022-2023 Code of Student Conduct

The major changes to the 2022-2023 Code of Conduct include the following:

- A complete revision of our existing district dress code
  - A review was conducted to eliminate unnecessary language and examine potential gender inequalities that may disproportionally impact female students.
  - All existing language was eliminated and replaced with a minimum number of district-wide standards. (P. 43)

2022-2023 Code of Student Conduct

The major changes to the 2022-2023 Code of Conduct include the following:

- Eliminated recess as a privilege that can be removed. (P. 47)
- Eliminated the prohibition of possessing aerosol sprays and changed the emphasis to the use of such sprays. (P. 42 & 44)
- Added parental consent to photographs or other likenesses in our FERPA directory information. (P. 67)
- Added the parental right to individually consent or decline all healthcare services offered in their child's school. (P. 9)
- Added to the discipline matrix a district intervention course for high school students who engage in consensual sexual activity while under school control. (P. 38)

2022-2023 Code of Student Conduct

The major changes to the 2022-2023 Code of Conduct include the following:

- Added a new section to the Code that introduces our district's effort to intentionally build positive school climates called Project Spark. The section contains the definition of a positive school climate, as well as brief synopses of our work with MTSS and CharacterStrong. (P. 9)

AGENDA ITEM NO. IV.3

School Board of Manatee County
May 27, 2022 - Workshop

Title
Current Strategic Plan Review and Discussion of New Strategic Plan Draft Outline

Executive Summary
Mr. Kevin Chapman, Executive Director of Administration, will review the current 2020-2022 Strategic Plan and the draft outline of the Strategic Plan for 2022-2026.

Contact
Submitting Department: Administration
Initially By: Kevin Chapman

Attachments:
Strategic Plan 2020-2022 Tracker
SDMC Strategic Plan 2022-2026 Overview Draft

*Millage funds utilized for success

STRATEGIC PLAN GOALS 2020-2022	STATUS	% OF METRIC COMPLETE	REASON/NOTES
STUDENT ACHIEVEMENT			
GOAL 1: By 2023, 56% of our third-grade students will meet or exceed grade-level expectations for reading			20/21 3rd grade reading was 49%, a 2.0% drop from 18/19.
Metric 1: Quarter 1 Diagnostic & Benchmark Assessments Metric Completed - November 2020	**Metric Completed**	100%	Q1 2021-22 3rd grade reading: 50%, slight trend upward (previous year Q1 was 49%)
Metric 2: Quarter 2 Benchmark Assessments - February 2022	**Metric Completed**	100%	Q2 2021-22 3rd grade reading: 49%, same as last year at this time (previous year Q2 was 49%)
Metric 3: Quarter 4 - 2nd Grade Assessment - May 2021	**Metric Completed**	100%	Completed
Metric 4: Florida State Assessments (FSA) - May 2021	**Metric Completed**	100%	2020-21: 3rd Grade reading: 49%.
GOAL 2: Increase the average high school graduation rate by 2% points each school year (baseline: 2018-2019, 83.2%).			19/20 grad rate was 86% which was an increase of 2.8% from SY 18/19. 20/21 grad rate projected at 84%
Metric 1: Monitor Credits and GPA (including Credit Recovery courses) - Quarterly	**Metric Completed**	100%	Continous review of this data is on-going throughout the SY. New processes being developed / grad rate team.
Metric 2: Quarter 2 Benchmark Assessments - February 2022	**Metric Completed**	100%	Adjustments are made after data review
Metric 3: Florida State Assessments (FSA) - May 2021	**Metric Completed**	100%	2020-21 grad rate was 85%, down slightly from the year before (86%).
GOAL 3: Increase the percentage of students meeting college and career acceleration, as defined by the state accountability model, by 2% points each school year.			19/20 acceleration rate was 52%. 20/21 acceleration rate was 63%, an 9% increase.
Metric 1: Monitor College-level course pass rates - by Semester	**Metric Completed**	100%	Adjustments are made after data review
Metric 2: Expanding course offerings in vocational programs	**Metric Completed**	100%	See March 12th Board Workshop presentation
Metric 3: Increasing the number of students in college level programs	**Metric Completed**	100%	See March 12th Board Workshop presentation
Metric 4: Industry Certification Pass Rate - July/August 2021	**Metric Completed**	100%	Industry Certification Pass Rate for 2020-2021 School Year was 66%, an increase of 24% from 2019-2020.
GOAL 4: Increase the percentage of students deemed Kindergarten ready by 2% each school year using documented performance on the Florida Kindergarten Readiness Screener			21/22 KG readiness percentage was 47%, a 6.0% drop from 20/21. Note: the state dropped by 6.9%
Metric 1: State VPK Assessments - AP1 in September, AP2 in January, AP3 in May	**Metric Completed**	100%	AP1 and AP2 both Metric Completed. Prepared to administer AP3 in May (DOE results in summer 2022)
Metric 2: Kindergarten Readiness Assessment (FLKRS) & iReady Assessment - First 30 days of new SY	**Metric Completed**	100%	All KG screened this fall. 47% scoring KG ready in FLKRS.
CURRICULUM & INSTRUCTION			
GOAL 1: Review and revise the PreK-12 literacy continuum & Narrow the achievement gap by continuing to develop unique innovative initiatives that create well-rounded education for ALL students			
Metric 1: Quarter 1 Diagnostic & Benchmark Assessments Metric Completed - November 2020	**Metric Completed**	100%	Adjustments are made after data review
Metric 2: Quarter 2 Benchmark Assessments - 2021/2022	**Metric Completed**	100%	Adjustments are made after data review
Metric 3: Florida State Assessments (FSA) - May 2022	**Metric Completed**	100%	Results in July 2022

