Agenda
Updated 6/5/2025

June 10, 2025
School Board of Manatee County
Workshop - 12:00 PM
Walter Miller School Support Center
Board Room

Times Indicated are Approximate

1. CALL TO ORDER

2. AGENDA AMENDMENTS

1. Approval of the Agenda Amendments - added after publishing

3. 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.

4. WORKSHOP

1. Audit Committee Quarterly Update and Discussion Regarding the Audit Committee Charter
2. SPP & Code of Conduct-updated 6/5/2025
3. Review of Proposed Rezoning Maps and Timeline
4. Policy Review for Public Hearing July 22, 2025 - added after publishing

5. ADJOURNMENT

AGENDA ITEM NO. 2.1

School Board of Manatee County
June 10, 2025 - Workshop
Action Item

Title
Approval of the Agenda Amendments - *added after publishing*

Executive Summary
The Chair finds good cause to amend the agenda to include:

Agenda amended on Thursday June 5, 2025, to **replace** Workshop item 2025-2026 Budget : Millage **with** Workshop item *Policy Review for Public Hearing July 22, 2205.*

Agenda amended on Thursday June 5, 2025, to **add** the following documents **to** Workshop item *SPP & Code of Conduct*: 2025-26 Student Progression Plan-Draft Tracked Changes; 2025-26 Student Progression Plan Change Log; 2025-2026 Code of Conduct Changes; 2025-2026 Student Code of Conduct Change Long; and 2025-2026 Student Code of Conduct Redlined.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready To Grow | Goal 7
Promote our schools and District as remaining highly competitive and uniquely designed to produce top-notch graduates, great neighbors, and responsible citizens

Recommendation
The Superintendent recommends the approval of the agenda amendments.

Financial Impact
No financial Impact

Contact
Submitting Department: School Board

AGENDA ITEM NO. 4.1

School Board of Manatee County
June 10, 2025 - Workshop

Title
Audit Committee Quarterly Update and Discussion Regarding the Audit Committee Charter

Executive Summary
The Chair of the Audit committee will present the quarterly update to the School Board and the Board will discuss the Audit Committee Charter.

Contact
Initiating Department: School Board

Attachments:
SDMC Human Resources Compliance Report - Carr Riggs & Ingram
Audit Committee Charter DRAFT-Green Line

School Board of Manatee County

Internal Audit of Human Resources – Compliance

April 30, 2025

DRAFT

Table of Contents

Transmittal Letter 1

Executive Summary 2

Background 5

Objectives and Approach 11

Observations Matrix 13

Attachment A – Detailed Testing Procedures 18

DRAFT

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April 30, 2025

Audit Committee and School Board of
Manatee County
215 Manatee Ave. W.
Bradenton, FL 34205

Pursuant to the approved 2024/2025 internal audit plan, we hereby submit the internal audit of Human Resources (HR) - Compliance. We will be presenting this report to the Audit Committee at the next scheduled meeting on May 14, 2025.

Our report is organized in the following sections:

Executive Summary	This provides a summary of the observations and testing results related to our internal audit of the Human Resources – Compliance functions.
Background	This provides an overview of the Human Resources functions reviewed related to compliance.
Objectives and Approach	The internal audit objectives and focus are expanded upon in this section as well as a review of our approach.
Observations Matrix	This section provides the results of our internal audit procedures, including our recommended actions and management's responses.

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We would like to thank all those involved in assisting the Internal Auditors in connection with the internal audit of the Human Recourses – Compliance functions.

Respectfully Submitted,

CRI Advisors, LLC

CRI Advisors, LLC

Executive Summary

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Executive Summary

Overview

The School District of Manatee County's (District) Human Resources Department (HR) provides support to approximately 6,200 employees, of which approximately 2,900 are teachers and 750 are paraprofessionals, throughout the employment lifecycle. The District serves as the largest employer in Manatee County. Areas supported by HR includes recruiting and retention, onboarding, benefits, certifications, discipline, and terminations. HR is the primary resource to provide guidance to employees in employment matters due to their extensive knowledge of District policies, union contracts, and Federal and State laws and regulations. Written guidance is provided to employees through the Employee Handbook, Human Resources Guidelines for Administrators, intranet documents, as well as links to contacts and resources on the District's website.

Objectives

The primary objective was to assess whether the system of internal controls over compliance functions within HR is adequate and appropriate for promoting and encouraging consistent application of management's objectives including compliance with laws, rules, policies and procedures, as applicable.

Methodology

We evaluated risk of compliance functions within HR and discussed them with the Audit Committee . We interviewed management, reviewed available policies and procedures, and previously issued reports to develop the audit program. During our audit we tested the following HR compliance functions and related areas:

- Policies and Procedures
- Board Reporting
- Teacher Certifications
- Certification Renewals
- Teaching Out-of-Field
- English for Speakers of Other Languages
- Unemployment
- Disciplinary Process
- Disciplinary State Reporting
- State Certification System Access
- PeopleSoft System Access

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Testing Results and Observations

Overall, the operating controls evaluated during this internal audit related to the HR compliance functions noted above are rated as Satisfactory. Policies, procedures, manuals, and other guidance provide the HR Department, District leaders and employees with the resources needed to perform compliance related functions, including certification renewals and disciplinary processes. State reporting for disciplinary action is completed as per guidance and is well documented. Board reporting captures HR transactions and other related activities. Unemployment claims are monitored and reviewed through a third-party vendor.

Observation ratings are a subjective evaluation of the severity of the concern and the potential impact on the operations. An observation rating of "High" represents an issue of immediate concern and could cause significant operational issues if not addressed soon. A "Moderate" rating is an issue that may also cause operational issues and does not require immediate attention but should be addressed as soon as possible. Observations given a "Low" rating could escalate into operational issues but can be addressed through the normal course of conducting business. The following is a summary of observations noted.

Ratings by Observation	Risk Rating
1. Teaching Out-of-Field Reporting	**Moderate**
2. Unemployment Procedures and Documentation	**Low**
3. VERSA System Access	**Low**
4. Discipline Interviews – Best Practice	

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Background

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Background

Overview

The Human Resources Department ("HR") is located at the Walter E. Miller School Support Center (SSC) and led by the Executive Director of Human Resources. The Executive Director of Human Resources reports directly to the Deputy Superintendent of Operations. It should be noted that during this audit the Chief Human Resources Officer (former head of HR) resigned, and an Executive Director of Human Resources was hired. There are a total of 32 employees in HR. The positions reporting to the Executive Director of Human Resources are the HR Administrator – Employee Benefits, Assistant HR Director Business Process (includes Employee Relations) and the Assistant HR Director – Certification & Recruiting. Provided below are the functions and areas reviewed during this internal audit.

Board Reporting

The School Board traditionally meets four times a month, consisting of two (2) Board Workshops and two (2) Board Meetings. Board Workshops are reserved for in depth discussions and presentations to the Board on a variety of topics. This allows the Board to discuss items that later could be presented in a School Board Meeting to be voted on. For example, School Board Policy changes are first presented and discussed during the Board Workshops, which will then be presented for approval at a later School Board Meeting. Workshops are also used for educational purposes on certain topics, such as legislative changes, discussion on District initiatives, and construction project updates. General HR items, such as updates and creation of policies, educational informational topics, etc., are presented at workshops and School Board Meetings like any other department in the District. Specific items in regard to HR are presented through set agenda items that could potentially be presented at each School Board Meeting. These items could include the following:

- Approval of the Appointments, Change of Assignments, Promotions, Reappointments, Reassignments, Resignations, Retirements, Suspensions, Terminations, and Transfers
- Approval of the Report of Teachers' Out-of-Field Content, Reading, and ESOL (English for Speakers of Other Languages)
- Approval of New or Revisions of Job Descriptions

HR previously entered the items in first bullet point above manually into a template for the Board Agenda. HR engaged the Information Technology Department (IT) to create an automated system to enter personnel data into the Board Agenda to create an easier process for the HR staff. This occurred during the course of this audit. There are also additional items that are presented at the School Board Meetings that relate to collective bargaining agreements, disciplinary action of employees, or items that elevate to require School Board approval. The Executive Team Cabinet meetings are held to review in detail the items that will be going to the School Board Meetings.

Certifications

The District partners with the Florida Department of Education (FLDOE) to assist with navigating the Florida Educator Certification process. District Certification Specialists provide certification information and related services to administrators, educators, prospective educators, and other constituents. The Certification Specialists are trained to explain current laws and rules governing eligibility for a Florida Educator Certificate, and to carry out their statutorily authorized certification responsibilities. They ensure that all educators within the District are compliant with Florida laws pertaining to educator certification.

The Assistant HR Director – Certifications & Recruiting leads a team of three (3) Certification Specialists. Each is assigned schools and work with the teachers at each school to make sure they are aware of the requirements to keep their certifications. The Certification Specialists also review teacher certifications during the hiring process. The Certification Specialists provides instructions and guides teachers step by step during the renewal process. The Certifications page on the Director's website provides information, links, and guides on teacher certifications and renewals. The website also notes that when it is time to renew, FLDOE will automatically open a renewal application for the instructor and sends a reminder via

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email to their account. The teacher must respond and complete the renewal before your certificate expires. A link to the FLDOE website and number is provided. The Certification Department has an internal share drive (One Drive) with robust Standard Operating Procedures (SOPs) to provide guidance for the certification process. The SOPs have various tabs which provide guidance for the Certification Specialists, which include task schedules for the renewal process and assignments of schools to the Certification Specialists, and FLDOE certification requirements. This is a living document that is updated as needed.

For teacher renewals, the 1st email is sent to the teacher in the current school year in which the certification expires. The email is typically sent on July 1st providing the teacher notification of one (1) remaining full year to complete any remaining requirements. Another email is typically sent in December, and then a 3rd email in the second half of the school year. There are different requirements that teachers can meet depending on the type of certification and classes taught. The requirements that need to be met are listed, and it is communicated to teachers the ability to reach out to the Certification Specialist for questions or concerns.

The Certification Specialists work with teachers throughout the year to ensure they meet the requirements for renewals. Teachers have a five (5) year period to obtain the necessary training to renew. Some teachers will wait until the last year, and therefore these are the teachers that the Certification Specialists will work with throughout the year to assist them with the requirements to keep their certifications. COVID had a big impact on teachers and renewals, therefore dates were extended by FLDOE to help give grace periods. Florida House Bill 1 then made significant changes to the certifications validity period, allowing for more time for instruction staff to obtain the renewal requirements, and establishing longer periods between expirations. House Bill 1 also expanded the Family Empowerment Scholarship. Changes as a result of House Bill 1 were noted on the Certification page on the District's website.

Teachers primarily have two (2) options to renew their license; 1) attending and earning six (6) college semester hours or 2) achieve 20 in service points that are equivalent to one (1) semester hour of college. Therefore, a teacher would need to obtain 120 service points. There are additional requirements that could be required for certain certifications. The Certification Specialists are available to help teachers correct documentation necessary to meet the renewal requirements. The documentation is submitted to the FLDOE and it is the FLDOE that determines if the requirements are met for certification renewal.

Training and courses taken by teachers through the District are tracked using My Professional Growth System (MyPGS). MyPGS is an online platform that helps manage professional learning and development for employees. It can be used to search for and register for professional development opportunities, track in-service credits, and more. Teachers can obtain their transcripts through the SDMC MyPGS site and export them for submission to the FLDOE. The teacher then logs into the FLDOE Online Licensing Service website and submits their transcripts. Links to various pages at the FLDOE are provided on the District's Certifications website, including a link to the Florida Education Certification Renewal Requirements page that contains a video on the renewal process.

Within PeopleSoft a profile exists for each teacher which contains subjects taught, certification expiration dates, level of certifications, type of certificates (temp adjunct or profession, teaching out-of-field, ESOL, etc.). Queries are pulled to identify when certifications are expiring and those teaching out-of-field or ESOL. Assigned HR employees have elevated access to the FLDOE certification website, VERSA. VERSA is a licensing software system used by the Florida Department of Education (FLDOE) to manage educator certification. The Certification Specialists can review the status and confirm if requirements have been met by the teachers and certifications renewed. If met and renewed, the expiration date in PeopleSoft will be updated manually by the Certification Specialist. During the FTE process occurring in October and February each school year, the Certification Specialists review their assigned schools and teachers to compare the class schedules to their certifications. This is a manual process that takes the Certifications Specialist at least two (2) full weeks to complete, and determines if teachers assigned to classes have the correct certifications to teach those subjects.

Teaching Out of Field

School Board Policy 3130 Appointment Assignment Transfer of Instructional Staff under Teachers Teaching Out-of-Field, which addresses Florida Statute 1012.42, states that "Out-of-Field" means a teacher is assigned to a course covering subject matter outside the field for which the teacher holds a certificate. There are three main elements documented in the policy that must occur:

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A. Development of an out-of-field teacher plan
B. Approval of out-of-field teachers by the Board
C. Notification to parents of teachers teaching out-of-field and posting of those out-of-field teachers on the District's website 30 days prior to the beginning of each semester.

Monitoring of teaching out-of-field is conducted by the Certification Department within HR. Out-of-field teachers must sign an Agreement to Earn (A2E) that outlines the subject/content area and endorsement that must be obtained, as well as sign off by the teacher and Certification Department. There is no statutory requirement to execute an A2E, however, the District utilizes this agreement so that the teacher is aware of the requirements to continue teaching that subject beyond the one year. The list of out-of-field teachers, including ESOL and reading, are then cumulatively presented at each School Board Meeting throughout the school year. The District posts the teaching out-of- field prior to the semester on the District's teacher certification webpage. Parents are then notified by each school via a letter, newsletter, or the school's website.

The Certification Specialist monitors the progression of teachers to meet requirements throughout the school year. Follow-up correspondence is performed by the Certification Specialists for those that have not yet met the established requirements. As noted in the A2E, if a teacher does not meet the requirements, the teacher will not be able to continue teaching that subject. The teacher will not be able to teach in any out-of-field positions again in the District until the requirements are met. A field in PeopleSoft is used to track those teaching out-of-field with expiration date, enabling a report to be pulled and presented at School Board Meetings.

Disciplinary

District disciplinary policies state that when the discipline of a staff member becomes necessary, such action shall be in proportion to the employee's offense or misconduct, consistent with appropriate procedural and substantive due process and State law, and/or the specific provisions of any appropriate collective bargaining agreement. The SDMC Employee Handbook provides an overview of the Districts' Progressive Discipline Plan. HR and the District's Office of Professional Standards (OPS) are available to any employee in the District to discuss disciplinary matters or file complaints. OPS investigates violations of established District policy and ethical violations of the Principles of Professional Conduct for the Education Profession in Florida. Allegations of misconduct that are found to violate criminal law statutes are promptly reported to local law enforcement for investigation. Legally sufficient complaints against certificated educators are also referred to the Education Practices Commission for further investigation.

Not all matters require an investigation by the OPS. Classroom management issues, job performance factors and matters of managerial concern may be referred to the site-based supervisor or HR for handling. These concerns are documented in a 'screened matter' to show they were properly vetted and addressed. The HR department documents these inquires through a log to track reporting and outcomes. There are also classroom/department performance issues that are handled by the school and with any required assistance from HR, such as tardiness, absenteeism, or other performance issues. If HR determines that any of these issues need to be elevated, they are forwarded to the OPS.

Once the OPS completes a report, the report is reviewed with the General Counsel and Superintendent. The disposition determined is based upon the findings and outcome of any potential policy or ethical violations. If presented to the Disciplinary Review Committee (DRC), the DRC reviews the report and determines action. The DRC is comprised of the Deputy Superintendent of Operations, Deputy Superintendent of Instructional, HR and then a party from the department of the employee. The DRC determines all disciplinary actions, which could include additional training, suspensions, and terminations. A copy of the Disciplinary Action is then provided to the employee and then placed in the respective personnel file. If an employee is terminated, resigns during investigation, or resigns in lieu of termination, the change in employment is reported to the School Board.

Depending on the outcome of the investigation, the District could be required to notify the FLDOE, which is performed by OPS. *Florida Department of Education Rule 6-A-10.084* went into effect in 2022. The rule requires school districts to notify the FLDOE when an employee is terminated or resigns under investigation. The person, depending on the reason for termination, could then be placed by the District on a

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Disqualification List to prevent the employee from being hired at another school district. The Rule outlines the reasons for placing an individual on the Disqualification List. These primarily stem from sexual and inappropriate contact with students. Each school district is required to complete a DQ-6 Form to document the termination and note if the separation was due to a report or allegation of sexual misconduct with a student. The DQ-6 Form is completed by the OPS and then as required, the form is notarized and submitted to the FLDOE.

Additionally, when it comes to school misconduct, Section 1012.796, Florida Statutes requires that complaints against teachers and administrators requires the following:

- Requires the department to investigate legally sufficient complaints of educator misconduct.
- Requires each school district to file in writing all legally sufficient complaints on certified individuals within 30 days of knowledge.
- Requires each school district to provide unredacted documents to the department and all information known or collected by the district or school.
- Requires the complaint and all information obtained by the department to be exempt from public record until conclusion of the investigation.

Unemployment

The District utilizes a vendor, Industrial UI Services (IUI), to handle unemployment claims. When a claim is filed by a former employee, IUI receives notification from the Florida Department of Revenue and serves as an intermediary. IUI handles all communications with the State. IUI will then email an assigned HR associate, typically the Employee Relations Manager, for information on the employee, such as date terminated, pay, and reason for termination. The vendor will then submit the information to the State of Florida, which will then review and rule on the claim. Once a determination is reached on the claimant's eligibility, whichever party disagrees with the determination has the right to appeal by requesting a hearing.

The Florida Unemployment Benefits Guide outlines the filing and process for employees that have been separated from their employers. The document provides the eligibility for unemployment benefits with listed criteria, which includes not losing a job by no fault of their own. This includes not qualifying if someone was terminated or quit. The maximum a person can receive in the state of Florida for unemployment is $275 a week, for 12 weeks, for $3,300 total. The Florida Department of Revenue bills quarterly for unemployment reimbursements.

During the audit the Assistant HR Director – Business Processes noted that the volume of unemployment claims is low compared to the time period during COVID. There is usually an increase during the summer due to unrenewed contracts. Unrenewed employees can file and receive unemployment. There are some contract employees that do not work during the summer months, such as food services and transportation, that at times will file unemployment. If after review of an unemployment claim the State has determined an employee is eligible, the District has the ability to appeal which is filed by IUI. The District may be required to attend unemployment court hearings. If it is determined the former employee was ineligible and the appeal in favor of the District, the former employee would be directed to repay funds which would be administered by the Florida Department of Revenue. This could occur over a period of time and displayed as a credit on the quarterly Reimbursement Invoice from the Florida Department of Revenue.

System Access

The Information Technology (IT) Department drives the PeopleSoft Semi-Annual Access Privilege Validation process. The semi-annual reviews occurs typically in October and March. Reports are generated by the Security Analyst and sent to department heads throughout the District. Status of the reviews are tracked using tickets through the District's Service Desk. The reports document the roles attached to each user, access level provided to each role, and cost centers and business unit access. The department head is instructed to review, identify, and verify current user access privileges and determine if access assigned is appropriate. Access to the FLDOE VERSA system is controlled by the FLDOE with changes made through email correspondence by the Assistant HR Director – Certifications & Recruiting.