GOAL 2: Review and revise the current MTSS Behavioral and Academic Document to create a Framework that encompasses academics, behavior, social emotional learning and mental health by June 2021.			
Metric 1: Five Sub-Committees Established and new Framework Metric Completed - December 2020	**Metric Completed**	100%	Academics, Attendance, Behavior, Life Skills, and Mental Health have all finalized their portion of the MTSS plan.
Metric 2: Sub-Committees review and edit new Framework - February 2021	**Metric Completed**	100%	All plans have been merged into the District Framework for MTSS for students
Metric 3: New Framework finalized - April 2021	**Metric Completed**	100%	Completed
Metric 4: Training on new Framework implemented District-wide - August 2021	**Metric Completed**	100%	New framework developed. Ongoing trainings underway with school-based MTSS coodinators. Further training modules in development for release in 22-23.
GOAL 3: Establish professional learning systems to advance continuous academic improvements, promote collective responsibility for student achievement, and support alignment of educator goals, school improvement goals, and school district goals by August 2022.			
Metric 1: Align all schools and departments within the district to the redevelopment of the Professional Learning System - June 2021	**Metric Completed**	100%	Developed and communicated through course creators and district-wide PL liaisons a district training calendar
Metric 2: Analyze the needs of each business unit and develop a district wide training plan - December 2021	**In-progress**	75%	A survey of need was conducted to develop a district-wide training plan. Template was shared with each business unit and the needs that were submitted are being addressed.
Metric 3: Implement new training plan including communication and support structure - January 2022	**In-progress**	75%	Training plan template were designed for multi tiered rollout; communication streamlined through use of intranet; trainings identified by topic and by role in the system.
Metric 4: Infrastructure established and new professional learning system is in place - June 2022	**In-progress**	75%	Infrastructure established for structure of support (liaision, course creators, specialists) communication (intranet, templates, OneNote for team); standardized ways of work have been estabished to include operating procedures and consistency of processess within department; identifying master traniners; developing faciliator tranings; and review and evaluation of training plans to ensure quality trainings across the distrct.
GOAL 4: Improve our eLearning structure to maximize online learning for our students, teachers and families			
Metric 1: Professional learning for eLearning instructors	**Metric Completed**	100%	On-going professional learning opportunities; See Spring Education and Assurances Plan (Jan 2021); ICP grant received (Fall 2021) through Department of Education
Metric 2: Work with non-profits on equitable access to WiFi/Internet	**Metric Completed**	100%	MCF and MEF grants have been awarded and T-Mobile Program
Metric 3: Life Skills resources provided to eLearners	**Metric Completed**	100%	District site created highlighting resources for parents and students and access to CharacterStrong/PurposeFull People curriculum was provided.
Metric 4: Florida State Assessments (FSA) - May 2021	**Metric Completed**	100%	
EQUITABLE RECRUITMENT & RETENTION			
GOAL 1: Recruit the most qualified, diverse and motivated staff.			