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Background - continued

Staffing

Key personnel from the Human Resources Department, as well as other areas within the District, that are involved with HR compliance related processes and assisted in the internal audit are as follows:

Title
Deputy Superintendent of Operations
Executive Director of Human Resources
Chief Human Resources Officer (former)
Chief Technology Officer
Assistant HR Director – Business Processes
Assistant HR Director – Certifications & Recruiting
Investigator - Office of Professional Standards

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Objectives and Approach

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Objectives and Approach

Objectives

The primary objective was to assess whether the system of internal controls over the HR compliance related function is adequate and appropriate for promoting and encouraging consistent application of management's objectives including compliance with laws, rules, policies and procedures, as applicable. Focus was on the control structure surrounding HR and selected compliance related functions.

Approach

Our internal audit approach consisted of three phases:

Understanding and Documentation of the Process

During the first phase, we held an entrance conference with key personnel involved with HR to discuss the scope and objectives of the internal audit work, obtain preliminary data, and establish working arrangements. We reviewed the primary laws, rules and policies that govern HR within the scope of this audit. We conducted interviews with management and staff and documented their respective roles in the processes. We updated our understanding of the processes and relevant controls and developed a risk based audit program.

Detailed Testing

The purpose of this phase was performance of testing procedures, based on our understanding of the HR compliance related functions, to meet the objectives stated above. Our detailed procedures for the period July 1, 2023 through March 31, 2025 included inquiry, walkthrough and/or testing of individual transactions for the areas listed below. See Attachment A for Detailed Testing Procedures.

Policies and Procedures
Board Reporting
Teacher Certifications
Certification Renewals
Teaching Out of Field
ESOL
Unemployment
Disciplinary Process
Disciplinary State Reporting
State Certification System Access
PeopleSoft System Access

Reporting

At the conclusion of our procedures, we documented our understanding of compliance functions of HR and summarized our observations related to their adherence to the statues and guidelines. We conducted an exit conference with management and have incorporated management's responses into our report. We provided copies of our report to appropriate District personnel.

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Observations Matrix

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Rating	Observation	Recommended Action	Management Response
Moderate	***1. Teaching Out-of-Field***		
	We obtained the *Teaching Out-of-Field Reports* from the District's Website and selected a sample of twenty (20) teachers listed on the reports. We performed the following testing: a. Obtained the teaching out-of-field Agreement to Earn (A2E) contract for those that qualify and review for attributes in District Policy 3130. b. Reviewed for approval of out-of-field teachers by the School Board. This included teachers that were assigned after the start of the semester. c. Verified that parents of students were notified in writing of teacher assignment through review of letters or newsletters. d. Reviewed reporting by the Board on the District's website. e. Obtained evidence for those teachers that completed requirements or were reassigned if they did not meet requirements by due date. During our testing we noted the following observations: • Two (2) out of the 20 teachers did not have the A2E contract on file. This is not a statutory requirement but a practice of the District. • There was one teacher that never had evidence, either approved or assigned, of teaching out-of-field, in the PeopleSoft system but appears on the Board Report. Additionally, the Board Reports, which are posted on the District's website prior to the start of the semester and then presented as part of the agenda at each School Board Meeting, contained teachers with due dates as far back as 2018.	HR Management should perform the following to ensure completeness and accuracy in the teaching out-of-field process: 1) Evaluate the current information reported and frequency of the *Teaching Out-of-Field Reports*. Determine if there is a need to report those that are no longer currently teaching out-of-field in which the due dates have expired as well as the frequency in which the reports should be presented to the School Board and updated on the District's website. 2) Evaluate the parameters used to pull the *Teaching Out-of-Field Reports* from the PeopleSoft system. This includes the data sources the query is pulling to place teachers on the report and also to determine reasons a teacher would appear without evidence of teaching out-of-field. 3) Review the accuracy of the *Teaching Out-of-Field Report* when produced to include validating those that appear on the report. Any additions to the report should also be reviewed to ensure there is an A2E contract on file.	The Assistant Director over Certification and Recruitment will implement the following process: Request the report parameters created by the IT department for the automated Out of Field (OOF) Reports. A certification specialist will initially conduct an audit of the entire report for 1) classes taught where the individual is OOF, 2) determine if there is an Agreement to Earn (AE) form in place for all individuals listed. Any identified errors will be corrected. After this initial audit, a monthly audit of five positions, chosen at random, listed on the OOF report will be conducted for compliance. The OOF report will be updated to the district website with each Board meeting. *It is worth noting that it is District process and preference to keep individuals on the OOF list that have extended any windows of time for staff to obtain the required certifications or endorsements. Is District practice to maintain this as a public list so that districts where employees apply in the future would be able to access OOF placements. **Responsible Party:** Craig Little, Assistant Director and/or designee Dure Dates: Request report parameters: May 9, 2025 Perform audit of current report, make corrections: May 30, 2025 **Estimated Completion Date:** June 15, 2025

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Rating	Observation	Recommended Action	Management Response
Low	***2. Unemployment Procedures and Documentation***		
	We obtained a report from the vendor Industrial UI Services (IUI) for claims filed for the current school year, 7/1/2024 through 1/14/2025, and selected claims for review. There were 22 claims filed during this period for a total paid of $23,580. For reference there were 52 claims filed during the previous school year (2023/2024) for a total of paid of $55,617. We focused our testing on the current school year to test the current practices and most recent data and documents for the claims. We selected ten (10) of the 22 claims, a total of $10,263 in paid claims, for the current 2024/2025 school year and performed the following testing for each selection: 1) Unemployment claim email sent from IUI was reviewed by HR and replied with requested information. 2) Claim outcome determined by the State was reflective of the separation reason and response provided by the District. 3) Using the Quarterly Billing Report, determined if payments have been made to claims in the selection are appropriate (based on the claim outcome). We requested supporting documentation from the Assistant HR Director – Business Processes for our testing. Due to the turnover in the position of Employee Relations Manager throughout the current and previous school years, requests were made by the Assistant HR Director – Business Processes to the District's IT Department to search for email correspondence with the vendor as well as requests made to the vendor. Supporting documentation was obtained and provided, which included email correspondence between the District and vendor, supporting documentation such as resignation letters or other emails noting the reason why an employee was terminated. We then reviewed and traced each in the sample to the Quarterly invoice from the Florida Department of Revenue. There were instances in which the claims were still being reviewed by the State or the decision came back favorable to the District. In these instances, per the vendor and HR, the former employees will be required to pay back any unemployment funds they had received.	HR Management should perform the following to ensure unemployment claim records are readily available and processes followed: 1) Develop written procedures for the unemployment claim responsibilities of the HR Department. This includes email correspondence, record keeping, monitoring for status of claims, and potential involvement in court hearings. 2) Maintain correspondence with IUI in a central location rather than in email. This central location should be accessible by all those in the HR that would need access, especially in the event the main contact, typically the Employee Relations Manager, is not available.	The District contracts with a third-party vendor, Industrial Unemployment Insurances Services (IUI). The third-party vendor reviews the request and contacts the District for documentation and explanation of the claim. Any requested materials are supplied to the IUI and they complete the review and submission process. The Assistant Director will create a process document (job aide) and place this document in a created shared folder on the HR shared drive named "Unemployment Claims". This drive may only be accessed by assigned staff. The job aide will contain a checklist of all documents that may be required to support an unemployment claim, as well as links or directions for where these documents can be located as they are stored electronically. **Responsible Party:** Donna Peregoff **Estimated Completion Date:** Job aide and shared drive folder will be complete by June 5,2025.

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Rating	Observation	Recommended Action	Management Response
Low	***3. VERSA System Access***		
	We obtained a list of School District employees with elevated access to the Florida Department of Education (FLDOE) VERSA system. VERSA is a licensing software system used by the FLDOE to manage educator certification. The list of users was provided by the FLDOE upon request by Assistant HR Director – Certifications & Recruiting. Of the six (6) users assigned access, one (1) was no longer in a position with the District requiring access and one (1) user was no longer employed by the District. Access for the two (2) users was immediately requested to be removed by the Assistant HR Director – Certifications & Recruiting, and a record of this request provided during the internal audit.	HR Management should contact the FLDOE when there are staffing changes to ensure only authorized individuals have access to the VERSA system.	The Assistant Director over Certification and Recruitment, Craig Little, will implement the following process: The specialist will check VERSA System Access monthly for membership and accuracy; there are five accesses permitted by the Department of Education. The Assistant Director will add or remove staff access to VERSA system. **Responsible Party:** Craig Little, Assistant Director and/or designee **Estimated Completion Date:** May 15, 2025

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Discipline Interviews – Best Practice

We facilitated interviews with five (5) principals and three (3) department managers/directors regarding the disciplinary process. Using District policies, procedures, union contracts, and manuals as well as feedback from the Chief Resources Officer and Assistant HR Director – Business Processes, we developed a group of questions that focused on the interviewees' knowledge of District policies, procedures, and resources to address disciplinary actions. We shared the results of our interviews with the Chief Human Resources Officer, Assistant HR Director – Business Processes, and Office of Professional Standards Investigator.

Interviewees all responded positively that HR and OPS are available as resources and provide guidance when requested. Interviewees were aware of District policies, procedures, union contracts, and manuals as references when addressing disciplinary actions. Interviewees were aware of the District's progressive discipline plan as well as requirements for union representation when applicable. If additional guidance is needed, contact is made with HR or OPS for support and determination of the necessary steps. Situations that require escalation based on severity are discussed and addressed as determined. Forms and letters used in the disciplinary process are available to the interviewees through locations internally or requests from HR.

Based on feedback from the interviewees, we have provided thoughts for Management to consider:

Discipline Scenario Training - The primary feedback from principals was the need for additional training provided to assistant principals or new principals for disciplinary situations. The exposure a vice principal receives depends on the level of involvement provided by their principal. Additionally, there are some situations that a vice principal or even a new principal might not have experienced.

HR Management could consider implementing training in the form of tabletop exercises involving various scenarios that could benefit vice principals and current principals with how to address disciplinary situations. Scenario training should also be provided to department leaders as their areas encounter similar disciplinary situations.

Current Materials - Guidance for principals and department heads are provided through a variety of resources. Due to the continuous changes in the educational and workplace environments, previously provided resources could become stale dated. In discussion with some of the interviewees, previously provided documents might be relied upon. Although all interviewees responded to awareness of current materials and the ability to contact HR and OPS, at times the principals or departments reference older stored materials.

HR Management could consider communicating to employees the importance of relying upon current materials, locations materials are maintained, as well as the continued availability of HR to assist in the disciplinary process.

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Response: The Executive Director of Human Resources, Dr. Christina Britton, Assistant Director of Human Resources over Business Processes and the Labor Relations Manager will implement the following process: Conduct an annual review and update the "Human Resources Guidelines for Administrators" to ensure it is compliant with current statutes, board policies, and district practices. They will also create a "Progressive Discipline Refresher Training" to be presented to new principals annually at all leadership meetings including Principal, Assistant Principals, and those enrolled in the district "Aspiring Leaders" program prior to the end of the quarter. Additional training will be provided at assistant principal meetings in small group tabletop exercises given specific scenarios.

Responsible Party: Dr. Christina Britton, Executive Director, Donna Peregoff, Assistant Director, Maura Galvao, Labor Relations Manager.

Due Dates:
Manual Revision: July 1, 2025
Principals / AP Meetings / "Aspiring Leaders" training: By October 15, 2025

Estimated Completion Date: By October 30, 2025

ATTACHMENT A

Detailed Testing Procedures

Policies and Procedures

Reviewed the following documentation for the functions related to HR compliance for adequacy and to determine adherence to established guidance by the District:

- Established District HR Policies
- Developed HR Department Procedures
- Certification Department SOP (One Drive)
- SDMC Employee Handbook
- HR Administrator Guidelines
- Office of Professional Standards SOP

Board Reporting

Documented the process to identify and report to the Board on various HR items. Reviewed Board agenda and associated materials throughout the audit, and verified the following items are presented to the Board:

- Appointments, Change of Assignments, Promotions, Reappointments, Reassignments, Resignations, Retirements, Suspensions, Terminations, and Transfers
- Report of Teachers' Out-of-Field Content, Reading, and ESOL (English for Speakers of Other Languages)
- New or Revisions of Job Descriptions
- Disciplinary matters when applicable

Certification and Renewals

Document the teacher renewal certification process implemented by the District, which included reviewing department procedures and renewal certification monitoring processes. Obtained a report of employees with expired or expiring teaching certifications that are due for renewal, selected 20 employees, and performed the following:

- Obtained evidence of those with expired certifications of either teacher no longer in teaching role or renewal of certification.
- Obtained evidence with those with certifications expiring in the 2024/2025 school year that each has either:
  - Completed requirement to renew the certification
  - Communication has been sent to employees by the Certification Department for renewal reminders
- Matched certification information on PeopleSoft profile to the certification profile in the FLDOE Versa system

Teaching Out-of-Field

Reviewed policies and reporting as it relates to teaching out-of-field. Selected 20 teachers, a combination of teaching out-of-field and ESOL, and performed the following:

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- Obtained the Agreement to Earn (A2E) contract for those teachers teaching out-of-field and reviewed for attributes in District Policy 3130
- Reviewed for approval by the Board
- Verified that parents of students were notified in writing of teaching out-of-field assignment
- Confirmed reporting by the Board on the District's website within 30 days before the beginning of each semester

Unemployment

Reviewed the unemployment process with vendor IUI to provide unemployment services. Obtained a list of unemployment claims filed for the current school year, selected 10 claims, and performed the following:

- Obtained evidence that the unemployment claim was reviewed by HR and email with required fields sent to 3rd party vendor Industrial UI Services
- Reviewed that the claim outcome is reflective of the separation reason and response provided by the District
- Verified that the status of the claim on the Quarterly Billing Report for payment was appropriate based on the provided documentation

Discipline

Reviewed policies and procedures related to employee discipline and conducted a walkthrough with the Assistant HR Director – Business Processes and Investigator – Office of Professional Standards on the disciplinary processes of the District.

Selected 20 disciplinary cases and validated the following in the disciplinary process:

- Disciplinary action was documented in employee's Personnel File
- Outcome of action was provided to the employee
- Proper reporting to the State of Florida Department of Education depending on the outcome of the investigation
- Reporting to the Board of any terminations
- Disciplinary action items decided by the Discipline Review Committee were completed (terminations, suspensions, training, etc.)

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Discipline Interviews

Used District policies, procedures, union contracts, and manuals as well as feedback from the Chief Resources Officer and Assistant HR Director – Business Processes to conduct interviews with principals and department managers/directors, and performed the following:

- Developed a group of questions that focused on the interviewees' knowledge of District policies, procedures, and resources to address disciplinary actions
- Facilitated interviews with five (5) principals and three (3) department managers/directors regarding the disciplinary process
- Shared the results of our interviews with the Chief Human Resources Officer, Assistant HR Director – Business Processes, and Investigator - Office of Professional Standards

System Access Review

Performed the following to review system access:

- Reviewed for completion of the PeopleSoft Semi-Annual Access Privilege Validation for HR Department employees
- Obtained additional reports to ensure proper access to certification pages in PeopleSoft.
- Reviewed access to the FLDOE VERSA system to ensure it is limited to appropriate and active employees

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AUDIT COMMITTEE CHARTER
School District of Manatee County, Florida
Revised DRAFT April 23, 2025

MISSION

The mission of the Audit Committee is to assist the Manatee County School Board ("School Board") in providing oversight of the internal and external audit functions (See Sales Surtax and One Mill Referendum for additional mission). The Audit Committee will advise the School Board in the following areas: review the scope and plan of the external and internal audits; recommend the continuation of services of the internal and external auditors; review corrective action plans and necessary improvements based on audit findings and recommendations received from internal and external auditors; and assist to maintain open communications between the selected auditors, the School Board and the District's administration ~~financial management~~. As part of its mission the Audit Committee may review non confidential reports from cybersecurity and information technology consultants hired by the School District.

The Audit Committee is not charged with any fiscal responsibilities of the School District. The School Board and the Superintendent retain all ~~retains the~~ responsibility for the ~~District's~~ financial condition and ~~for~~ decision-making in ~~all~~ matters of policy and operation for the District. The Audit Committee is not responsible for the outcome of internal and external audits. Additionally, the Audit Committee is not responsible for any consequences associated with fraudulent activities that may be uncovered during internal and external audits or in the course of otherwork completed. The Audit Committee members will not conduct "fieldwork" or other types of auditing, legal or accounting reviews or procedures.

COMPOSITION OF COMMITTEE

The Audit Committee members are volunteers who will be appointed by the School Board. The Audit Committee members must be independent and not employees of the Manatee County School District or employees of the appointed internal and external CPA firms or otherwise have a continuing conflict of interest with the School District. Committee members must be residents of Manatee County and be a CPA (active or retired) or had employment experience in school district financial operations. The Committee will consist of three (3) to seven (7) members. The terms of the members will coincide with the School District's fiscal year ended June 30. All terms will be for three (3) years, and Committee members may be appointed to serve consecutive terms. Should a vacancy occur on the Committee, the School Board may appoint a replacement to fill the vacancy for the remainder of the vacant term. Anyone interested in filling a vacancy will be interviewed by the Chairperson of the Audit Committee and the School Board Liaison to the Audit Committee prior to being presented to the School Board for appointment.

Committee members are subject to the Florida Sunshine Laws, and members will be required to attend an informative training session about the Florida Sunshine Laws within a reasonable time after their initial appointment to the Committee. Audit Committee membersmay be removed from the Audit Committee by the School Board for any of the following reasons: resignation by the member; lack of attendance (miss 3 consecutive meetings without communication with the Audit Committee Chair); violation of the independence rules,Audit Committee Charter, and/or the Florida Sunshine Laws; or for any reason as determined by the School Board.

ADMINISTRATIVE

The Audit Committee will meet as the need arises and will report to the School Board after each meeting. A majority of the Committee membership shall constitute a quorum. All decisions shall be made by a majority of a quorum present at a meeting. The Audit Committee will select the Chair and Vice Chair annually.

The School Board will provide such administrative support as is necessary for the Audit Committee to perform its assigned tasks. Requests for information, outside of regularly scheduled audits, shall be approved by a majority of the Audit Committee. Once approved, the Chair of the Audit Committee shall communicate that request in writing to the Board Staff Internal Auditor (BSIA). The BSIA shall communicate that request to the School Board Liaison for approval. If the BSIA position is vacant, the Committee shall communicate information requests directly to the Board Liaison. Committee members will be assigned a School District email account that mustbe used for all Committee mailings, and shall ~~may~~ not be used for personal mailings.

The Audit Committee's meeting agendas and minutes of the meetings will be provided to the School District's Agency Clerk for posting on the School District's website. Audit Committee meetings will include time for Public Comment. The ~~and the~~ Audit Committee will follow the publiccomment operating procedures established by the School Board for School Board meetings.

Periodically, the Audit Committee may ~~will~~ review the Audit Committee Charter and submit any recommended changes to the School Board for approval.