Metric 1: New Equity Policy approved by Board - October 2020	**Metric Completed**	100%	
Metric 2: Internal Diversity Committee established with Sub-Committee on Recruiting and Retention	**Metric Completed**	100%	Sub-committee meets monthly; Champion of Education Program Spring 2021
Metric 3: New Recruiting Plan Developed and Implemented - Spring 2021	**In-progress**	75%	New Recruiter being hired; HR dept re-organized; new Associate Director of Strategic Initiatives to assist
Metric 4: Summer 2021 Hiring Data	**Metric Completed**	100%	Process on track to facilitate summer hiring; Postings are created and ready to deploy. Hiring data will be pulled in August 2021 to compare from August 2020
GOAL 2: Improve teacher and other employee retention rates.			
Metric 1: New Equity Policy approved by Board - October 2020	**Metric Completed**	100%	
Metric 2: Internal Diversity Committee established with Sub-Committee on Recruiting and Retention	**Metric Completed**	100%	Sub-committee meets monthly; Champion of Education Program Spring 2021
Metric 3: Sub-Committee develops retention plan for new diverse hires - Spring 2021	**Continue in new plan.**	50%	Work will continue in new Strategic Plan
Metric 4: Summer 2021 Hiring Data	**Metric Completed**	100%	Hiring data is pulled in a daily report and will be used for inperson New HIre Orientation.
GOAL 3: Create and implement recognition programs for employees.			
Metric 1: Action plan developed by July 2021	**Continue in new plan.**	50%	Work will continue in new Strategic Plan
Metric 2: Implement new plan at August Board Meeting - August 2021	**Continue in new plan.**	50%	Work will continue in new Strategic Plan
Metric 3: Survey employees - September 2021	**Metric Completed**	100%	May 2022 completed
Metric 4: Survey employees - Early 2022	**Metric Completed**	100%	May 2022 completed
GOAL 4: Develop a district-wide Professional Learning System.			
Metric 1: Align all departments and business units under new LMS - June 2021	**Metric Completed**	100%	Completed
Metric 2: Develop new training plans for all departments and units under new LMS - December 2021	**In-progress**	75%	Work will continue in new Strategic Plan
Metric 3: Begin implementation of new training plans - January 2022	**In-progress**	75%	Work will continue in new Strategic Plan
Metric 4: Completion of new professional learning system - June 2022	**In-progress**	75%	Work will continue in new Strategic Plan
INCLUSIVE CULTURE & ENGAGEMENT			
GOAL 1: Create a cultural commitment for improving service at all levels of the school district for internal and external customers.			
Metric 1: Implement customer service training for all employees - August 2021	**Metric Completed**	100%	Industry certifications are being awarded to staff who participate in the course
Metric 2: Deploy internal and external surveys - Fall 2021	**Metric Completed**	100%	May 2022 completed
Metric 3: Create a new hire orientation program - Fall 2020	**Metric Completed**	100%	Completed
Metric 4: Standardize email and voicemail settings - August 2021	**Continue in new**	0%	Work will continue in new Strategic Plan
GOAL 2: Improve internal and external communications.			
Metric 1: Develop a new Strategic Communications Plan - June 2021	**Metric Completed**	100%	Plan is finished and being implemented

Metric 2: Deploy internal and external surveys - Fall 2021	**Metric Completed**	100%	May 2022 completed
Metric 3: Create new marketing initiatives to increase community engagement - Fall 2021	**Metric Completed**	100%	Good News plan being implemented
Metric 4: Expand opportunities for employees to engage with District leadership and other employees - Fall 2021	**Metric Completed**	100%	Straight from the Superintendent emails, School visits
GOAL 3: Expand diversity and inclusion initiatives across the school district for employees and students.			
Metric 1: New Equity Policy approved by Board - October 2020	**Metric Completed**	100%	New Civility Policy approved by Board as well
Metric 2: Internal Diversity Committee established with Sub-Committees for each area - October 2020	**Metric Completed**	100%	Members of sub-committees are on District level committees and supporting goals of DI policy through the committee work
Metric 3: Create District-wide diversity celebrations - August 2021	**Metric Completed**	100%	Work is progressing; monthly board presentations on implementation of Statue 1003.42 in schools i.e. African-American History, Women's History, Asian-American History, etc.
Metric 4: Implement District-wide workplace training for all employees - August 2021	**Metric Completed**	100%	Completed
GOAL 4: Enhance parent and community engagement.			
Metric 1: Develop a new Strategic Communications Plan - June 2021	**Metric Completed**	100%	Plan is finished and being implemented
Metric 2: Increase SAC/PTO members at schools - Fall 2021	**Continue in new plan.**	0%	Work will continue in new Strategic Plan - COVID complications
Metric 3: Deploy external surveys - Fall 2021	**Metric Completed**	100%	May 2022 completed
Metric 4: Create programs for parent and non-profit involvement - Fall 2021	**Metric Completed**	100%	Community Partnership School, Soar in 4
SAFETY			
GOAL 1: Increase the number of best practices, resources and evidence-based approaches in the areas of school climate and safety across all district campuses and buildings.			
Metric 1: School Climate surveys to all schools - April 2021	**Metric Completed**	100%	Surveys are provided to all 3rd-12th grade students on an annual basis.
Metric 2: Develop a system to assess school climate - August 2021	**In-progress**	75%	Work is progressing. Surveys are past baseline and action planning can begin. Further assessment of school climate in districtwide areas of weakness is being developed.
Metric 3: Develop Life Skills Action Plan for each school - Stage 1 Janaury 2021 - Stage 2 June 2022 - Stage 3 June 2023	**In-progress**	75%	Stage 1 is complete, Stage 2 is near completion for action plans
Metric 4: Life Skills curriculum incorporated into all schools and grade levels - ES by December 2021 - MS/HS June 2023	**In-progress**	75%	All schools have access to the curriculum via unique logins. ES are working towards full implementation with some MS and HS starting as well.
GOAL 2: Increase the capabilities of all district schools to appropriately prevent and intervene with unsafe and disruptive student behaviors, while reducing the number of instructional days lost to Out of School Suspensions.			
Metric 1: Develop comprehensive plan for improving FOCUS discipline data accuracy - August 2021	**Metric Completed**	100%	Work is progressing - continuously updating and training
Metric 2: Develop elementary discipline matrix and conduct review of secondary discipline matrix - August 2021	**Metric Completed**	100%	complete
Metric 3: Provide training on restorative practices to staff - 1st cohort January 2022 - 2nd cohort January 2023 - 3rd cohort January 2024	**in-progress**	75%	Planning has started to have first cohort @ in service day Jan 2022
Metric 4: SY 2020-2021 OSS Data Final - June 2021	**Metric Completed**	100%	Completed
SECURITY			
GOAL 1: Strengthen and secure school and district facilities.			