EXTERNAL AUDIT SERVICES

The Audit Committee will meet with the external auditors after interim fieldwork to discuss risk assessment, audit scope and any known potential reporting problems or issues. After the completion of the audit fieldwork, the Audit Committee will meet with the external auditors to discuss drafts of the audited financial statements, reports on internal control and compliance and management letter comments prior to presentation to the Board and issuance. The Audit Committee will report to the School Board on acceptance of the audit and related reports and review any corrective action plans developed by the District’s staff. The Audit Committee willevaluate the work of the external auditors and make a recommendation to the School Board to continue their services for the remainder of any contract term or to terminate their contract.

The Audit Committee will review and make a recommendation on whether the School Board should approve any proposed non-audit services by the District’s external auditor.

INTERNAL AUDIT SERVICES

The internal audit function may include both in-house internal auditor(s) and a contracted internal audit firm.

The Audit Committee will review the results of internal audit activities, reports and significant recommendations and findings as needed. The Audit Committee will report periodically to the School Board on such matters. The Audit Committee will review the long-range and annual internal audit plans to ensure that high risk areas and key control activities are periodically evaluated and tested. The Audit Committee may also make recommendations to the School Board for internal auditors to perform special studies or investigations based on identified risk assessments and areas needed for improvement.

The Audit Committee will evaluate the work of the internal auditors (in-house internal auditors and contracted internal audit firm) and make a recommendation to the School Board to continue their services for the remainder of any contract term or to terminate their contract.

INFORMATION TECHNOLOGY CYBERSECURITY

The Audit Committee may receive reports from information technology cybersecurity consultants and District staff. These reports will not include specific information that could compromise the security of the physical and/or virtual information technology of the District.

The Audit Committee may make recommendations to the School Board for information technology cybersecurity consultants to perform special studies or investigations based on identified risk assessments and areas needed for improvement.

The Audit Committee will evaluate the work of the information technology cybersecurity consultants and can make a recommendation to the School Board whether to continue their services or to not renew their contract.

MISSION - SALES SURTAX

An additional mission of the Audit Committee is to perform the procedures listed in School Board Resolutions 2016-03 and 2016-10. On November 8, 2016, the voters of Manatee County approved the extension of the existing school one-half cent sales surtax for capital outlay for educational facilities for fifteen additional years, from January 1, 2018, to ending onDecember 31, 2032. The above Resolutions charged the Audit Committee with review of thecollection and proper use of the funds raised through the extension of the sales surtax.

MISSION – ONE MILL REFERENDUM

An additional mission of the Audit Committee is to perform the procedures listed in School Board Resolutions 2017-06, 2021-03 And 2024-002. On March 20, 2018 the voters of Manatee County approved an additional one-mill ad valorum tax to benefit school district operational funds. That voter approval was renewed on November 2, 2021 and again on November 5, 2024. The above Resolutions charged an "independent citizen committee" with oversight of the distribution and proper use of voter-approved one mill ad valorem funds. The Audit Committee shall produce an annual report to satisfy the legal requirements of the above Resolutions.

AUDITOR SELECTION COMMITTEE

1) Overview

The Audit Committee shall have a subcommittee known as the Auditor Selection Committee whose purpose is to comply with the Auditor selection procedures required in Florida Statute 218.391, as same may be amended over time. ~~The School Board may appoint a member of the Citizens Financial Oversite Committee (CFOC) to the Auditor Selection Committee.~~ Only members of the Audit committee~~, a member from the CFOC appointed by the school Board,~~ and one School Board member may serve on this subcommittee. All members of the Audit Committee may serve on the subcommittee if they desire, but are not required, and the minimum size of the subcommittee shall be no less than two members of the Audit Committee and one member from the School Board. The School Board member shall serve as the chair of the committee. A majority of the committee shall serve as a quorum. While the primary purpose of the Auditor Selection Committee is to assist the School Board in selecting an auditor to conduct the annual financial audit required in Section 218.39; the committee upon request of the School Board, may also assist in selecting other auditors or auditing services being considered by the School Board. The subcommittee is subject to all sunshine and public records laws and the public may not be excluded from the committee's proceedings.

(2) The Auditor Selection Committee shall:

(a) Establish factors to use for the evaluation of audit services to be provided by a certified public accounting firm duly licensed under chapter 473 and qualified to conduct audits in accordance with government auditing standards as adopted by the Florida Board of Accountancy. Such factors shall include, but are not limited to, the ability of personnel, experience, ability to furnish the required services, and such other factors as may be determined by the committee to be applicable to its particular requirements.

(b) Publicly announce requests for proposals. Public announcements must include, at a minimum, a brief description of the audit and indicate how interested firms can apply for consideration.

(c) Provide interested firms with a request for proposal. The request for proposal shall include information on how proposals are to be evaluated and such other information the committee determines is necessary for the firm to prepare a proposal.

(d) Evaluate proposals provided by qualified firms. If compensation is one of the factors established pursuant to paragraph (a), it shall not be the sole or predominant factor used to evaluate proposals.

(e) Rank and recommend in order of preference no fewer than three firms deemed to be the most highly qualified to perform the required services after considering the factors established pursuant to paragraph (a). If fewer than three firms respond to the request for proposal, the committee shall recommend such firms as it deems to be the most highly qualified.

(f) Perform any other actions as required under Florida law.

AGENDA ITEM NO. 4.2

School Board of Manatee County
June 10, 2025 - Workshop

Title
SPP & Code of Conduct-updated 6/5/2025

Executive Summary
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Contact
Submitting Department:

Attachments:
2025-26 Student Progression Plan Change Log-added after publishing
2025-26 SDMC Student Progression Plan - DRAFT TRACKED CHANGES-added after publishing
2025-2026_Code_of_Conduct_Changes-added after publishing
2025-26 Student Code of Conduct Change Log-added after publication
2025 2025 Student Code of Conduct Redlined-added after publication

2025-2026 Student Progression Plan Change Log

Considerations:

- The title page date was changed to 2025-2026.
- The Table of Contents will be updated after final document revisions.
- 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 and are not included in the proposed changes below.
- Rationale for any policy changes will be stated; otherwise, changes are simply formatting, grammatical, or to clarify language.

Page/Section	Change Type	Change	Rationale
Cover page	Technical correction	Changed heading to reflect year and removed "notice"	Improve clarity for readers
Footer (all pages)	Technical correction	Date and text change to 2025-2026 Student Progression Plan	Updated to current year
Report Card (p.19)	Recommendation	Clarification on required adaptations of lessons to ensure content is accessible for ELLs.	Matches district expectations and practices
Reporting and Notification (p.21)	Legislative requirement	Revised requirements for intensive reading instruction to align with TAP s.1008.25(5). (8), F.S. Revised qualifications for math intervention instruction- "an educator with a bachelor's degree or higher who holds an active valid Florida Educator Certificate as defined in S. 1012.56, F.S. or a trained tutor as defined in paragraph (2)(c) of Rule 6A-6.0533"	Matches FLDOE Technical Assistance Paper guidance, Florida Statutes
Reporting and Notification (p.22)	Legislative requirement	Revised and moved language regarding targeted intervention to numbered list item #2: "Students who score a level 1 or 2 on a state assessment in reading and/or math should be provided additional diagnostic assessments to determine the need for intervention and to establish an intervention plan. Intervention plans should include:"	Improve clarity on the targeted intervention plan and steps to follow.
Required Instruction (p.25)	Technical correction, Recommendation	Removed reference to non-existent appendix. Added "The process to request an exemption is posted on the School District website."	Appendix no longer exists as of 2024-2025
Parental Rights (p.26)	Legislative requirement, District policy	Replaced text with language from Code of Conduct on parent rights related to curriculum and instructional materials.	Language clarity regarding current policy and procedures.
Mid-Year Promotion (p.28)	Technical Correction	Changed statute to reflect the correct number	Align to revised statute
Good Cause Criteria K-2 (p.30)	Recommendation	Removed the requirement for ELL committee meetings for Good Cause promotion.	Not required by statute or FLDOE
Good Cause Criteria (p.31)	Recommendation	Removed the requirement for ELL committee meetings for Good Cause promotion.	Not required by statute or FLDOE

Good Cause Criteria (p.32)	Recommendation	Updated Good Cause "6" to Good Cause "7" to reflect how the exemption is coded in Focus from state reporting	Alignment to Focus and district procedures
Good Cause Criteria K-2 (p.33)	Recommendation	Removed the requirement for ELL committee meetings for Good Cause promotion.	Not required by statute or FLDOE
Intensive Intervention (p.33)	Recommendation	Update heading to reflection reading AND Math as well as VPK	Clarification on section content
Intensive Intervention (p.33)	Legislative requirement	Add "immediately" for parental notification of a substantial reading deficiency	F.S.1008.25
Intensive Intervention (p.35)	Legislative requirement	Add: "Upon the request of the parent, teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or support and earlier implementation of the additional interventions or supports described in the initial notification."	F.S.1008.25
Intensive Intervention (p.36)	Recommendation	Add: "It is best practice for the school to update the parent at least monthly of the student's progress in response to the intensive reding instruction and intervention. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions and earlier implementation of the additional interventions or support described in the initial notification."	F.S.1008.25
Middle School (p.37)	Technical correction	Added AVID acronym	Clarity
Intensive Instruction Waiver (p.40)	Recommendation, legislative requirement	Removed criteria to submit waiver.	Grade levels not applicable.
End of Year Grades (p.43)	Recommendation	Removed "each semester" and "therefore, they do not have an end of the year grade" from grade calculation statement.	Matches high school calculation methodology.
District Criteria for Enrollment in High School Credit Courses (p.46-47)	Recommendation	Revised all HS courses to remove GPA requirement and instead read: "The student must have earned a Level 3, 4, or 5 on the most current required state assessment in [standardized assessment] or have a teacher, counselor, parent, and/or administrator recommendation."; removed physical science honors option	Increases opportunities for enrollment in accelerated courses, physical science not offered in middle school
Awarding Grades and Credits for High School Credit Courses in Middle School (p.47)	Technical correction, Recommendation	Revisions for clarity and to match high school procedures; removed "dual enrollment" from first sentence in section; table updated to indicate year-long grading procedures with additional calculations for EOC courses.	Dual enrollment would be misleading in this context.

End-of-Course Assessment Waiver (p.48)	Technical correction	Removed “in order to”	Clarity
District Criteria for Enrollment in Advanced Middle School Courses (p.49)	Recommendation	Matches revision recommendations in the District Criteria for Enrollment in High School Credit Courses	Increases opportunities for enrollment in advanced courses
Program of Studies Grades 9-12 (p.52)	Recommendation	Part time enrollment option for students pursuing the 18 credit, ACCEL Diploma Option may be enrolled part-time with principal approval.	
Semester Grades (p.54)	Recommendation, Legislative requirement	Course grade table updated to indicate year-long grading procedure for EOC courses. Removed statement about credit recovery.	Matches legislative requirement and current practices re: credit recovery
Class Rank (p.55)	Technical correction	Removed “Beginning in the 2016-2017 school year…”	No longer applicable.
Credits (p.58)	Recommendation	Added “Courses with a required end-of-course (EOC) exam earn one (1) credit upon satisfactory completion of course requirements.”	Matches current procedures
Credits (p.59)	Recommendation	Extended waiver eligibility to 12th grade.	Clarity
AP (p.60)	Recommendation	Added information about home education students who take AP exams: “Home education students may be assessed a fee for test administration.”	Clarity for home education families
IB (p.61)	Technical correction	Corrected “community colleges” to “colleges”	Aligns to state naming for colleges
Advancement Via Individual Determination (AVID) (p.62)	Recommendation	Added Pre-IB and Pre-AICE to list of weighted courses that AVID students may take.	Represents all program offerings
Postsecondary Dual Enrollment and Early Admission (p.62)	Recommendation	Added “The requirements for dual enrollment programs are pursuant to F.S. 1007.271.”	F.S. citation
Participation in the Graduation Ceremony (p.68)	Recommendation	Clarification and requirements on who is eligible to walk in the graduation ceremony.	Clarifies requirements for families and schools
Diploma Designations (p.70)	Recommendation	Added criteria URL for Seal of Fine Arts	Matches other diploma designation sections
Mathematics (p.71)	Recommendation	Removed sentence indicating that completing Algebra 1A and Algebra 1B satisfied the Algebra 1 requirement	Compliance with district math course progression

Science (p.72)	Recommendation	Updated science language to match Florida requirements and current procedures	Compliance and clarity
Health Opportunities through Physical Education (HOPE) (p.73)	Legislative change	Added “Completion of 2 years of marching band shall satisfy the one-credit requirement in physical education or the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan."	Added in HB 1105
Health Opportunities through Physical Education (HOPE) (p.72)	Recommendation	Struck through language stating that teen dating and violence were included in HOPE curriculum.	We do not reference other required instruction.
Assessment Requirements (p.73)	Recommendation	Deleted table in SPP and added: “For a complete list of current concordant/comparative scores for statewide assessments, see F.A.C. 6A-1.09422 or the State Assessments for High School Graduation section of the Florida Department of Education’s Graduation Requirements page.”	The FLDOE list changes regularly, so its more efficient to refer readers to the state sources.
Assessment Requirements (p.73)	Recommendation	New language regarding government: “Beginning with the 2021-2022 school year, students taking a U.S. government course are required to take the Florida Civics Literacy Exam. Students earning a passing score on this assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25 (4). For a list of courses that meet this requirement, visit https://www.fldoe.org/core/fileparse.php/5663/urlt/2425K12FCLEFactSheet.pdf”	Courses required the FCLE have been updated, so this section was updated to link to FDOE’s list.
Students Currently Holding a Certificate of Completion (p.73)	Recommendation	Revised sentence that stated students can use SAT and ACT to meet graduation requirements to reflect all concordant testing.	Includes other assessment measures for concordance
ACCEL Diploma (p.75)	Recommendation	Removed full-time enrollment requirement for ACCEL diploma.	Allows schools to design custom schedules to support students working towards graduation
ESE (p.78)	Updated Language	Remove qualifier: “Effective school year 2014-2015”	No longer needed, any previously affected students have graduated or aged out of school at this point.
ESE (p.79)	Legislative alignment	Add “as assigned by their IEP” to the paragraph differentiating the difference between types of assessments for students on Access Points	Updated testing options
ESE (p.79)	Legislative alignment	Change: “portfolio of quantifiable evidence for course not measured by a state standardized assessment” TO “FAA Performance Task Assessment.” Change: “Refer to graduation option chart” to “FAA Datafolio Assessment.”	Updated testing options

ESE (p.80)	Technical correction	Delete “in 2014-15 and thereafter”	No longer needed
ESE (p.83)	Updated Requirements	Remove section: “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.”	Certificate of Completion is no longer a graduation option.
College Readiness (p.85)	Alignment to FLDOE	Added CLT10 scores for college readiness	Addition to FLDOE college readiness scores

2025-2026 Student Progression Plan

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(6)).

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

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Table of Contents

GENERAL INFORMATION (K-12), SECTION 4.9 6

I. Admission and Enrollment 6

First Enrollment 6

Entry from another Manatee County School 8

Entry from a Public or Private School Within Florida 9

Entry from Home Education 10

Over Age Students Who Interrupt Their Education 10

School Choice Options 11

Homeless Students 12

Transfer Students from Out of Country 14

State Uniform Transfer of Credit Guidelines for Middle School 14

State Uniform Transfer of Credit Guidelines for High School Credit Courses 15

II. Withdrawals 16

Withdrawal to a School Outside of the District 16

Withdrawal to a School within the District 16

III. Reporting and Notification 16

Annual Reporting 16

Allocation of Resources 17

Participation in District and State Assessments 17

Report Card 17

Progress Reports 18

IV. General Curriculum Information 19

Curriculum Additions or Modifications 19

District Homework Guidelines 19

Multi-tiered System of Supports (MTSS) 19

Intervention, Remediation and Progress Monitoring 20

Deleted: 18

Deleted: 18

Deleted: 2024

Deleted: 5

Deleted: SPP High School Education (Grades 9-12)

Career and Technical Education Course Offerings 25
Required Instruction 25
Parental Rights 25
ELEMENTARY SCHOOL EDUCATION (GRADES K-5), SECTION 4.9.1 27
I. Program of Studies Grades K-5 27
English Language Arts (ELA) 27
Physical Education (PE) and Recess 27
K-5 Academically Challenging Curriculum to Enhance Learning (ACCEL) 27
II. Promotion and Good Cause Placements 30
Promotion Requirements 30
Good Cause Criteria for K-2 30
Good Cause Criteria for Grade 3 31
Good Cause Criteria for Grades 4-5 32
Summer School Promotion 33
III. Intensive Intervention 33
Parent Notification of a Reading or Math Deficiency for Students Grades K-5 33
Services for Students Retained in Grade 3 35
Services for Students Promoted to Grade 4 with a Good Cause Exemption 36
MIDDLE SCHOOL EDUCATION (GRADES 6-8), SECTION 4.9.2 37
I. Program of Studies Grades 6-8 37
Course Offerings 37
Required Courses 38
Physical Education 38
Career Research Course 39
Required Remediation 39
Advancement Via Individual Determination (AVID) 40
Academically Challenging Curriculum to Enhance Learning (ACCEL) 40
II. Promotion and Retention 41
Promotion Requirements 41
Middle School Grading 41

Deleted: 24
Deleted: 24
Deleted: 24
Deleted: 26
Deleted: 26
Deleted: 26
Deleted: 26
Deleted: 28
Deleted: 28
Deleted: 28
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Deleted: 2024
Deleted: 5
Deleted: SPP High School Education (Grades 9-12)

III. Transfer Students 44
Transfer Grade Policy 44
Virtual School Transfers 45
IV. Course Acceleration and Enrichment 45
High School Credit Courses Offered in Middle School 45
District Criteria for Enrollment in High School Credit Courses 46
Awarding Grades and Credits for High School Credit Courses in Middle School 47
Credit Acceleration Program (CAP) 50
Grade Forgiveness Policy 50
Alternative Education Programs and the Department of Juvenile Justice 51
HIGH SCHOOL EDUCATION (GRADES 9-12), SECTION 4.9.3 52
I. Program of Studies Grades 9-12 52
II. Grades and Credits 52
Grading Scale 52
Semester Grades 53
Make-up Work 55
Grade Point Average 55
Honors Recognition 56
Grade Forgiveness 56
Credits 58
III. Promotion 59
Promotion Guidelines 59
IV. Acceleration and Enrichment 59
Advanced Placement (AP) 60
AP Capstone™ 60
International Baccalaureate (IB) 61
Cambridge Advanced International Certificate of Education (AICE) 61
Early High School Graduation 61
Advancement Via Individual Determination (AVID) 62
Middle School Dual Enrollment 62

Deleted: 42
Deleted: 42
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Deleted: 43
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Deleted: 44
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Deleted: 59
Deleted: 59
Deleted: 60
Deleted: 60
Deleted: 2024
Deleted: 5
Deleted: SPP High School Education (Grades 9-12)

Dual Enrollment and Early Admission 62
Credit by Examination 65
College and University Programs 65
Academically Challenging Curriculum to Enhance Learning (ACCEL) 66
Credit Acceleration Program (CAP) 66
V. Graduation Requirements 67
General Information 67
Change in Graduation Requirements 68
Participation in the Graduation Ceremony 68
Summer Graduation 68
Graduation Requirements: Standard Diploma 69
Credit Requirements: Standard Diploma 71
Course Information 71
Assessment Requirements: 73
VI. Diploma Options 75
ACCEL Diploma 75
Diploma Equivalency Options 75
Certificate of Completion 77
VII. Exceptional Student Education 78
Standard Diploma Pathways 78
CTE Course Substitutions for Graduation Requirements 82
Deferral of Standard Diploma 82
Certificate of Completion 83
ESE Assessment Requirements 83
VIII. English for Speakers of Other Languages (ESOL) 84
IX. College Readiness 84
X. Exit Interviews 85
K-12 VIRTUAL EDUCATION, SECTION 4.9.3 86
I. Virtual Programs 86
Policy 86

Deleted: 60
Deleted: 63
Deleted: 63
Deleted: 63
Deleted: 64
Deleted: 65
Deleted: 65
Deleted: 65
Deleted: 66
Deleted: 66
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Deleted: 82
Deleted: 83
Deleted: 84
Deleted: 84
Deleted: 84
Deleted: 2024
Deleted: 5
Deleted: SPP High School Education (Grades 9-12)

Virtual Education Programs 86
Full-time Virtual Education Options 88
Part-time Virtual Education Options 89
General Information 89
Appendix A ..... Error! Bookmark not defined.
Intensive Instruction Waiver Request ..... **Error! Bookmark not defined.**
Appendix B **91**
2022-2023 Curriculum, Instruction, and Assessment Decision Tree 91
Appendix C **121**
Health Education Opt Out Form 121

Deleted: 84
Deleted: 86
Deleted: 87
Deleted: 88
Deleted: 90
Deleted: 90

Deleted: 2024
Deleted: 5
Deleted: SPP High School Education (Grades 9-12)

General Information (K-12)

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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 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.

Stepparents 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 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. Enrollment at Manatee schools may be completed at the zoned school via parent kiosk or from the SDMC website (https://www.manateeschools.net/registration).

Students may only be released from school to those who are listed in the Pick-Up/Emergency Contact list completed during registration. The enrolling parent is responsible for notifying the school of any updates or changes to the information given during registration.

For students who are experiencing homelessness and do not have access to the required documents, please see the general information section 4.9 Homeless Students on page 12.

Florida Statute 1003.21 requires a child be five (5) years old on or before September 1st. Parents who provide a

Deleted: 2024

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Deleted: SPP High School Education (Grades 9-12)

passport for proof of age must also provide documentation of proof of parentage, proof of legal custody and/or guardianship, or any other evidence that one is a parent as that term is defined under F.S. 1000.21(6). In the event that such documentation is not available, the person registering the child must present, at the time of registration, an affidavit sworn to by the parent, that he/she is the parent, legal guardian, or otherwise as defined by the statute above.

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 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:

- Health 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 completed within the 1 year prior to the child enrolling in a Florida School. Children are not admitted to school without a health exam. Contact a medical provider (doctor/clinic) for a school health exam (DH-3040).
- Immunization Documentation:
    - Certificate of Immunization (DH 680) with all immunization dates completed and/or updated by the medical provider. Students entering the designated grade levels are required to show proof of these vaccines or a valid medical exemption before entry into school; or
    - Religious Exemption from Immunization (DH 681)

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

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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
- Proof of attendance and successful completion of kindergarten for a 1st grader who attended a private kindergarten for a full year
- Copies of any special education records such as evaluation reports, eligibility forms, IEP, 504, or EP.
- 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:

1. Manatee School Enrollment

   Manatee School Enrollment may be completed at the zoned school via parent kiosk or from the SDMC website (https://www.manateeschools.net/registration). Changes can only be made by the enrolling parent. Students may only be released from school to those who are listed on the Pick-Up/Emergency Contact list section. The enrolling parent is responsible for notifying the school of any updates or changes to the information on the enrollment registration.

2. 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

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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.

3. Withdrawal form from previous school.

Entry from a Public or Private School within Florida

Parent must provide the following documents:

1. Manatee School Enrollment

   Manatee School Enrollment may be completed at the zoned school via parent kiosk or from the SDMC website (https://www.manateeschools.net/registration). Changes can only be made 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.

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

2. 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.

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3. Withdrawal form from previous school.

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:

a. Last report card
b. Withdrawal Form
c. Proof of attendance and successful completion of kindergarten for a 1st grader who attended a private kindergarten for a full year
d. Copies of any special education records such as evaluation reports, eligibility forms, IEP, 504, or EP.
e. Transcripts are required for students with high school credit to determine progress toward graduation
f. Students that have reached the age of 7 or above who do not have proof of prior education via homeschool, private or traditional school transcripts will be placed at an age-appropriate grade level.

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 full-time students 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.

1. 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

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appropriate. Parents of students who are not enrolled may appeal the principal's decision to the Executive Director of Secondary Education.

2. 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.

3. 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.

4. 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.

5. 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 1003.433.F.S. Students who have an ELL Entry Date of two or fewer years may be eligible for the Alternate Pathway for ELLs to meet the ELA graduation requirement (1003.433(3), F.S.).

6. 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.

7. 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.

8. 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. 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 via the parent kiosk and through the parent portal and the Office of Student Assignment during the School Choice Open Enrollment period. This application shall be completed by the

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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 Controlled Open Enrollment process to attend a school out of their assigned area will be governed by the following rules:

1. 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.
2. 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.
3. 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.
4. Other School Choice options include: An appeal process for Hardship Transfers, Home Education, Manatee County Virtual Programs, and Enrollment in Charter Schools.
5. 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:

1. Sharing the housing of others due to loss of housing, economic hardship, or a similar reason;
2. Living in motels, hotels, travel trailer parks, or camping grounds due to the lack of alternative accommodations;
3. Living in emergency or transitional shelters or abandoned in hospitals;
4. Sleeping in a place that is not ordinarily used as a sleeping place for human beings;
5. Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
6. 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 McKinney Vento Act is silent on the

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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 to help them acquire 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.

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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 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:

1. 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.
2. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined below.
3. 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. 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. Demonstrated proficiency on nationally-normed standardized subject area assessments;

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d. Demonstrated proficiency on the required state assessment; or

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

1. 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.

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. Students must be provided at least 90 days from date of transfer to prepare for assessment, if required. Students who are not validated based on the performance requirement shall have courses validated using the Alternative Validation Procedure as described below:

a. Portfolio evaluation by the principal or designed, 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. Demonstrated proficiency on nationally-normed standardized subject area assessments;

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

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

Homeschool transfer student(s) must enter by the first semester of their 11th grade year to be included in class rank.

2. 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, SAT, and CLT.

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

4. 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

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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 scan the withdrawal form and any remaining hardcopy documents into Scribbles and direct the enrolling school to the Records Management website to request official records.

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 withdrawing registrar will scan the withdrawal form and any remaining hardcopy documents into Scribbles and advise the receiving registrar once complete. The enrolling registrar will submit a service desk ticket via the SSO to have the student transferred to their school in Scribbles.

III. Reporting and Notification

Annual Reporting

1. Each district must annually publish to the public and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year: the provisions of student progression and the district's policies and procedures on student retention and promotion
2. 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
3. by grade, the number and percentages of all students retained in grades 3 through 10
4. information on the total number of third grade students who were promoted or placed for good cause by each category of good cause
5. any revisions to the district's policy on student retention and promotion from the prior year.

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The Instructional Services departments have 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:

1. First, to VPK students who have a substantial deficiency in early literacy or early mathematics skills and students in grades K- 3 who have a substantial deficiency in reading or the characteristics of dyslexia and to students in grades K-4 who have a substantial deficiency in mathematics or the characteristics of dyscalculia.
2. 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;
    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.
3. Third, to students who failed to meet the performance levels required for promotion.

Participation in District and State Assessments

All students in grades Pre-K through 12 must participate in Florida's statewide assessments and 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.

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 student's progress toward achieving state and district requirements for proficiency in core academic subject areas shall be reported quarterly 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 (6A-6.0904).

Report Card

The report card must clearly depict the following:

1. 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

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performance indicators;

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

3. 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 using ACCESS 2.0 for ELLs assessment results. 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. These adaptations and strategies must be documented in teacher lesson plans. School administrators in charge of teacher evaluation are responsible for ensuring that teachers are adapting instruction and assessment to provide comprehensive instruction to ELL students.

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). Per state rule 6A-1.0943, a student with a significant cognitive disability may participate in the Florida Standards Alternative Assessment if the eligibility requirements for Florida Standards Alternate Assessment are met and documented on 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 using the standard report card.

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Progress Reports

Schools will notify students and parents of the student's mid-term academic progress (3rd-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

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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. Curriculum for English Language Learners is not modified, but lessons and school-based assessments should be adapted to a student's level of English proficiency.

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:

1. 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.
2. Homework is designed to promote student responsibility and independent work habits.

Guidelines for Homework:

1. Homework assignments shall be based on the abilities of the students.
2. Homework shall not be used as a punitive measure.
3. 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 homework assigned to any one student is not excessive.

Multi-Tiered System of Supports (MTSS)

The District's Multi-Tiered System of Support (MTSS) provides high quality instruction and intervention

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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, 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/or mathematics shall be covered by at least 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:

1. a federally required student plan, such as an individual education plan;
2. a school-wide system of progress monitoring for all students;
3. 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:

1. the expectations are met;

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2. the student graduates from high school; or

3. 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- 10th 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. Evidence-based, explicit, systematic, and multi-sensory reading intervention strategies grounded in the science of reading must occur beyond the 90-minute literacy block with frequent, ongoing progress monitoring for students identified as having a substantial reading deficiency. Students identified as having a substantial reading deficiency must receive intervention instruction from a teacher who is reading endorsed, certified, or has earned a literacy micro-credential. Mathematics intervention may be integrated within the student's current mathematics class or before or after school in grades K-4. Students identified as having a substantial mathematics deficiency must receive intervention instruction from an educator with a bachelor's degree or higher who holds an active valid Florida Educator Certificate as defined in s. 1012.56, F.S. or a trained tutor as defined in paragraph (2)(c) of Rule 6A-6.0533.

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, CLT) 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 Level 3 on the required state assessments, must include the following:

1. 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 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

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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.

2. Students who score a level 1 or 2 on a state assessment in reading and/or math should be provided additional diagnostic assessments to determine the need for intervention and to establish an intervention plan. 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.

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

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(vii)Tutoring

(viii) Mentoring

(ix) Intensive skill development programs

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

3. Parent Consultation and Communication

Parents of students in Voluntary Prekindergarten who have a substantial deficiency in early literacy skills and/or early mathematics skills and parents of students in kindergarten through grade 5 who exhibit a substantial reading and/or mathematics deficiency based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must receive notification in writing of the following:

- That their child has been identified as having a substantial reading and/or mathematics deficiency, including a description and explanation in terms understandable to the parent of the exact nature of the student's difficulty in learning and lack of achievement in reading and/or mathematics.
- 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 that are designed to remediate the identified area of the reading and/or mathematics deficiency.
- That, if the reading deficiency is not remediated by the end of grade 3, the child must be retained unless the child is exempt from mandatory retention for good cause.
- Strategies, including multisensory strategies and programming, the parent can use through a home-based plan to help their child succeed in reading and/or mathematics, including electronic resources compiled by the department of education.
- 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 grade promotion.
- The district's specific criteria and policies for student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
- The district's specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.
- Information about the student's eligibility for the New Worlds Reading Initiative under s.1003.485, F.S., and information on parent training modules and other reading engagement resources available through the initiative.

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- The process to request and receive a New Worlds Scholarship, subject to available funds (s. 1002.411, F.S.).

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. Additionally, schools may not wait for a Voluntary Prekindergarten through grade 4 student to receive a failing grade at the end of a grading period to identify the student as having a substantial mathematics deficiency and initiate intensive mathematics interventions. Schools may not wait until an evaluation conducted pursuant to s.1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates the student has been diagnosed with dyslexia and/or dyscalculia. Students in Voluntary Prekindergarten are deemed to have a substantial deficiency in early literacy and/or mathematics skills based upon the results of the administration for the midyear or final coordinated screening and progress monitoring measure.

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.

4. 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

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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).

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.

5. 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 grounded in the science of reading 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, middle, and high 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.

Required Instruction

Pursuant to Florida Statute 1003.42, required instruction will be embedded in K-12 course of study, where age appropriate and consistent with course standards. Students may be exempted from the comprehensive health components that include reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. The process to request an exemption is posted on the School District website.

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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 the following rights of a parent of a minor child:

1. The right to direct the education and care of his or her minor child.
2. 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.
3. The right, pursuant to s. 1002.20(13), to access and review all school records relating to his or her minor child.

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4. 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:
    a. A safety demonstration, including the maintenance of order and discipline in the common areas of a school or on student transportation vehicles;
    b. A purpose related to a legitimate academic or extracurricular activity;
    c. A purpose related to regular classroom instructions;
    d. Security or surveillance of buildings or grounds; or
    e. A photo identification card.
5. 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.

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 school website.

Parent or Manatee County residents who object of 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 material. 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.

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A plan for parental participation in schools to improve parent and teacher cooperation in such areas as homework, school attendance and discipline; ¶
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;¶
Procedures for a parent to object to instructional materials and other materials used in the classroom.¶

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Elementary School Education (Grades K-5)

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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. ELA, mathematics, science, social studies, the arts, and physical education will be graded courses. 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.

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 PE. Elementary schools will integrate health education standards into science and PE as appropriate.

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 criteria outlined below. 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:

1. The student's performance on required state assessments
2. The student's grades or grade point average
3. The student's attendance and conduct

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4. 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 the following criteria to be eligible for whole-grade promotion:

1. 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 principal, parent, classroom teacher, or 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 the following criteria to be eligible for mid-year promotion:

1. 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. In the event a student does not have two years of data, schools will use state and district assessment data for ELA and mathematics.
2. The student must be recommended by the principal, classroom teacher, parent, or school counselor.
3. 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.
4. Third graders must meet all the requirements in statute for mid-year promotion (s. 1008.25(8), F.S., Rule 6A-1.094221, F.A.C., and Rule 6A-1.094222, F.A.C.). Students cannot skip third grade. The criteria for students promoted on or before November 1st are as follows:

   a. Satisfactory performance as demonstrated by scoring Level 2 or above on beginning of the year administration of the statewide, standardized coordinated screening and progress monitoring system in Grade 3 English Language Arts pursuant to s. 1008.25(9)(b)3., F.S.;

   b. Satisfactory performance on locally selected standardized assessment(s) measuring state academic standards in English Language Arts pursuant to s. 1003.41, F.S.;

   c. Satisfactory performance on a state approved alternative assessment as delineated in paragraph

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(1)(b) of Rule 6A-1.094221, F.A.C., or

d. Successful completion of portfolio elements that meet all of the following requirements:

   i. Be selected by the school district;

   ii. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;

   iii. Include evidence that the benchmarks assessed by the grade 3 statewide, standardized English Language Arts assessment under s. 1008.22, F.S., have been met. Evidence is to include grade level passages that are approximately fifty (50) percent literary text and fifty (50) percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. ELA standards;

   iv. Be an organized collection of evidence of the student's mastery of the B.E.S.T. ELA standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment under s. 1008.22, F.S. For each benchmark, there must be at least eight (8) items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark and;

   v. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The criteria for students promoted after November 1 must provide a reasonable expectation that the student has met the requirements outlined in Rule 6A-1.094222, F.A.C., and that the student's progress is sufficient to master appropriate grade 4 level reading skills equivalent to the level necessary for the month in which the transition to grade 4 occurs.

A retained third grade student is eligible for mid-year promotion if the student scores Level 2 or above on PM1 of the Grade 3 FAST ELA Reading and there is evidence the student is progressing sufficiently to master appropriate fourth grade reading skills.

The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to grade 4 must continue to be implemented for the entire academic year and, if necessary, for additional school years.

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 principal, parent, classroom teacher, or the school counselor based on achievement of the learning targets and standards.

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II. Promotion and Good Cause Placements

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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 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.

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. In cases where a K-2 student may benefit from a retention, the following requirements must be met:

1. The recommendation must be based upon the student's performance in English Language Arts and mathematics.
2. Input from the parent in writing regarding a possible retention decision that is included as part of the school leadership team's recommendation.
3. Proof of communication to the parent as spelled out in Section III, Intensive Intervention (s. 1008.25).

Good Cause Criteria for K-2

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

Grades K-2 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.

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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 follows:

Grade 3 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 PreK) based on the initial date of entry into a school in the United States (DEUSS).
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 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.

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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 teacher;
- 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 statewide, standardized English Language Arts assessment have been met. Evidence is to include grade-level passages that are approximately 50% literary text and 50% informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. English Language Arts Standards;
- be an organized collection of evidence of the student's mastery of the B.E.S.T. English Language Arts Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. For each benchmark, there must be at least 8 items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark; and
- be signed by the teacher and principal as an accurate assessment of the required reading skills.

A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.

Good Cause "5" – Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an Individual Education Plan (IEP) 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 prekindergarten, 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.

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

Good Cause Criteria for Grades 4-5

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

Grades 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.
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. A 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.

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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 and/or Mathematics Deficiency for Students Grades VPK-Grade 5 (F.S. 1008.25)

Parents of students in Voluntary Prekindergarten who have a substantial deficiency in early literacy skills and parents of students in kindergarten through grade 5 who exhibit a substantial reading deficiency, or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must immediately receive notification in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading;

2. A description of the current services that are provided to the child;

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3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency;

4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause;

5. Strategies, including multisensory strategies and programming, through a read-at-home plan the parent can use to help his or her child succeed in reading, including electronic resources compiled by the Department of Education;

6. 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 school district in knowing when a child is reading at or above grade level and ready for grade promotion;

7. The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate master of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first;

8. The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level;

9. Information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485 and the New Worlds Scholarship Accounts under s. 1002.411 and information on parent training modules and other reading engagement resources available through the initiative.

Parents of students in Voluntary Prekindergarten who exhibit a substantial deficiency in early mathematics skills and parents of students in kindergarten through grade 5 who exhibit a substantial deficiency in mathematics, or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must receive notification in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in mathematics, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in mathematics.

2. A description of the current services that are provided to the child.

3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency.

4. Strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child success in mathematics, including electronic resources compiled by the Department of Education.

After initial notification of either a deficiency in reading or mathematics, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such

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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. Upon the request of the parent, teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or support and earlier implementation of the additional interventions or supports described in the initial notification.

By September 30, the school district will notify the parent of each eligible student of the process to request and receive a scholarship, subject to available funds.

In addition, schools may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan is developed to identify the student as having a substantial reading or mathematics deficiency and initiate intensive interventions. Voluntary Prekindergarten Program students who exhibit a substantial deficiency in early literacy and/or early mathematics skills shall be referred to the local school district and may be eligible to receive intensive interventions before participating in kindergarten.