Metric 1: Phase 1 Fencing Project Metric Completed; Phase 2 underway - to be completed by July 2022	**In-progress**	75%	Construction underway; materials delayed due to covid
Metric 2: FSSAT Metric Completed to Office of Safe Schools - Annual requirement	**Metric Completed**	100%	Annual summer project completed
Metric 3: CCTV Security Camera Project - Most schools completed - 3 final schools by June 2022	**Metric Completed**	100%	Work is progressing - final schools to complete
GOAL 2: Promote and maintain school-wide safety and minimize the effects of emergencies and other dangerous situations through emergency preparedness on how to prevent, prepare, respond and recover in the face of emergencies and disasters.			
Metric 1: Conduct Active Assailant Table-Top Excercises at all schools - May 2022	**Continue in new plan.**	60%	26 schools completed working on completing all schools
Metric 2: Active Assailant Response Training to all employees - November 2021	**Metric Completed**	100%	Drills also conducted monthly at schools and sites
Metric 3: Work towards becoming NIMS compliant - August 2022	**Continue in new plan.**	25%	Delayed due to COVID-19 Pandemic - FEMA training required
Metric 4: Develop school specific Comprehensive All-Hazards Emergency Management Plans for all schools - June 2023	**Continue in new plan.**	30%	Generic template completed to be used by all schools - 8 schools completed
TECHNOLOGY & INNOVATION			
GOAL 1: Maintain a technology refresh plan that provides equitable, sustainable, and relevant technology resources to all students and staff.			
Metric 1: All schools notified of 2020-2021 refresh devices per school	**Metric Completed**	100%	
Metric 2: All (4) new media centers renovated and technology upgrades	**Metric Completed**	100%	
Metric 3: Middle and High School panel installation	**Metric Completed**	100%	
Metric 4: Remaining 2,800 targeted legacy devices scheduled for delivery	**Metric Completed**	100%	
Metric 5: Install Classroom Displays in Elementary Schools - Phase 1	**In-progress**	85%	Ontrack and ahead of schedule. Expected Completion by January 2023 - see Board Approved Technology Plan
Metric 6: Implement and maintain a sustainable digital device platform	**Metric Completed**	100%	See Technology Computer Refresh Plan
GOAL 2: Implement and sustain a modernized communication system infrastructure for all schools.			
Metric 1: Centralized ID Badging Project	**Metric Completed**	100%	
Metric 2: New VOIP system infrastructure at all schools - June 2023	**In-progress**	85%	47 schools complete - Effective January 4, 2022 one school per week will be installed and implemented through project completion in June 2022. Project scheduled to be completed 1 year ahead of schedule.
Metric 3: New Public Address/Intercom Infrastructure at all schools - June 2023	**In-progress**	91%	50 schools complete as of April 2022. Average 2 schools completed per month. Project completion targeted for completion June 2022. Project scheduled to be completed 1 year ahead of schedule.
Metric 4: Install Digital Marquee Outdoor Signage at select schools	**Continue in new plan.**	42%	Funding added to 5 year Capital Plan - starting in SY 2021-2022. Priority/Schools approved by cabinet May 2021. 13 schools complete as of 5/17/22. 6 schools pending completion by 6/30/22. 13 schools scheduled for completion during 22-23 fiscal year.
Metric 5: Intregate new early warning system in all schools - August 2021	**In-progress**	80%	MTSS FOCUS integration oustanding. Projected pilot school implementation - Fall 2022
GOAL 3: Delivering powerful business intelligence dashboards for rapid and secure student data reporting.			

Metric 1: Phase 1 completion of Academic Dashboard	**Metric Completed**	100%	
Metric 2: Phase 2 completion of Academic Dashboard - August 2022	**In-progress**	80%	Teacher Dashboards Developed and Testing Phase has started.
GOAL 4: Improve the productivity of all staff by providing cost efficient and innovative technology solutions.			
Metric 1: MYSDMC SSO	**Metric Completed**	100%	
Metric 2: MYSDMC FOCUS APP	**Metric Completed**	100%	
Metric 3: SDMC new INTRANET - August 2021	**Metric Completed**	100%	
Metric 4: New online transcript portal	**Metric Completed**	100%	
Metric 5: Digitize active and inactive student/staff records - June 2023	**Continue in new plan.**	40%	Existing Digital records (LEGACY) conversion process completed. Paper based records scanning satrted on March
GOAL 5: Provide a safe, secure, consistent, and seamless connectivity experience to all users supporting the educational goals of all schools.			
Metric 1: 1:1 access points in all classrooms	**Metric Completed**	100%	
Metric 2: Increase INTERNET capacity to 10GB	**Metric Completed**	100%	
Metric 3: MYSDMC SSO Parent Portal	**Continue in new plan.**	25%	Scheduled for July 2023. Planning and IT kick off meeting completed.
Metric 4: FIBER Infrastructure Upgrade	**Continue in new plan.**	50%	RFP/ERATE Forms Posted December 2021. Board Approved and Project Completion targeted for June 30, 2023.
Metric 5: ERATE Network Infrastructure Upgrades at eligible schools - June 2023	**Continue in new plan.**	50%	See Board approved Technology Plan for timeline
Metric 6: Evaluate on premise enterprise applications and systems for cloud readiness annually	**Metric Completed**	100%	
Metric 7: Continue to expand and upgrade infrastructure to support eLearning opportunities	**Metric Completed**	100%	
Metric 8: Evaluate and complete cabling infrastructure retrofit projects at select schools to increase bandwidth and improve user experience	**Continue in new plan.**	10%	Planning has started. Targeted school selection Fall 2022. Cabling retro fit would begin in 23/24 FY for ERATE funding purposes.
ENERGY MANAGEMENT			
GOAL 1: Develop low-cost best practice solutions to implement across the school district to reduce energy consumption to move the district towards being Energy Star/LEED certified.			
Metric 1: Create a Sustainability Committee - December 2020	**Continue in new plan.**	50%	Committee composition under evaluation. Goals of committee being established. Meetings/progress impacted by COVID.
Metric 2: Review/audit energy and water consumption District-wide - August 2021	**Metric Completed**	100%	Data has been entered into utility tracking software. Staff reorganization has occured to provide additional support to program. Currently identifying the top users to target reduction/incentive measures.
Metric 3: Develop solutions to reduce energy and water usage - August 2021	**Continue in new plan.**	50%	Reviewing District HVAC runtime schedules. Developing inventory of Districtwide Campus Control Systems to determine capabilities. Working with Mechanical Systems and Manatee County Government to evaluate water meter sizing throughout the District. Lights out campaign in developemnt to redusce energy consumption through behavior of stafff and students.