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 the teacher must also be certified or endorsed in reading. These students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion. These interventions must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction grounded in the science of reading in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.
2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies above that place rigor and grade-level learning at the forefront.
3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies above. This instruction may include:
    a. Coordinated integration of content-rich texts in science and civic literacy within the 90-minute block;
    b. Targeted small group instruction;
    c. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice and more opportunities for error correction and feedback;
    d. Reduced teacher-student ratios;
    e. More frequent progress monitoring of the reading skills of each student throughout the school year and the adjustment of instruction according to student need;
    f. Tutoring or mentoring;
    g. Transition classes containing 3rd and 4th grade students;

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h. Extended school day, week, or year.

i. Before school or after school, or both, supplemental evidence-based reading interventions grounded in the science of reading delivered by a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S.

The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instruction may include visual information and strategies which improve background knowledge and experiential knowledge, add context and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading. (s. 1008.25(8), F.S.).

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. It is best practice for the school to update the parent at least monthly of the student's progress in response to the intensive reding instruction and intervention. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions and earlier implementation of the additional interventions or support described in the initial notification. (Section 1008.25(4), F.S., and Section 1008.25(6)(b), F.S.)

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Middle School Education (Grades 6-8)

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I. Program of Studies Grades 6-8

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 (AVID)	

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 evidence-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, including 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. 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.

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Required Courses for Grades 6-8

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

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

b. Mathematics

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

c. Social Studies (including Civics, assessed by a state required end-of-course exam)

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 civics 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.

d. Science (8th grade students will be assessed by the state-required science assessment)

Physical Education

1. 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 6-8.
2. 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:

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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 the following:

1. high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. 1003.4285, F.S.;
2. the requirements for each scholarship in the Florida Bright Futures Scholarship Program;
3. admission requirements for State University System and Florida College System institutions;
4. 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
5. 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.

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. Students who do not meet these 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 state progress monitoring assessments to determine proficiency if no state standardized assessment scores are available at the time of enrollment.

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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.

Advancement Via Individual Determination (AVID)

AVID is an elective course designed to prepare students for college and career 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:

1. the student's performance on required state assessments;
2. the student's grades or grade point average;
3. the student's attendance and conduct;
4. 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.

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Parents must complete the Intensive Instruction Waiver Request Form (Appendix A).

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II. Promotion and Retention

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Promotion Requirements

Students will be promoted to the next grade level based on the number of years in middle school.

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 recommended for enrollment in a summer remediation and credit recovery program. Students who do not successfully complete the summer program may be retained or assigned to an alternative instructional setting based on principal recommendation.

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

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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 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 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 at school by phone 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 principal'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; however, a passing grade must be earned either third or fourth quarter for the student to pass the course for the year. Letter grades will be awarded based on the district grading 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.

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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 according to the high school procedures. 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.

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The point system 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%.

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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 they may select the program that best meets the student's needs. This notification shall be conducted prior to the annual course selection, so 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:

1. 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.
2. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure outlined below.
3. 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 Student Progression Plan 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.
4. Transferring students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.

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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, progress reports, or report cards.

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, including during the 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) website for more information.

Each middle school may offer dual enrollment high school courses based on the needs of their students, special program requirements, and demand for 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 Executive Director of Adult, Career, and Technical Education 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.

1. 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

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any credits earned in high school courses.

2. 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".

3. 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.

4. 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 assessment 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.

5. 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.

1. 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 teacher, counselor, and/or administrator recommendation.
2. 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 a teacher, counselor, parent, and/or administrator recommendation.
3. 7th Grade Algebra I Honors: The student must have earned a Level 4 or 5 on the Grade 8 FAST PM2 or PM3 in Mathematics or have a teacher, counselor, parent, and/or administrator recommendation
4. 8th Grade Geometry Honors: The student must have earned one (1) credit in Algebra 1 or Algebra 1 Honors. A student that has not earned one (1) credit in Algebra 1 or Algebra 1 Honors may not enroll in Geometry Honors in Grade 8.
5. World Languages I: The student must have earned a Level 4 or 5 on the most current required state

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teacher, counselor, and/or administrator recommendation¶
grade point average for the year in the 7th grade Advanced Mathematics course

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teacher, counselor, and/or administrator recommendation¶
3.5 grade point average for the year in the 6th grade Advanced Mathematics course¶

Deleted: 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.¶

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assessment in English Language Arts or have a teacher, counselor, parent, and/or administrator recommendation.

6. World Languages II: The student earned a satisfactory score on a world languages placement test and have a teacher, counselor, parent, and/or administrator recommendation.
7. Career & Technical Courses: CTE teacher, counselor, parent, and/or administrator recommendation; and the student must have earned a 3.0 grade point average in the previous year's course within the same or similar curricular area.

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

Course Requirements:

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

1. assessment of students through a semester exam;
2. administration of any state-required end-of-course exams;
3. calculation of grades using the high school procedure;
4. minimum 135 hours as required in Florida Statute;
5. district-approved instructional materials aligned with the district-approved curriculum; and
6. reporting of grades to the high school the student will attend.

Grades:

Course grades will be calculated according to the high school procedure:

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

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

Semester 2
Quarter 3 = 40%
Quarter 4 = 40%
Benchmark Assessment or teacher designed exam = 20%

Courses with End-of-Course Exams (Algebra 1 and Geometry)
All state generated EOCs (Algebra I and Geometry) will constitute 30% of the final course grade, as calculated after the completion of the school year. The year-long grade for EOC courses will be calculated as follows:

Deleted: 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:¶ teacher, counselor, and/or administrator recommendation¶ 3.0 grade point average in the previous year's Advanced Language Arts course¶

Deleted: <#>the student earned a 3.0 grade point average in the first year of the World Language course; and¶ teacher, counselor, and/or administrator recommendation¶ 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 3.0 grade point average in the previous year's Advanced Science course¶ teacher, counselor, and/or administrator recommendation.¶

Deleted: <#>¶ CTE teacher, counselor, and/or administrator recommendation; and¶ The student must have earned a 3.0 grade point average in the previous year's course within the same or similar curricular area. …

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Semester 1 = 35%
Semester 2 = 35%
EOC Exam = 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 whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit as required. All ESE students must attempt to take the EOC to potentially qualify for an EOC waiver. An individual 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 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 on the student's transcript and may not be removed from the transcript.

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

1. 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 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 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.

2. 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.

3. 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.

1. Accelerated Math: The student must have earned a Level 3 or above on the most current required state assessment in Mathematics or have a teacher, counselor, parent/guardian, and/or counselor recommendation.

2. 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 a teacher, counselor, parent/guardian, and/or counselor recommendation.

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3.0 grade point average for the year in the previous year's mathematics course¶

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3. 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 a teacher, counselor, parent/guardian, and/or counselor recommendation.

4. 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 or have a teacher, counselor, parent/guardian, and/or counselor recommendation.

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 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 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 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.

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

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

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3.0 grade point average for the year in the previous year's social studies course¶

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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.

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High School Education (Grades 9-12)

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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. To use this option, seats must be available in the required Manatee Virtual School courses, and principal approval must be obtained. Students pursuing the 18 credit, ACCEL Diploma Option may be enrolled part-time with principal approval.

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

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*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 be exempt from the required semester 2 exam. State mandated end-of-course exams and dual enrollment course exams may not be exempted. Grades for students who are eligible to exempt the semester 2 exam will be averaged using only the third and fourth quarter grades. Each quarter will be calculated at 50% of the total semester 2 grade.

Grading Policies:

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.

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 postsecondary 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 or third quarters, 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. Semester 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 exams must be completed within 10 school days following the semester exam window. Once the exam is completed, the semester grade will be recalculated.

Course grades will be averaged as follows:

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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, calculated after the completion of the school year. The year-long grade for EOC courses will be calculated as follows:

Semester 1 = 35%
Semester 2 = 35%
EOC Exam = 30%

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 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.

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. 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.

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grade. The grade will be calculated as follows:¶
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Quarter 1 = 35% Quarter 3 = 35%¶
Quarter 2 = 35% Quarter 4 = 35%¶
EOC = 30% EOC = 30%

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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 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

1. A student's cumulative grade point average (GPA) will be calculated based upon all 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 GPA. In order to graduate, students must earn a cumulative unweighted GPA of 2.0 on a 4.0 scale.
2. 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.

Class Rank:

1. 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.
2. Class rank will be determined based on courses for which credit and grades are awarded toward a Standard Diploma. Students earning an 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.
3. 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.
4. Grade weighting is done at the discretion of the school district. The School District of Manatee County will weight all courses, including those who transferred from out of district, based on the scales described below.
5. The grade weighting scale is as follows:

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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 Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation systems, alternative grade weighting systems, and information regarding student education options that discriminate against dual enrollment courses are prohibited." This provision relating to GPA weighting includes all dual enrollment courses, including career education courses.)

6. Grades earned in Career and Technical Education courses that are Level 3 courses and lead to an industry certification are weighted the same as grades earned in Honors courses 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.

1. 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.
2. The only exception to these forgiveness policies shall be made for a student in middle school who takes

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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.

3. 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. Postsecondary institutions may have different grade forgiveness policies; therefore, the GPA may be recalculated to include ALL courses attempted which could affect admissions decisions.

4. An elective course 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,	Regular course	Same course or Honors if available
U.S. History, U.S. Govt., Economics, World History, Personal Finance and Money Management)	Honors, AP, IB, AICE course	Same course or regular course
Required nonspecific courses for graduation (English, Mathematics, Science)	Regular course	Same course or Level 2 or Level 3 course in the same discipline
	Honors, AP, IB, AICE course	Same course or regular course, or Level 3 course in the same discipline Agriscience Foundations (8106810), 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

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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.

1. 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.
2. 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. Courses with a required end-of-course (EOC) exam earn one (1) credit upon satisfactory completion of course requirements.
3. 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.
4. Credit will be awarded if a student who is not enrolled in or who has not completed a course takes and passes a statewide standardized assessment through the Credit Acceleration Program. 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.
5. Enhanced Instruction for Non-Proficient Students:
    - Students must earn a Level 3 or higher in English Language Arts (ELA) and/or Math on a standardized assessment. Students who do not meet these criteria may be required to receive enhanced instruction through a course that will assist in building the students' skills and in

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mastering standards.

- School administrators may use concordant/comparative scores on state-approved assessments.

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 (Appendix A).

b. Student must be in 6th-12th grade.

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III. Promotion

Promotion Guidelines

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

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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, may 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 limited, to postsecondary 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 AP, IB, AICE, dual enrollment courses, career academy courses, and courses that lead to national industry certification, as well as offerings through virtual instruction.

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To be eligible to participate in AICE, AP or IB programs, a student shall have a 3.0 grade point average and have earned Level 3 or higher on the state assessment passed a nationally-normed standardized test, earned the required comparative/concordant score within the last two years, or been granted admission at the discretion of the principal.

Eligibility requirements for dual enrollment programs are determined by each enrolling institution and can be accessed on the institution's website.

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 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.

Advanced Placement (AP)

Advanced Placement (AP) is a program for eligible secondary school students to enroll in college-level courses 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 corresponding 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. Home education students may be assessed a fee for test administration.

Students earning a "D" or "F" in an Advanced Placement course at the end of first semester 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.

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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)

International Baccalaureate (IB) is a program administered by the IB Organization whereby eligible secondary students are enrolled in a prescribed program of studies. The State Board of Education has established rules that specify the cutoff scores for IB examinations that will be used to grant postsecondary credit at 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.

Students 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. 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.

Students earning a "D" or "F" in an AICE course 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).

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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 and career readiness and success. Students who apply for and are accepted must also take at least one weighted course (Honors, Pre-AP, AP, Pre-IB, IB, pre-AICE, 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. Principals are encouraged to make exceptions to the placement criteria for weighted courses in AVID students' areas of strength.

High School Dual Enrollment for Middle School Students

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

1. High school courses taken during middle school may be used to satisfy high school graduation requirements and Florida Bright Futures scholarship requirements.
2. 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).
3. 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.
4. Middle school students taking courses that require an EOC must follow statute.

Postsecondary Dual Enrollment and Early Admission

Postsecondary Dual Enrollment programs and Early Admission are available at all high schools. The requirements for dual enrollment programs are pursuant to F.S. 1007.271.

1. 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. 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.
2. 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 the district

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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.

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

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

5. 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.

6. 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.

7. Dual enrollment courses are weighted the same as AP, AICE, and IB courses. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

8. 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. Demonstration of readiness for college-level course work if the student is to be enrolled in college courses;

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

    c. Indication that, in addition to the required placement examination, student qualifications for enrollment in college credit dual enrollment courses must include at least a 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.

9. The Inter-institutional Articulation Agreement is jointly developed between the School District of Manatee County and State College of Florida, University of South Florida, 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:

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

b. A plan for the institution 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 by which 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. An explanation of high school credits earned for completion of each dual enrollment course;

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

i. The eligibility criteria for student participation;

j. An explanation of institutional responsibility for screening prior to enrollment and monitoring student performance subsequent to enrollment;

k. An 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. A description of 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.

10. Only those academic elective courses approved in the Dual Enrollment Articulation Agreement can be taken for dual enrollment credit. An academic elective that counts as credit toward graduation can be taken

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as dual enrollment with the approval of the principal.

11. 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.

12. 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, 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.

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

1. 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.

2. 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 Certificate of Education, 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 State College of Florida, University of South Florida, 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.

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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:

1. The student's performance on required state assessments
2. The student's grades or grade point average
3. The student's attendance and conduct
4. 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. 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. 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. 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

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retakes the course or an equivalent course and earns a "C" or above.

Credit for Career & Technical Student Organization Participation (CTSO)

A high school student may be awarded one (1) elective credit when at least 135 hours of participation in a CTSO is shown. This participation must be outside the school day and verified by school/district personnel using the approved forms that are provided by the CTSO advisor. The collection of all forms is the responsibility of the student, as the hours can be accumulated over several years including middle school. Students are encouraged to request documentation by the end of each school year as advisors may change or retire.

V. Graduation Requirements

General Information

A student in a Manatee County public school may earn a Standard Diploma 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:

1. participation in an accelerated high school equivalency diploma preparation program during the summer;
2. 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
3. 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

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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 increasing a school's 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 and complete at least one course on the campus of their brick-and-mortar school during their graduation year in order to participate in that high school's graduation ceremony. Full-time dual enrolled students, early admission students, and students enrolled in a School District of Manatee County sanctioned educational option may participate in their enrolled high school's graduation ceremony. A full-time virtual school student will not be allowed to participate in graduation at his or her zoned school.

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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 without having met all graduation requirements may attend summer school. If the student satisfactorily completes all graduation requirements, the student may participate in the district summer graduation ceremony.

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

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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:

1. Four Year Standard Diploma 24 credits
2. ACCEL Accelerated Graduation Option 18 credits
3. 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.

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 the student and parent/guardian 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 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/guardian 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 a written 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

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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. Criteria is listed in the graduation requirement charts found at https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/.

The **Florida Seal of Fine Arts** Program is created to recognize high school graduates who have met an exemplary level of proficiency in the performing or visual arts based on established criteria. The criteria for the Florida Seal of Fine Arts can be found at https://www.fldoe.org/academics/standards/subject-areas/fine-arts/ .

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Credit Requirements: Standard Diploma

Students receiving a Standard High School Diploma must meet the requirements specified in Florida Statutes. More information on graduation requirements can be found at https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/.

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 option by:

- Earning at least 18 credits.
- Earning a cumulative grade point average of a 2.0 on a 4.0 scale.
- Completing the 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.

Course Information

Mathematics:

A certified school counselor or the principal's designee must advise students that state universities may require three additional mathematics courses at least as rigorous as Algebra I for admission. 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).

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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.

Science:

Students are required to earn three (3) credits in science. One of which must be Biology, and 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). Industry certifications for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit. An identified computer science credit may substitute for up to one science credit (except for Biology). A computer science credit may not be used to substitute for both a mathematics and science credit.

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 one 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 or all of the HOPE/Physical Education requirement.

1. Interscholastic Sports:

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

2. Junior Reserve Officers Training Corps (JROTC):

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Deleted: <#>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.¶
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.¶
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).¶

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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.

3. 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.

4. Completion of 2 years of marching band shall satisfy the one-credit requirement in physical education or the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.

Assessment Requirements:

To meet graduation requirements, a student must earn passing scores on the required statewide assessments or earn scores on a standardized test (PSAT, SAT, CLT, and/or ACT) that are concordant/comparative with passing scores on the required statewide assessments. Participation in the assessment program is mandatory for all school districts and all students attending public schools. Students who transfer from out-of-state, home education or private school must have a passing score on a statewide end-of-course assessment for Algebra from the previous state/district attended or a concordant score. For a complete list of current concordant/comparative scores for statewide assessments, see F.A.C. 6A-1.09422 or the State Assessments for High School Graduation section of the Florida Department of Education's Graduation Requirements page.

Beginning with the 2021-2022 school year, students taking a U.S. government course are required to take the Florida Civics Literacy Exam. Students earning a passing score on this assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25 (4). For a list of courses that meet this requirement, visit https://www.fldoe.org/core/fileparse.php/5663/urlt/2425K12FCLEFactSheet.pdf.

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:

Students currently holding a Certificate of Completion who are seeking a standard diploma must meet a

Deleted: <#>The HOPE curriculum includes education on teen dating violence and abuse as required by statute. ¶

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Deleted: **Grade 10 ELA Concordant Scores** ¶
Available for students who entered grade 9 in 2020-21 and beyond: ... [1]

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concordant score based on the statute governing their 9th grade cohort requirements to meet the high school graduation testing requirements.

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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.

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.

Deleted: Students choosing the ACCEL diploma option must attend high school as a full-time student.

Course Requirements for the ACCEL Accelerated Diploma:

A Standard Diploma will be awarded to a student who:

1. 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)
2. 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:

1. Adult High School Diploma
2. High School Equivalency Diploma (GED) Option
3. 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; 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:

1. Two elective credits for any individual who has completed one full year of military service;
2. Correspondence courses completed under USAFI; or

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3. 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 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 Main Campus.

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.

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 Manatee County model includes direct, explicit instruction, and an online instructional program.

The students must meet all of the following eligibility criteria:

1. The student must be enrolled in and attending a PK-12 program.
2. The student is at least 16 years old.
3. The student is enrolled in courses that meet high school graduation requirements and is earning and receiving credits.

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4. The student is over-age for grade, behind in credits, or has a low grade point average, and is in jeopardy of not graduating with his or her cohort group.
5. The cohort group with which the student entered kindergarten is graduating or has graduated.
6. 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.
7. The student has acceptable scores on official GED Practice Tests administered under testing conditions.

Admission Procedures for Performance-Based Exit Option:

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:

1. 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;
2. achieving the required cumulative grade point average of 2.0 on a 4.0 scale; or
3. 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.

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 ensuring 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

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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:

1. To participate 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.
2. To participate 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.
3. To participate 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

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:

1. Standard Diploma available to all students to include students with disabilities:
    a. Refer to Graduation Option Chart
    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.
2. 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

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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

3. 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 as assigned by their IEP. This option includes:

a. FAA Performance Task Assessment

b. FAA Datafolio Assessment

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Refer to Graduation Option Chart¶

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Florida Standard Diploma High School Graduation Options for Students with Disabilities Entering 9th Grade:

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➢ **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)

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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)
3.5 Credits Social Studies		
➢ 1 credit World History ➢ 1 credit U.S. History ➢ .5 credit in U.S. Government ➢ .5 credit in Economics ➢ .5 credit in Personal Finance and Money Management (Beginning with 9th grade students entering high school in 2023-24 school year)	▪ 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		

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7.5 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		
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 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. The decision to accept or defer the standard high school diploma must be made prior to the beginning of the school year in which the student is expected to meet all requirements for a standard high school diploma. A signed statement by the parent, guardian or student, if the student has reached the age of majority and rights have transferred to the student in accordance with subsection 6A-6.03311(8), F.A.C., that he or she understands the process for deferment and identifies if the student will defer the receipt of his or her standard high school diploma, must be included in 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:

1. The student's IEP prescribes special education, transition planning, transition services, or related services through the student's 22nd birthday.