Metric 4: Compare 2021/2022 data with 2020 data to see results	**In-progress**	80%	Data being entered into utility tracking software. Anaylsis under development.
FINANCIAL TRANSPARENCY & CAPITAL PLANNING			
GOAL 1: Maximize all district resources to enhance the learning environment and ensure financial sustainability.			
Metric 1: Add District Financials to the Data Dashboard - June 2021	**Metric Completed**	100%	completed and on website
Metric 2: Maintain reserves at 5 % by June 2021	**Metric Completed**	100%	5% met for FY 2020-21
Metric 3: Post all current budget and financial information monthly on district website	**Metric Completed**	100%	On-going - Posted Monthly
Metric 4: Monitor Florida budget for SY 2021-2022	**Metric Completed**	100%	Reviewing Legislative results and Governor Budget
GOAL 2: Build and maintain district facilities to provide the best quality education and services to our students, staff and community.			
Metric 1: New Capital Plan approved by Board - October 2020	**Metric Completed**	100%	
Metric 2: New $100M Capital Loan approved by Board - November 2020	**Metric Completed**	100%	Capital Plan established and approved
Metric 3: Upgrade all district facilities by 2025	**Metric Completed**	100%	Capital Plan established and approved
ADULT, CAREER & TECHNICAL EDUCATION			
GOAL 1: Implement curriculum opportunities for students to learn **technical skills** with a wide range of strategies through their educational career.			
Metric 1: Offer industry certifications in all HS programs where industry certifications are aligned and approved by the State	**Metric Completed**	100%	Currently 100% of our high schools offer industry certifications that are aligned and approved by the state.
Metric 2: Develop additional pre-apprenticeships and internships including OJT	**Continue in new plan.**	50%	Have hired Work-Based Learning Specialist who will start in June 2022.
Metric 3: Grow the partnerships between CTE programs and business and industry through the development of advisory councils	**Metric Completed**	100%	Work is progressing, almost all high school programs have had at least two advisory council meetings in 2021-2022.
Metric 4: Provide opportunities for students to visit business and industry as well as post-secondary institutions to expose them to future careers	**Metric Completed**	100%	This year due to ongoing COVID-19 concerns, we have been able to offer some limited field trips and opportunities as COVID numbers have recently become more manageable.
GOAL 2: Implement curriculum opportunities for students to learn **people skills** with a wide range of strategies through their educational career.			
Metric 1: Implement people skills into the CTE curriculum	**Metric Completed**	100%	All CTE programs incorporate Career Ready Practices or "Peaople Skills" curriculum.
Metric 2: Develop additional career academies, smaller learning communities, and CTE programs	**Metric Completed**	100%	Added new programs and/or academies at Buffalo Creek, Lincoln, Manatee, Parrish Community, Palmetto and Southeast.
Metric 3: Develop additional Career and Technical Students Organizations (CTSOs) at schools	**Metric Completed**	100%	Almost completed with adding a CTSO chapter to all programs.
Metric 4: Build opportunities for students to learn ethics and effective communications through CTSOs, OJT, job shawdows, internships and relationships/mentorships with business and industry representatives	**In-progress**	90%	Due to COVID-19, these oportunities are still not fully available. The CTSO events have taken place, but all CTSOs are experiencing a rebuilding year due to lack of participation for 2 years.
MANATEE TECHNICAL COLLEGE			