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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.

ESE Assessment Requirements

Standard Diploma with Required State Assessment Waiver:

A student with a disability, as defined in S.1007.02, 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:

1. Completes the minimum number of credits and other requirements for graduation and
2. Does not earn passing scores on the required state assessment or on a standardized test that is concordant with passing scores on the required state assessment after attempting each required assessment at least once.
3. 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:

5. Parents must complete the Intensive Instruction Waiver Request form (Appendix A).

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 IEP team will examine all information for each ESE student, and then determine the potential for the results of the EOC to be waived.

Any waiver of the statewide standardized assessment requirements by an IEP 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%.

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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.¶

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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.

Pursuant to Section 1003.433(3), F.S., and SB 6A-1.09422, beginning with the 2022-23 school year, students who have been enrolled in an English Speakers of Other Languages (ESOL) program for *less than 2 school years and have met all requirements for the standard high school diploma except for passage of any assessment required for graduation* as specified by Section 1003.4282 or 1008.22, F.S., or alternate assessment is eligible for a standard high school diploma if the student:

Meets the requirement to pass the statewide, standardized grade 10 ELA assessment by satisfactorily demonstrating grade-level expectations on a formative assessment that generates a score or metric that can be interpreted as a measure of grade 10 level achievement in ELA.

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:

Florida's College Readiness Assessments and Cut Scores (as of March 2022)	
Common Placement Tests	
Florida Postsecondary Education Readiness Test (PERT)	Reading (106)
	Writing (103)
	Mathematics (114)
Next-Generation ACCUPLACER, The College Board	Quantitative Reasoning, Algebra, and Statistics (QAS) (261)
	Reading (256)
	Writing (253)
SAT, The College Board	Reading Test (24)
	Writing and Language Test (25)
	Math Test (24)
Digital SAT, The College Board	Evidence-Based Reading and Writing Section (490)
	Math Section (480)
ACT with Writing or ACT, Inc.	Reading (19)
	English (17)
	Mathematics (19)
Classic Learning Test, Classic Learning Initiatives, LLC	Sum of the Verbal Reasoning and Grammar/Writing Sections (38)
	Quantitative Reasoning Section (16)
Alternative Methods	

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PSAT/NMSQT and PSAT 10, The College Board	Reading Test (24)
	Writing and Language Test (25)
	Mathematics Test (24)
Digital PSAT/NMSQT and PSAT 10, The College Board	Evidence-Based Reading and Writing Section (490)
	Math Section (480)
PreACT®	Reading (22)
	English (18)
	Mathematics (22)
General Educational Development (GED®) Test	Reasoning Through Language Arts (165)
	Mathematical Reasoning (165)
Test Assessing Secondary Completion (TASC™)	Language Arts Reading (580)
	Language Arts Writing (560 and 6 on the essay)
	Mathematics (560)
High School Equivalency Test (HiSET®)	Language Arts Reading (15)
	Language Arts Writing (15)
	Mathematics (15)
End-of-Course Assessments	Algebra 1 End-of-Course Assessment (4)
	Geometry End-of-Course Assessment (4)
ALEKS® PPL	Mathematics (30)
CLT10	Sum of Verbal Reasoning and Grammar/Writing (37) Quantitative Reasoning (16)

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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.

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K-12 Virtual Education

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XI. 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 School (MVS) provides full-time and/or part-time opportunities for all Manatee County zoned and home school students to access elementary, 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 course either before the school year 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 MVS 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-

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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 MVS options must work closely with their school counselor to ensure that appropriate virtual courses are reviewed and approved to match the needs of the students. MVS 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.

SDMC offers 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 assessment (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.

MVS Programs:

In order for students to be eligible for any MVS full-time virtual program for the school year, the student must meet the eligibility requirements listed below:

1. Grades K-5 Criteria:
    a. Children who are five years old on or before September 1 are eligible to start kindergarten in August.
    b. To enter first grade, a child must be six years old on or before September 1 and must have successfully completed kindergarten (Florida Statute 1003.21).
    c. A child must have demonstrated academic success in the previous 2 years of school as indicated by final report cards. If the student is moving to 1st grade, then submit kindergarten final report card.

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d. A child must have demonstrated grade level proficiency on state assessments from the prior school year. If the student is entering Kindergarten, no test scores are required.

e. A student must apply for admissions in the enrollment window as posted on the Manatee County Schools website.

2. Grades 6-12 Criteria

a. A student must have demonstrated academic success in the previous semester courses.

b. A student must have attained grade level proficiency on at least one of the following standardized tests in the prior school year:

- FAST ELA/FAST Math
- All end-of-course (EOC) exams that student has already taken
- Stanford Achievement Test (50th percentile or higher on the Reading section)
- Iowa Test of Basic Skills (50th percentile or higher on the Reading section)
- Grade level proficiency on an official standardized test administered by another public school system

3. Reside in Manatee County

Full-time Virtual Education Options

MVS provides one full-time virtual school program:

- Manatee Virtual School (MVS)

The full-time MVS is a contracted program with FLVS which uses the FLVS online curriculum and either Manatee or FLVS teachers, depending upon the need.

Goals of MVS:

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:

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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 regarding NCAA eligibility.

g. Agree and adhere to all the student and parent guidelines as stipulated in the MVS Handbook.

h. Enroll in and complete six half-credit courses each semester within the specified enrollment and completion dates.

How to apply to a Full-Time Virtual Program:

Manatee County public, charter, or home school students should consult with their school counselor and review the MVIP and FLVS websites. Enrollment windows are posted on the MVS Website, Brochure, and other District Communications

Part-time Virtual Education Options

Students who wish to enroll in a virtual education option on a part-time 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:

1. A student may not be placed in the same course concurrently at a district middle or high school and at Florida Virtual School.
2. Schools may not deny placement in a course offered through Florida Virtual School even if the school offers the same course.
3. 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.
4. 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

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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 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:

- Microsoft Edge
- Mozilla Firefox
- Google Chrome
- Apple Safari

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 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 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 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.

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SBMC Meeting
June 10, 2025

2025-2026 Student Code of Conduct Proposed Changes

Presented by:

Laurie Breslin, Executive Director Student Services & Family Engagement

SDMC SCC Meeting Dates

Session 1 - Work Group (1/28/25)
Discipline Matrices

Session 2 - Work Group (2/11/25)
Cont. Discipline Matrices

Session 3 - Committee (2/20/25)
Section 4 School Discipline
Section 5 Discipline Matrices
Section 6 Procedures Relating to Disciplinary Actions

Session 4 - Committee (2/27/25)
Section 4 School Discipline
Section 5 Discipline Matrices
Section 6 Procedures Relating to Disciplinary Actions

Session 5 - Committee (3/6/25)
Section I Students Rights and Responsibilities
Section 2 Student Attendance

Session 6 - Committee (3/13/25)
Section 3 School Health
Section 7 Miscellaneous

Session 7 - Committee (3/27/25)
Section 3 School Health
Section 7 Miscellaneous

Community Committee Meetings
April 9, 2025
April 29, 2025

Notable Language Changes Pending Board Approval

1. Extracurricular Clubs and Organizations
2. Attendance/Truancy
3. Bullying/Harassment
4. Threats Against School
5. Expulsion
6. Electronic Devices
7. Artificial Intelligence

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

2025-2026 Code of Student Conduct

Extracurricular Clubs and Organizations – Added Language

Extracurricular Clubs and Organizations

Pursuant to F.S. 6A-10.089, in order to be eligible to join and participate in any club, after school or extra-curricular activity as a representative of a school, students must complete and submit the school or district provided parent/guardian permission form each year and for each activity. Club information is published and updated on each school website or can be found by contacting the school's administration or Activity Director.

Extracurricular Activities/ Clubs

Students choosing to participate in extracurricular activities must adhere to all School Board Policies and school rules to be eligible. A student must attend a minimum of one-half day of school to participate in school sponsored activities. Participating in extracurricular activities is a privilege and participation may be restricted, suspended or revoked at any time by a school administrator as a result of violating these said policies or rules.

2025-2026 Code of Student Conduct

Truancy – Language Changes (SB 1344)

A "Truant" student is a student, subject to compulsory school attendance, who has had (Section 1003.01, F.S.):

- 5 unexcused absences (or absences for which reasons are unknown) within a calendar month; or
- 10 unexcused absences (or absences for which reasons are unknown) within any 90 calendar days; or
- Has had more than 15 unexcused absences within 90 calendar days.

The SDMC will follow all requirements for reporting truant students as outlined in s. 1003.27, F.S.

Florida State Statute (1003.24) reports parents are responsible for the attendance of children.

Florida State Statute (1003.26) provides the school district the ability to enforce school attendance.

2025-2026 Code of Student Conduct

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 education performance, opportunities, or benefits; or has the effect of substantially disrupting the orderly operation of a school or activity.~~

Bullying: (intimidating behaviors that are repeated, intentional, and involve a power imbalance) Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. Bullying includes instances of cyberbullying, as defined in Section 1006.147(3)(b), F.S. Bullying may include, but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property. If the physical harm or psychological distress is not the result of systematic or chronic behavior, evaluate for Harassment

2025-2026 Code of Student Conduct

Harassment: Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose. Instances of Harassment that are chronic or repeated in nature should be evaluated for Bullying or Bullying-related.

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 computer or other electronic devices, which is known as cyberbullying. Cyberbullying and harassment are also prohibited through off campus social media ~~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.

Students who engage in bullying or harassment, will have consequences and appropriate disciplinary ~~remedial~~ action that may range from positive behavioral interventions up to and including suspension, reassignment to an alternative program, ~~and~~ or expulsion. More severe or persistent infractions will result in more intensive interventions and administrative action. Additionally, the appropriate school administrator or designee will report to the victim's parents and the alleged offender's parents any alleged 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.

2025-2026 Code of Student Conduct



Threats Against Schools and Persons

Students who 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 at school or at a school activity, will be suspended for up to 10 days, recommended for reassignment or expulsion, and reported to law enforcement ~~for prosecution~~. The same actions will be taken if any threats are made ~~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. Students who make any such threat will be referred to the school's threat management team. This team is charged with helping to ensure the safety of all persons at school and will take steps that may include interviews with friends, teachers, staff, parents, or employees regarding any concerns. The threat management team is also responsible for making referrals for mental health services and to law enforcement for continued investigation, if it is determined a student poses a concern or threat to the school or any member of the school community. Students are subject to school-based consequences for any threats communicated online or through the use of technology, regardless of the time, day, or location where the threat was made.

F.S. 1006.13

"Making a threat or false report, as defined by ss. 790.162 and 790.163, respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity. District school boards may assign the student to a disciplinary program for the purpose of continuing educational services during the period of expulsion. District school superintendents may consider the 1-year expulsion requirement on a case-by-case basis and request the district school board to modify the requirement by assigning the student to a disciplinary program or second chance school if the request for modification is in writing and it is determined to be in the best interest of the student and the school system. If a student committing any of the offenses in this subsection is a student who has a disability, the district school board shall comply with applicable State Board of Education rules."

2025-2026 Code of Student Conduct

Expulsion

The principal or the principal's designee may recommend to the district school superintendent the expulsion of any student who has committed a serious breach of conduct, including, but not limited to, willful disobedience, open defiance of authority of a member of his or her staff, violence against persons or property, or any other act which substantially disrupts the orderly conduct of the school.

A recommendation of expulsion or assignment to a second chance school may also be made for any student found to have intentionally made false accusations that jeopardize the professional reputation, employment, or professional certification of a teacher or other member of the school staff, according to the district school board code of student conduct.

Any recommendation of expulsion shall include a detailed report by the principal or the principal's designated representative on the alternative measures taken prior to the recommendation of expulsion. The School Board may, instead of an expulsion, assign a student to a school or an alternative program other than the student's zoned school when the recommendation of expulsion is a mandatory consequence for the violation of the Student Conduct and Discipline Code. (Florida Statute 1006.09)

2025-2026 Code of Student Conduct

Expulsion

1. The principal or designee will complete the investigation, write the office referral (Event and Discipline Report), assign a 10 day, out of school suspension and notify the parents of the incident and suspension.
2. The principal or designee will communicate with the parent/guardian during the 10-day suspension and notify them of the recommendation for expulsion and the rationale for the requested expulsion.
3. The principal or designee will compile all relevant investigation documents, a detailed description of the incident leading to the recommendation for expulsion, prior intervention utilized, current year behavior, academic, and attendance records and relevant 504 or IEP documents along with the request for expulsion form to be submitted to the Superintendent or designee.
4. The district expulsion committee will review the documentation provided and will confirm the hearing date with the principal or designee and the parent/guardian.
5. The parent/guardian and student have the right to participate in the formal hearing and to be represented by legal counsel or any other qualified person during the hearing.
6. The hearing officer will recommend any penalty they deem appropriate to the facts of the case. The recommendation will be voted on by the School Board who may impose any outcome they deem appropriate. The School Board's decision is final.

Students may be suspended for the remainder of the current academic year and the following academic year. During the expulsion, students may not be on any school board campus, property or establishment or within 1,000 feet of a school or a school bus stop.

2025-2026 Code of Student Conduct

Expulsion

Enrollment of Student Who Have Been Expelled, Dismissed, or Reassigned from Other Schools

Students enrolling in the School District of Manatee County who have been expelled, dismissed, or reassigned from another school must disclose that information when registering at their districted school (F.S. 1006.67). The School District of Manatee County will evaluate all information provided and will uphold the placement from the originating institution in alignment with the SDMC Student Code of Conduct.

2025-2026 Code of Student Conduct

Electronic Devices– Language Changes (HB 1105)

ELECTRONIC EQUIPMENT

The SDMC follows all State of Florida legislation in regard to electronic devices. This new legislation includes the following:

- Prohibits electronic devices from being used by elementary and middle school students during the school day.
- Prohibits high school use of electronic devices during instructional time, except as authorized, with teacher-designated storage areas and board-adopted usage zones.
- Provides exceptions for medical or educational needs.

SDMC students in elementary or middle school settings may not use cell phones or other non-district issued electronic items during the school day.

High school students may not use wireless communications devices during instructional time, except when expressly directed by a teacher solely for educational purposes or in designated areas determined by the school board or school administration.

2025-2026 Code of Student Conduct

Artificial Intelligence – Language Changes (SB Policy 7540.03)

- The School Board recognizes the positive impact that Artificial Intelligence (AI) technology and Natural Language Processing (NLP) tools may have in the District's educational program and operations.
- Any use of artificial intelligence technology in the District's educational program or operations must be in accordance with State and Federal law as well as Board policies.
- Unauthorized use of AI/NLP tools is considered a form of plagiarism per Policy 7540.03 and any student found using these tools without permission will be disciplined in accordance with the Student Code of Conduct.
- Students can use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher/so long as they use the AI/NLP tools in an ethical manner including proper citation.
- Research assistance
- Data Analysis
- Language translation
- Writing Assistance
- Accessibility

Violation of this policy may result in disciplinary consequences. Students may be disciplined for violations, up to and including suspension or expulsion. For additional information see School Board Policy 7540.03.

SDMC SCC Remaining Timeline

June 10, 2025 - Presentation to School Board

June 24, 2025 – Approval of Advertising a Notice of Intent to Amend the SCC

July 29, 2025 – Approval of Adopting Amendments to the SCC

SBMC Meeting
June 10, 2025

2025-2026 Student Code of Conduct Proposed Changes

Presented by:

Laurie Breslin, Executive Director Student Services & Family Engagement

2025-2026 Student Code of Conduct

Special Circumstances:

- The title page date was changed to 2025-2026.
- The Table of Contents will be updated after final document revisions.
- The point of view was changed from first person to third person.
- Sections have been reordered to help the flow of the document. They are not noted in this Change Summary.
- 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 and are not included in the proposed changes below.
- The overall format and section numbers/titles have been updated to better organize the flow of information.
- Rationale for any policy changes will be stated; otherwise, changes are simply formatting, grammatical, or to clarify language.

Change Log

Note: Page/Sections align with Redlined Student Code of Conduct Document.