	GOAL 1: Keep pace with the growth of Manatee County by expanding educational opportunities for students and business and industry.			
	Metric 1: Offer Associate of Science in Nursing Degree	**Delayed**	50%	Depends on future Legislative Session/Grants and other support
	Metric 2: Conduct a comprehensive local needs assessment	**In-progress**	80%	Will be completed before end of PY2022
	Metric 3: Secure funding for new main campus building	**Continue in new plan.**	40%	Partial funds have been set aside for this effort
	GOAL 2: Expand workforce development education for high-skill, high-wage occupations to meet the local needs of our fast-growing economy.			
	Metric 1: Secure funding for new Aviation Maintenance Technician School at SRQ	**Metric Completed**	100%	Appropriation of $5.5M approved
	Metric 2: Secure funding for a FDLE Firing Range and Driving Facility	**Metric Completed**	100%	Estimated to break ground in 2022

READY 2026

READY TO LEARN

Kindergarten Readiness / 3rd Grade Reading

- Continue to partner with community based agencies to ensure expanded Pre-K learning opportunities and alignments
- Expand availability of relevant literacy training and meaningful reading materials for first-time parents and families
- Develop robust professional development and high-quality instructional coaching for teachers to support rigorous literacy instruction across all grades
- Develop screening tools and evidence-based programs to support students with dyslexia
- Increase ES enrollments in accelerated courses and identification of gifted and talented students
- Refine elementary instructional model to provide time as needed to practice and master literacy sub-skills such as phonics, fluency, and vocabulary

READY FOR LIFE

Graduation Rate / College, Career Readiness

- Expand career-centered programs across the district to provide quality post-high school educational and employment opportunities
- Continue implementation of innovative technology advancements that improve classroom and school environments for exceptional learning
- Enhance and grow our visual and performing arts programs
- Create a district-wide instructional model centered around real-world writing activities, community involvement, and arts integration
- Develop an interactive career-planning tool for students and families to inform course scheduling and college-and-career pathways
- Improve easy access to quality family resources that support student learning
- Expand acceleration opportunities for all middle and high school students
- Ensure that teachers are trained to respond to students impacted by trauma and related life challenges, including highly effective student services and mental health supports
- Provide unique and highly personalized support for English Language Learners, including dual language and immersive language options
- Ensure that college readiness testing and highly effective test-prep supports are available across all schools (PSAT, SAT, ACT)
- Expand district implementation of AVID elective and tutoring model to students of poverty and those who would be first-generation college students
- Continue to seek nationally recognized, district-wide accreditation and state and national accolades for our first-rate schools

READY TO GROW

Staff Hiring and Retention / District Financial and Operational Stability

- Develop an employee salary schedule that will be the most competitive in the region
- Strengthen our new teacher orientation and development program to foster, promote, and retain extraordinary educators and staff
- Develop an innovative leadership development program and succession-planning model to attract and support quality school and district leaders
- Continue our vigorous capital improvement plan to modernize and enhance our schools to meet our school community needs, including building vibrant, new schools
- Maximize the energy efficiency and management of our facilities to remain sustainable and financially responsible
- Continue our sound and stable financial position and transparency while utilizing referendum millage funds effectively
- Maintain our robust security readiness and safety system across the district
- Promote our schools and district in remaining highly competitive and uniquely designed to produce top-notch graduates, great neighbors, and responsible citizens

DRAFT

AGENDA ITEM NO. IV.4

School Board of Manatee County
May 27, 2022 - Workshop

Title
Audit Committee Report to the Board

Executive Summary
Ms. Barbara Vedder, Audit Committee Chair, will provide an update to the Board regarding recent Audit Committee Meetings.

Contact
Submitting Department: School Board