Page/Section	Change Type	Change	Rationale
Footer (all pages)	Technical correction	Date change to 2025-2026	Updated to current year
Student Rights and Responsibilities (p.1)	Language change recommendation	Revised language and added in language related to Hope scholarship students: "Hope Scholarship students must remain in good standing with the code of conduct to continue their placement…contact the Office of Student Assignment."	Language clarity regarding current policy and procedures.
Student Rights and Responsibilities (p.1-2)	Reorganization	Omit Section titled "First Amendment Freedom of Expression"	Consolidated into another section regarding student's rights and responsibilities.
Student Rights and Responsibilities (p. 2)	Legislative requirement	Change Section title from "Principal's Authority" to "Principal Responsibility" and added legal (statute 1006.09)	Align to legislative language
Student Rights and Responsibilities (p. 2)	Technical correction	Added legal (statute 1003.31) to section title In Loco Parentis and omit sentence "While this power is not equal to a parent's power over a child…over free adults."	Align to legislative language
Student Rights and	Legislative requirement	Prohibition of Discrimination	Align to legislative language

Responsibilities (p. 2)		Modified beginning of paragraph to state "School Board" and included school board policy language to include Title IX of the Education Amendments Act of 1972.	
Student Rights and Responsibilities (p. 2-6)	Reorganization	Grades and Academic Honor Code Moved to Section 3: Positive School Climates for better readability. Items are listed in a table format noting students' rights and responsibilities.	Restructured based on committee recommendation
Student Rights and Responsibilities (p. 6-8)	Reorganization	MTSS/Champs/Resiliency Skills/Safe and Welcoming Learning Environment Language was removed as information is updated on the District website or referenced already in the Student Progression Plan.	Restructured based on committee recommendation
School Dress Code (p. 8-9)	Language change recommendation	Omitted first offense as this is already contained in the matrices. Updated the following language: • Shorts, skirts, skorts, and dresses are allowed. They must be mid-thigh length or longer. • All trousers, pants, or shorts must completely cover undergarments and worn at the waist. • All clothing, jewelry, or body art, tattoos, nail art, shall not have: profanity, violent images, weapons, wording or suggestion; sexually suggestive phrases or images; gang-related symbols; alcohol, tobacco, drugs, or advertisements for such products. • Form-fitting leotard/spandex type clothing (to include shorts and leggings) are allowed with proper garments that cover to mid-thigh length or longer. • If the school has a mandatory school uniform policy, the student must adhere to those requirements. These programs will provide detailed requirements to both students and parents.	Restructured based on committee recommendation
Athletic Eligibility (p. 12-13)	Language change recommendation	High School Eligibility • Added "Must complete all required paperwork prior to participating in any practice or game." Middle School Eligibility • Omitted "Must carry normal case load," and "Sixth grade students are exempt for soccer only" at the end of bullet number 4. • Changed *contest* to "activities"	Restructured based on committee recommendation

		• Removed bullet number 12, "All participants must have"	
Extracurricular Clubs and Organizations (p. 13-14)	Legislative requirement	Extra-curricular Activities/Clubs • Added F.S.6A-10.089 about extra-curricular club activity eligibility. • Added "Students choosing to participate in extracurricular activities must adhere to all School Board Policies and school rules to be eligible. Participating in extracurricular activities is a privilege and participation may be restricted, suspended or revoked at any time by a school administrator as a result of violating these said policies or rules."	Align to legislative language
Attendance (p. 14-15)	Reorganization of section	Moved attendance language to this section and reorganized text. Removed Q&A and put this same language into process format in the reorganized section.	Restructured based on committee recommendation
Truancy (p. 15-16)	Legislative requirement	Truancy – added the following language: A "Truant" student is a student, subject to compulsory school attendance, who has had (Section 1003.01, F.S.): • 5 unexcused absences (or absences for which reasons are unknown) within a calendar month; or • 10 unexcused absences (or absences for which reasons are unknown) within any 90 calendar days; or • Has had more than 15 unexcused absences within 90 calendar days. The SDMC will follow all requirements for reporting truant students as outlined in s. 1003.27, F.S. Florida State Statute (1003.24) reports parents are responsible for the attendance of children. Florida State Statute (1003.26) provides the school district the ability to enforce school attendance. Additionally, moved language related to driver's license privileges to this section.	Align to legislative change
School Health (p. 19-21)	Legislative requirement	Medication Policy • Pursuant to Florida Statute 1002.20, a student may possess and use a medication to relieve headaches while on school property or at a school-	Align to legislative language

		sponsored event or activity without a physician's note or prescription if the medication is regulated by the United States Food and Drug Administration for over-the-counter use to treat headaches. • For students to carry and administer his/her own over-the-counter medication to relieve headaches, a self-carry headache medication form must be fully complete and on file in the school clinic. This form can be found on the SDMC website. • Prior to being able to administer medication at school, the parent/guardian must provide a completed medication authorization form for each medication. The form must be signed by the parent/guardian and licensed healthcare provider.	
Student Discipline (p. 22)	Reorganization	Misconduct that Requires Specific Consequences • Removed "Dating Violence and Abuse" at this is contained elsewhere in the SCC Drugs and Alcoholic Beverages • Added "outside of the medication policy"	Restructured based on committee recommendation
Student Discipline (p. 23-25)	Legislative requirement	Bullying and Harassment • Omitted all previous language • Clarification on bullying/harassment and social media. • "Bullying and Harassment" language updated to read current Florida Statute and Department of Education definition and examples Hazing • Language updated to read current Florida Department of Education definition and examples Dating Violence and Abuse • Used Dating Violence language from Department of Education to summarize the definition and reporting procedures.	Align to legislation
Student Discipline (p. 26-27)	Legislative requirement and language clarity recommendation	Threats Against Schools and Persons • Inserted Florida Statute (F.S. 1006.13) and it's language to this section Reporting Threats or Suspicious Activity • Updating language to include "threats" and "should report" and added after assist "students and parents" Violence and Aggressive Acts • Added language to the 2nd paragraph "…the student may be placed on a	Align to legislation

		Second Chance Agreement in addition to a referral to the school-based problem-solving team." Omitted "district level Behavior Assessment and Modification (BAM) contract.	
Student Discipline (p. 27-28)	Language change to align to legislation	Possessions of Firearms and Weapons • Added Florida Statute (F.S. 1006.13) and language to this section • Changed tenses to reflect previous implementation • Changed search language to align with school board policy	Align to legislation
Student Discipline (p. 30-31)	Reorganization of section	Misconduct that May Result in Discipline • Removed this section as it is contained elsewhere in the Student Code of Conduct	Restructured based on committee recommendation
Student Discipline (p. 33)	Language change recommendation	Drug, Alcohol and Tobacco Use • Added "Alcohol" to Section title • Incorporated language "Student athletes are not permitted to use drugs, alcohol or tobacco products." • Omitted redundant language o "Students who violate the SDMC alcohol and drug policies are subject to penalties as outlined in the Student Code of Conduct…including but not limited to, extracurricular activities and/or athletics."	Restructured based on committee recommendation
Conduct on School Busses (p. 34-35)	Language change recommendation	Conduct on School Busses • Added "and witnessed by the bus driver" • Added Responsibility of Parents or Guardians Who Are transported at Public Expense FL Admin Code 6A-3.0121 • Added "Students are to be at the bus stop ten (10) minutes prior to the scheduled pick-up time" Waiting for the Bus • Added "the student should wait for the driver to signal or for the bus attendant…" Rules while on the Bus • Added to number 8 to include "any part of the bus" • Modified language to number 12, "cell phone usage on the bus is at the discretion if the bus driver." Violation of Rules while on the Bus (language added to heading)	Restructured based on committee recommendation and alignment to Florida Rule 6A-3.0121

		• Added "Witnessed by the bus driver, bus attendant or other employee of the school district."	
Discipline Matrices (p. 37-38)	Language and formatting changes	Discipline Matrices • Omitted "The below incident codes and corresponding types of offenses represent the different types of infractions….and include more specific behaviors." • Omitted "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….repeated. Use the key below for proper identification of specific types of administrative….matrix." • Removed the "The following behavior and/or" • Added "It is expected that parent contact is made…"	Restructured based on committee recommendation
Discipline Matrices (p. 38-62)	Language changes and formatting changes and alignment to legislative requirement	Changes to Disciplinary Action Code Removed: • Community Service • After school detention, Extra school, Before School Detention, Alternative to OSS • Parent Written • Removed "Phone" from Parent Phoned and added Parent Contacted • In school suspension until parent conference • Out of school suspension until parent conference Added: • Expelled without continuing education services • Expelled with continuing education services • No Discipline • Other SESIR Defined • Change of Placement • Alternative placement Additional Changes: • Multiple changes within matrices noting progressive discipline • Asterisk will be considered for threat assessments • Tardies, Habitual- conference with parent, no referral to resolve issues • Local Code added for off campus arrest/charge • Additions to disruptive behaviors	Restructured based on committee recommendation and align to legislation

		• Omit RTI and change to MTSS • Changed offense to action and ranged per School • BCM (behavior contract)-> second agreement contract • Other District defined to include Second Chance agreement also • Endangerment and horseplay moved to level 3 • Proposed Bus codes for bus referrals • Proposed to reorder to from least to greatest consequence • Added Asterix to note infractions that require threat assessment • Three-digit codes are all SESIR codes	
Discipline Matrices (p. 38-62)	Language change recommendation	Added expulsion language under each matrix: In addition to consequences outlined in the matrix, the school principal may recommend to the Superintendent the expulsion of any student who has committed a serious breach of conduct including, but not limited to: (a) willful disobedience; (b) open defiance of authority of a School Board employee; (c) violence against persons or property; (d) giving or selling intoxicating beverages, controlled substances, drugs, or counterfeit drugs to any person on school grounds or at any school-sponsored activity; (e) threatening or using a weapon against any person; and/or (f) any felonious act; conviction of a felony; or such other acts	Align to legislation
Student Discipline (p. 64)	Language change recommendation	Omitted all section titles and language as they are contained in the matrices: • Loss of Privilege • Disciplinary Probation. Check in-Check-out • Detention/Extra School • Fine/Restitution • Student Work Assignments • Saturday School • In-School Suspension Classroom Removal • Omitted introductory paragraph, and replaced it with Florida Statute 1003.32	Removed due to redundancy

Student Discipline (p. 65)	Language change recommendation	Out of School Suspensions Added "If a student is suspended, the principal or their designee will be the one to process the referral after an investigation is completed. They will also meet with the student and speak with the parents or guardian. Suspensions can be appealed by following the procedures outlined in the "Review and Appeal of discipline Referral or Consequence" section. Students are encouraged to remain current with all class assignments by reaching out to teachers by phone or email, accessing teacher websites and talking with fellow students to obtain classwork missed."	Restructured based on committee recommendation
Student Discipline (p. 65-66)	Language change recommendation	Out -of-School Suspensions • Omitted sentence regarding discipline for skipping • Modified section explanation • Q&A-Summarized into paragraph form	Restructured based on committee recommendation
Student Discipline (p. 67-69)	Legislative requirement	Expulsion Added language aligned to Florida Statute 1006.09 on expulsion, including the steps for expulsion.	Align to legislation
Student Discipline (p. 69-70)	Language change recommendation	Felony Arrests Changed language to read: The principal will review information about the arrest with district administration to determine, whether the student should be suspended from all extracurricular activities and possibly suspended from school or reassigned to an alternative placement. Students who are arrested for a violent event or an event involving a weapon may be alternatively placed.	Restructured based on committee recommendation
Student Discipline (p. 71).	Legislative requirement	Self-Reporting Upon Initial Registration Edited language to read: It is at the time of initial registration in the school district for students to note previous school expulsions, arrests resulting in a charge, juvenile justice actions, and any corresponding referral to mental health services by the school district, and have the authority as the district school board of a receiving school district to honor the final order of expulsion or dismissal of a student by any in-state or out-of-state public district school board or private school, or lab school, for an act which would have been grounds for expulsion according to the receiving district school board's code of student conduct, in accordance with the following procedures: 1.A final order of expulsion shall be recorded in the records of the receiving school district.	Align to legislation

		2.The expelled student applying for admission to the receiving school district shall be advised of the final order of expulsion. 3.The district school superintendent of the receiving school district may recommend to the district school board that the final order of expulsion be waived, and the student be admitted to the school district, or that the final order of expulsion be honored and the student not be admitted to the school district. If the student is admitted by the district school board, with or without the recommendation of the district school superintendent, the student may be placed in an appropriate educational program and referred to mental health services identified by the school district pursuant to s. 1012.584(4), when appropriate, at the direction of the district school board (F.S. 1006.07).	
Student Discipline (p. 72-74)	Language change recommendation	Discipline for Students with Disabilities (Section 504 and IDEA) Formatted text to remove Q&A and condense the content into paragraph form.	Restructured based on committee recommendation
Student Discipline (p. 74)	Language change recommendation	English Language Learners Modified language to read: "English Language Learners (ELLs) are not to be subjected to disciplinary action exclusively because of their use of a language other than English. Nevertheless, the use of profanity in any language is not acceptable. All School District of Manatee County students, regardless of their ability to speak English, are governed by the Student Code of Conduct."	Restructured based on committee recommendation
Student Discipline (p. 74)	Language change recommendation	Incorporated "Review and Appeal of Discipline Referral or Consequences" to this Section to read: "A student or parent/guardian may appeal a discipline referral or consequence by contacting their school administrator in writing, requesting a review of the disciplinary event. The school principal or their designee will meet with the parent/guardian, hear their concerns, review the disciplinary event or consequence, and respond to the parent/guardian. The decision of the school principal is final. The appeal will not delay the enforcement of the consequences." Incorporated "Procedures for Appeal of Alternative Placement" to this Section to read" "A parent/guardian may appeal the alternative school placement by contacting in writing the Executive Director of Student Support and Engagement with their request. The Executive Director will review the disciplinary history, the event	Restructured based on committee recommendation

		resulting in the alternative placement, the committee decision and will communicate the outcome with the requesting family."	
Miscellaneous (p. 76-77)	Reorganization	Relocated information related to Electronic Equipment	Restructured based on committee recommendation
Miscellaneous (p 80-81)	Align to School Board Policy	Artificial Intelligence Language added to reflect board policy	Align to SBMC Board Policy
Miscellaneous (p. 82-84)	Reorganization	Role of Parents/Guardians Relocated information with the SCC into tables that better summarize parent rights and responsibilities	Restructured based on committee recommendation
Miscellaneous (p. 85)	Language change recommendation	Curricular and Instructional Materials Condensed language and added a reference to the Student Progression Plan.	Restructured based on committee recommendation
Miscellaneous (p. 89)	Language change recommendation	Hope Scholarship Program New Section "How long is the Hope Scholarship" Incorporated Upon approval of Hope Scholarship, a student will be permitted to remain at the school of choice until he/she completes the highest-grade level available at the school. *The student is required to follow the District's published school rules and/or the Code of Student Conduct. Violation of District published rules and/or the Code of Student Conduct may result in the student being assigned to another School District of Manatee County school selected by the superintendent or the superintendent's designee.* If a student is 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.	Added language based on OSA

Section 1: Student Rights and Responsibilities

Safe, Positive Learning Environment

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 actions; 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, athlete 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. It is the intent of the Student Rights and Responsibilities section of this Code that students understand that individual rights involve associated responsibilities and that individual rights must be viewed in relationship to the help, safety, and welfare of the majority of students within each school. In each school, the principal is responsible for the orderly school administration, operation and instructional leadership under the supervision of the Superintendent, in accordance with rules and regulations of the School Board. 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.

Students who are attending a charter school or a school out of their assigned are under the School Choice Program, the student may be suspended, expelled, or reassigned during the school year as provided in this Code. 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. Hope scholarship students must remain in good standing with the student code of conduct to continue their placement within the Hope scholarship program. For questions concerning the Hope scholarship, contact the Office of Student Assignment.

~~**First Amendment Freedom of Expression**~~

~~In 1969, The United States Supreme Court ruled that public school student do not leave their constitutional right to freedom of expression at the schoolhouse gate. Students have the right to freedom of expression; however, when students exercise that right, they must do so in a responsible manner that does not cause a disruption of the school or a school activity. A principal may impose~~

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~~reasonable time, place and manner restrictions on students 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 Responsibility~~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. (statute 1006.09)

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 reasonable 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. **(statute 1003.31)**

Prohibition of Discrimination

~~No student shall, on the basis of race, color, national origin, sex, sexual orientation, gender identify, 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.~~

The School Board does not discriminate on the basis of sex (including sexual orientation or gender identity), in its education programs or activities, and is required by Title IX of the Education Amendments Acts of 1972, and it's implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The Board is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

Section 2

~~**Grade and Academic Honor Code**~~

~~**Grades**~~

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An Academic grade should reflect the teacher's most objective assessment of student's academic achievement. Academic grades should not be used as a means of maintaining order in a classroom, nor should students' behavior be included in calculating academic grades.

1. Student 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. Student 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. Parents' Responsibilities
    a. To meet with the student's teachers upon request and assist in helping take corrective action if the student is experiencing academic difficulty.
    b. To seek advice on before and after school programs that will assist students in succeeding in school.

Academic Honor Code

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- 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 represent work generated by Artificial Intelligence (AI) as my own or submit such work in a way that is inconsistent with the expectations of my teachers.
- 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 part(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.

Other Student Responsibilities

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- 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.

Section 3: Positive School Climates

Positive School Climate	
Students have the right to:	Students are responsible for:
Attend a school with a positive learning environment	Following the Code of Student Conduct
Have positive relationships with school staff	Reporting unsafe situations to a staff member immediately
Support for students who are experiencing an emotional crisis, trauma, or serious challenges in their homes or community	Advocating for help when it is needed
Clean and well-maintained campuses	

First Amendment Freedom of Expression	
Students have the right to:	Students are responsible for:
Express their ideas in a respectful and appropriate manner without disrupting the learning environment	Respecting the rights of others' self-expression
Exercise their religious beliefs	Respecting the religious beliefs of others
A bullying harassment free environment	Reporting bullying or harassment immediately to a staff member

Privacy and Property Rights	
Students have the right to:	Students are responsible for:
Bring personal items to school	Any lost, stolen, damaged property they bring on campus
Privacy unless there is reasonable suspicion that a student has a prohibited item on campus	Obeying laws and school policy regarding prohibited items

Student Records	
Students/Parent/Guardians have the right to:	Students are responsible for:
Inspect and review student records	Sharing accurate and pertinent information helpful in making educational decisions with appropriate school personnel
Be protected from the unlawful disclosure of student information	

Parental Rights	Parental Responsibilities
To be treated fairly and respectfully by school administration, teachers, and staff.	To be actively involved in your child's education.
To be notified promptly if your child is disciplined for inappropriate behavior and the consequences for those actions.	To access information about the school board's policies and procedures.
To appeal disciplinary actions.	To provide your child's school with updated emergency contact information to include your address.
To receive pertinent, accurate, and timely information about your child's academic progress.	To ensure that child student follows the student code of conduct.
	To ensure that your child is in attendance and on time every day.

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Grades	
Students have the right to:	Students are responsible for:
Receive course grades that are reflective of academic achievement	Monitoring academic performance regularly
Receive a teacher's grading criteria at the beginning of each course	Learning grading criteria that demonstrate a course's success
Be notified of failure/potential failure when work is unsatisfactory	Meeting academic standards in line with ability and to make every effort to improve unsatisfactory work

Curriculum	
Students have the right to:	Students are responsible for:
Have equal educational opportunities in academic and extracurricular programs, within reasonable limits	Asking for help from school staff in choosing course
Receive learning expectations for mastery	Asking questions when learning expectations are unclear
Learn from competent teachers in an atmosphere free from bias and prejudice	Cooperating with teachers and contribute to an atmosphere free from bias and prejudice
Have access to advanced and accelerated coursework when readiness is demonstrated	Making every effort to master academic standards

Igniting Positive School Climates

A schools' climate can be simply defined as the "quality and character of school life" (National School Climate Council, 2007). The simple definition is underpinned by an array of intentional activities that support integrated 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 meet their social, academic, and developmental needs.
- Meaningful family 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) and focus on building environments for optimal engagement; cultivating skills that build resiliency; and supporting safe and welcoming learning communities. Through these efforts 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)

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MTSS refers to the instructional strategies, interventions, supports and resources that are used to help all student achieve academically and behaviorally. MTSS serves as the framework for organizing support within a school and district so that the needs of the whole child are met. An effective system blends 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 support provided to each tier will match the needs of each student. Tier I is universal instruction and supports that is intended for all students. Tier II consists of targeted and supplemental supports, designed for the estimated 20% of students who require more than universal instruction and support. Tier III 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 I and II interventions.

MTSS is a proactive approach that has the following key elements:

- Leadership

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- 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.

Building Environments for Optimal Engagement

Whether due to unclear expectations or learning goals, the impact of stress or trauma, or poor relationships with adults and peers, the optimal engagement of our students with their learning environment is challenged by numerous factors. To help address these barriers to student engagement, the SDMC actively promotes several initiatives.

CHAMPs is an evidence-based system of classroom management supported by over 30 years of research. Teachers use CHAMPs model to clarify expectations for learning activities and transitions that occur throughout a class or school. The CHAMPs acronym stands for:

- Conversation: Can students talk to each other during this activity? At what level?
- Help: How doe students get the teacher's attention, and their questions answered?
- Activity: What is the task/objective? What is the end product?
- Movement: Can students move about during this activity?
- Participation: How do students show they are fully participating? What does work behavior look/sound like?

To assist teachers and other school staff in better understanding developmentally appropriate teacher and learning, the SDMC has begun initial training using The Neurosequential Model in Education (NME). This training offers a way to educate school staff about brain development, developmental trauma, and how to apply that knowledge to support all students in and out of the classroom, especially those impacted by adverse childhood experiences.

The SDMC has also dedicated extensive time and resources in providing Youth Mental Health First Aid (YMHFA) training to most of our staff across all schools and support sites. YMHFA allows our staff to better understand and recognize the unique risk factors and warning signs of mental health problems in adolescents, including anxiety, depression, psychosis, eating disorders, substance use disorders, ADHD and other disruptive behavior disorders. YMHFA emphasizes the importance of early intervention and teaches our staff how to help an adolescent who is in crisis or experiencing a mental health challenge.

Quality relationships are perhaps the key element in building a positive school climate and are also critical for optimal student engagement. Our schools offer a wide range of activities and interests for our students to form social bonds and explore their personal interests with like-minded peers. In the classroom setting, relationships between students and adults can be strengthened through the sues of practices such as community-building circles. Circles can be used proactively to help build trust,

~~positive feelings, and a sense of belonging within the classroom community. Circles can also be used to discuss classroom expectations, problem solve common issues, mentally prime students for learning, and create a culture of communication and empathy. With a strong sense of community, circles can also be used to restore relationships that may have been harmed, The SDMC has invested training and resources to bring the concept of circles to our school. It represents an easy and effective way to foster better relationships and build the foundation for a more positive school climate.~~

~~**Cultivate Skills that Build Resiliency**~~

~~To ensure positive mental health for all students, the SDMC ensures all students have the necessary skills and resources to see them through life's successes and challenges. The new Florida Resiliency Standards, centered around Character, Personal Responsibility, Mentoring and Citizenship, Critical Thinking and Problem Solving provide the foundation for schools to support and strengthen the characteristics that build the capacity for our students to thrive in the face of life's challenges.~~

~~The new Florida Resiliency Standards were implemented for the first time during the 2023-2024 school year. The standards help us connect several existing universal curricular efforts to include substance use education, health education, character education, and mental health education.~~

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 additional 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.~~

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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:

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a. All shirts and blouses must cover the 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, skorts divided skirts, and dresses, and culottes are allowed. They must be mid-thigh length or longer.
c. All trousers, pants, or shorts must completely cover undergarments and worn at the waist., including boxer shorts.
d. All clothing, jewelry, or body art, tattoos, nail art, shall not have be free of the following: profanity,; violent images, weapons, 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:

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f. Form-fitting leotard/spandex type clothing (to include shorts and leggings) are is not allowed with unless proper outer garments that cover to mid-thigh length or longer.
g. See-through or mesh fabric clothing may only be worn over clothing meeting requirements.

Clothing must be appropriate in size, with the waist of the garment worn at the student's waist.

h. Clothing and footwear traditionally designed as undergarments or Ssleepwear shall not be worn as outer garments.
i. Sunglasses may not be worn inside unless a parent provides a doctor's note to the school. Field trips are an exception.
j. Bandanas or sweatbands are not allowed to be visible on school grounds during regular school hours.
k. 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.
l. If the school has a mandatory school uniform policy, the student must adhere to those requirements. These programs will provide detailed requirements to both students and parents.

School Uniforms Policy

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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:

a. A Favorable vote of at least 67%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 uniform 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 process 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

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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, school shall communicate with parents so that expectations, rationale and benefits are fully understood aby 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:
    a. 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.
    b. A student wears a button, arm band, or other accoutrement to exercise the right to freedom or speech as guaranteed by the First Amendment, unless the button, arm band, or other accouterment signifies or is related to gangs, gang members or gang activity.
    c. The wearing of a school uniform violates a student's sincerely held religious belief.
    d. A student's parent or guardian has secured an exemption form 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 procedures:
    a. Parents should be notified of the exemption procedure.
    b. 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.
    c. The Application is completed in full and submitted to the school principal.
    d. 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 purpose of this meeting includes:
        i. Ensuring that the parents or guardians understand the reason for, and goals of the uniform policy.
        ii. Verifying the accuracy of the information on the Application.
        iii. Preventing fraud or misrepresentation.

Athletic Eligibility

Students who are in grades 6-12 may be eligible to participate on athletic teams in interscholastic athletic contests as representative of a school, provided the student is a bona fide student of that school and meet the following requirements:

High School Eligibility Requirements

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1. Must be regularly enrolled and in regular attendance at school. Charter school students, home education students (including FLVS Full-time) and private school student 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 must attend a minimum of one-half day of school to practice or participate in an athletic activities.
3. A student not currently suspended from interscholastic or interscholastic 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 interscholastic extracurricular activities.
4. 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.~~5. ~~4.~~ Must complete all required paperwork prior to participating in any practice or game.
~~5.~~6. A student's eligibility to participate in any interscholastic or interscholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation, pursuant to D.S. 1006.20(2)(b).
~~6.~~7. ~~5.~~ Any violation of school discipline policies of the District Code of Student Conduct may be considered for exclusion as eligibility standards to participate in extracurricular interscholastic or interscholastic activities.
~~7.~~8. A student must have a cumulative 2.0 grade point average on a 4.0 weighted 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

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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, M~~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 from 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 day of school to practice or participate in an athletic activities~~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

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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 dur to separation, or serious illness or death of custodial parent.
4. Good case 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. Moving 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.

Extracurricular Clubs and Organizations

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Pursuant to F.S. 6A-10.089, in order to be eligible to join and participate in any club, after school or extra-curricular activity as a representative of a school, students must complete and submit the

school or district provided parent/guardian permission form each year and for each activity. Club information is published and updated on each school website or can be found by contacting the school's administration or Activity Director.

Extra-curricular Activities/ Clubs

Students choosing to participate in extracurricular activities must adhere to all School Board Policies and school rules to be eligible. A student must attend a minimum of one-half day of school to participate in school sponsored activities. Participating in extracurricular activities is a privilege and participation may be restricted, suspended or revoked at any time by a school administrator as a result of violating these said policies or rules.

~~**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.~~

Attendance

Regular school attendance is crucial for a student's educational success. Excessive absences can impact students' education, their ability to pass their classes, and may lead to court proceedings or the loss of driving privileges. A parent/guardian may excuse nine absences per year. The following are examples of excused absences, but not limited to:

Excused Absences:

- Personal Illness
- Illness of an immediate family member
- Religious Holiday of student's religious beliefs
- Court appearance/Subpoena
- Doctors' appointment

Reporting Absences

In the event of a planned absence, the parent or guardian shall notify the school prior to the absence. Any student that is absent from school shall provide appropriate documentation within 48 hours of returning to school for the absence to be marked excused. All absences will automatically be marked unexcused until documentation is submitted. The principal/designee will determine if the documentation meets the criteria for the absence to be excused and the decision will be final.

Late Arrivals:

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Students arriving late to school must report to the front office to obtain a pass before entering. Tardiness will be classified as either excused or unexcused based on the provided reason. To receive an excused tardy, students must present acceptable documentation.

Early Departures:

Students leaving school early must be signed out at the front office by an individual listed on their approved pick-up list. Students aged 16 or older may sign themselves out with parental permission. To have an early departure marked as excused, students must provide appropriate documentation. Without proper documentation, the early departure will be recorded as unexcused.

Make-up Work

After an excused absence, students must arrange with their teacher for any make-up work. Students have the same number of days they were absent to make up their 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 the student's responsibility to make these arrangements and to submit make-up work within the deadlines set by the teacher(s). Students do not have the right to make up work if the absence was unexcused.

Semester Exams

Semester exams may not be given early. Students may take their semester exams upon return to school.

Truancy

A "Truant" student is a student, subject to compulsory school attendance, who has had (Section 1003.01, F.S.):

- 5 unexcused absences (or absences for which reasons are unknown) within a calendar month; or
- 10 unexcused absences (or absences for which reasons are unknown) within any 90 calendar days; or
- Has had more than 15 unexcused absences within 90 calendar days.

The SDMC will follow all requirements for reporting truant students as outlined in s. 1003.27, F.S.
Florida State Statute (1003.24) reports parents are responsible for the attendance of children.
Florida State Statute (1003.26) provides the school district the ability to enforce school attendance.
~~Florida State Statute (1003.24) reports parents are responsible for the attendance of children.~~
~~Florida State Statute (1003.26) provides the school district the ability to enforce school attendance. Florida State Statue (984.151), any student that accumulates 15 or more unexcused absences in a 90-calendar day period is considered truant.~~

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~~Designated members of the student's school will make attempts to contact the family for every unexcused absence to discuss the reasoning for the absence and try to find resolution for further unexcused absences.~~

~~Further contact to include home visits and referrals to community partners may be conducted if 5 unexcused absences occur in a calendar month, or 10 unexcused absences occur in a 90-day calendar period.~~

~~15 unexcused absences in a 90-day calendar period will result in referral to Truancy Court.~~

Driver's License

Florida law requires that all minors who fail to comply with the state's attendance requirements lose their driving privileges by the Department of Highway Safety and Motor Vehicles (DHSMV). Students aged 14-18 with fifteen (15) accumulated unexcused absences, not including out-of-school suspensions, in a 90-calendar day period. Any student with their driving privileges removed will have to satisfy the state requirement of attending 30 consecutive school days, with no unexcused absences, to receive a reinstatement of driver's license privileges form.

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 attending 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 right, including free school lunch, school fraud rules will apply. The parent/guardian will be notified in writing and provided with the process for disputing the charges of fraud.

~~**Attendance**~~

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Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be sex years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term. A student who attains the age of 16 during the school year is not subject to compulsory attendance beyond the date of which the student attains that age if he/she files a formal declaration of intent to terminate school enrollment with the school district. Florida law defined "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance.

1. You are expected to be on time and in school for the entire student day, each school day.
2. 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.
3. 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 refused 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. The student is 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 the student's faith-requires note from the parent or guardian 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 educational services are continued.

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 or two excused days.

Q. How many excused absences can I have?

A. Students are allowed nine excused absences. Parents/guardians may excused nine absences per year. When the limit has been reached, 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. Students 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, student must arrange with their teacher for any make-up work. Students have the same number of days they were absent to make up their 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 the student's responsibility to make these arrangements and to submit make-up work within the deadlines set by the teacher(s). Students do not have the right to make up work if the 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. Students may take their semester exams upon 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 students have accumulated a total of 5 unexcused absences in one month or 10 unexcused/unexplained absences in a 90-day period, the 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 Notices 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. Students who arrive late for school for any reason must report to the office and received a tardy admit slip. The tardy will be deemed as excused or unexcused. Students 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 students are late for school due to sickness, injury, death, in their 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 a student is late to the 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 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 early in the school day?

A. Students are expected to be in school for the full day. However, if a student must leave school early, they 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. Students cannot leave their 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 is the student's 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. Students will lose their driver's license, or privilege of applying for any driver's license, if they are not enrolled or are not attending 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 further information is needed regarding these issues, please contact the district truancy office at 751-6550.~~

~~Q. Does my attendance affect my participation in athletics or extracurricular activities?~~

~~A. Students who are not present for more than half of the school day on the day of an event, due to any undocumented absence may not participate in the athletic or extracurricular event. Students who are suspended from school may not participate in any school-related function.~~

Section 4: School Health

Medication Policy

Taking legal medication (prescription drugs prescribed 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 medication 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, except as described in 1002.20, Florida Statutes.

Pursuant to Florida Statute 1002.20-a student may possess and use a medication to relieve headaches while on school property or at a school-sponsored event or activity without a physician's note or prescription if the medication is regulated by the United States Food and Drug Administration for over-the-counter use to treat headaches.

~~a.~~c. For students to carry and administer his/her own over-the-counter medication to relieve headaches, a self-carry headache medication form must be fully complete and on file in the school clinic. This form can be found on the SDMC website.

~~b.~~a. Prior to being able to administer medication at school, the parent/guardian must provide a completed medication authorization form for each medication. The form must be signed by the parent/guardian and licensed healthcare provider. ~~For each medication to be administered, the parent/guardian 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.~~

~~c.~~b. 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.

~~d.~~c. You may not transport medications to school or be in possession or any medications while on school property, except as described in 1002.20, Florida Statutes.

~~e.~~d. 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, except as described in 1002.20, Florida Statutes.

~~f.~~e. Possessing medications prescribed to others is illegal and considered a Level 3 offense.

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g.f. Students with any of the following medical conditions and 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:

~~Pursuant to Florida Statute 1002.20-a student ma possess and use a medication to relieve headaches while on school property or at a school-sponsored event or activity without a physician's note or prescription if the medication is regulated by the United States Food and Drug Administration for over-the-counter use to treat headaches.~~

~~For students to carry and administer his/her own over-the-counter medication to relieve headaches, a self-carry headache medication form must be fully complete and on file in the school clinic. This form can be found on the SDMC website.~~

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.

Suspected Overdose

District schools may maintain an on-site supply of the opioid antagonist Naloxone, following guidelines established in Board Policy 5780 and F. S. 499.003. Naloxone is a medication that is used to reverse an opioid overdose. If any student or staff are suspected of having an opioid related overdose, Naloxone will be administered by a trained nurse as a life-saving measure.

Controlling the Spread of Communicable Diseases

The School Board recognizes its responsibility relative to student, employee, and visitor health and safety. To protect the health and safety of the students, district personnel, and the community in large, the Board shall follow all State statues 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.

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Section 54: 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 behavior 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.

Students 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 outside of the medication policy (page ?)~~of any kind~~. This applies to school grounds before, during, or after school hours, or off the school grounds on a school bus, at a bus stop, at a school activity, function, or event. Also, students shall not possess, have under their control, sell or deliver any device, or contraband, 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,

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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 the suspension to five (5) days providing the student and parent/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, students will automatically be suspended for up to ten (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

Students who 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-students may be suspended for up to ten (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 or from other students may be considered a level 3 ~~2~~ infraction for endangerment, while providing others with medication prescribed to the student or others may be considered a level 4 offense that is subject to a suspension of up to 10 days.

Fake Drugs

Students who are caught possessing or distributing a substance that is represented to be an illegal drug may be suspended for up to ten (10) days or recommended for a disciplinary reassignment to alternative school.

Possession or Use of Tobacco

Possession or use of tobacco on school grounds ~~by minors~~ is illegal. If a student is caught smoking or in possession of tobacco, the School Resource Officer or other law enforcement officer may give the student a written citation. In addition to possible fines, students 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, 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 or illicit substances and will be confiscated.

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 education performance, opportunities, or benefits; or has the effect of substantially disrupting the orderly operation of a school or activity.~~

Bullying: (intimidating behaviors that are repeated, intentional, and involve a power imbalance) Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. Bullying includes instances of cyberbullying, as defined in Section 1006.147(3)(b), F.S. Bullying may include, but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property. If the physical harm or psychological distress is not the result of systematic or chronic behavior, evaluate for Harassment

Harassment: Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose. Instances of Harassment that are chronic or repeated in nature should be evaluated for Bullying or Bullying-related.

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 computer or other electronic devices, which is known as cyberbullying. Cyberbullying and harassment are also prohibited through off campus social media ~~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.

Students who engage in bullying or harassment, will have consequences and appropriate disciplinary ~~remedial~~ action that may range from positive behavioral interventions up to and including suspension, reassignment to an alternative program, ~~and~~ or expulsion. More severe or persistent infractions will result in more intensive interventions and administrative action. Additionally, the appropriate school administrator or designee will report to the victim's parents and the alleged offender's parents any alleged 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 the purpose of initiation or admission into or affiliation with any school sanctioned organization.~~

~~Hazing includes, but is not limited to pressuring, coercing, or forcing a student to: any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.~~

Hazing is defined 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 participate in illegal or dangerous behavior, or (b) any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

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Dating Violence or Abuse

Teen dating violence is a pattern of emotional, verbal, sexual, or physical abuse used by one person in a current or past dating relationship to exert power and control over another when one or both of the partners is a teenager. Abuse may include insults, coercion, social sabotage, sexual harassment, stalking, threats and/or acts of physical or sexual abuse. Students, parents, or legal guardians are encouraged to report any act that may be dating violence and abuse anonymously or in-person to the principal or the principal's designee.

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~~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 act of physical or sexual abuse. The abusive partner uses this pattern of violence or coercive heavier 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 or the allegation and proceed under paragraph L. PROCEUDRES OF 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 grade 7-12 will include a component on teen dating violence and abuse, with emphasis on prevention education.~~

Threats Against Schools and Persons

Students who 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 at school or at a school activity, will be suspended for up to 10 days, recommended for reassignment or expulsion, and reported to law enforcement ~~for prosecution~~. The same actions will be taken if any threats are made ~~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. Students who make any such

threat will be referred to the school's threat management team. This team is charged with helping to ensure the safety of all persons at school and will take steps that may include interviews with friends, teachers, staff, parents, or employees regarding any concerns. The threat management team is also responsible for making referrals for mental health services and to law enforcement for continued investigation, if it is determined a student poses a concern or threat to the school or any member of the school community. Students are subject to school-based consequences for any threats communicated online or through the use of technology, regardless of the time, day, or location where the threat was made.

F.S. 1006.13

"Making a threat or false report, as defined by ss. 790.162 and 790.163, respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity. District school boards may assign the student to a disciplinary program for the purpose of continuing educational services during the period of expulsion. District school superintendents may consider the 1-year expulsion requirement on a case-by-case basis and request the district school board to modify the requirement by assigning the student to a disciplinary program or second chance school if the request for modification is in writing and it is determined to be in the best interest of the student and the school system. If a student committing any of the offenses in this subsection is a student who has a disability, the district school board shall comply with applicable State Board of Education rules."

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Reporting Threats or Suspicious Activity

Students, parents, staff, or any individual may report threats, or any concerning behaviors exhibited by a member of the school community. All persons are strongly encouraged to be vigilant of potential signals, warning ~~signs, and threats~~signs, threats, and ~~to~~ should ~~not hesitate in~~ report~~ing~~ concerns immediately. This is particularly true of online or social medi~~c~~a posts. FortifyFL is an app specifically designed by the State of Florida to assist students and parents in reporting suspicious or concerning behavior which may be downloaded to mobile devices 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 you, as well as referred for criminal prosecution and mental health services identified by the school district, pursuant to F.S. 1012.584 (4) for the evaluation or treatment, when appropriate (F.S. 1006.07(2)(l). The Superintendent may consider the expulsion requirement on a case-by-case basis and request the School Board to modify the requirement by assigning the student to a disciplinary program, if it is determined to be in the best interest of the student 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 the student to suspension, reassignment, or expulsion. This includes simulating realistic gunfire, explosions, or acts of violence using apps or

other technology. If a student makes a threat of violence, the school administration will assess the situation and, where appropriate, take administrative action.

Violent and Aggressive Acts

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Students who 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, 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 or campus may be disruptive or pose concern for the safety of the student or staff.

If a student ~~commits two violent~~commit violent or aggressive acts (such as fighting, bullying, threats, or physical aggression) in the same school year and while under the jurisdictional control of the school, the student may be placed on a Second Chance Agreement in addition to a referral to the school based problem solving team. ~~district level Behavior Assessment and Modification (BAM) contract.~~ A third such offense in the same school year may result in a recommendation for reassignment to an alternative program.

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 request students 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 a firearm is brought to school, to any school function, or onto any school sponsored transportation, or in a firearm or weapon is possessed at school. Expulsion is required, even if the firearm or weapon is for self-defense. The School Board may assign students 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 requires 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 the student and the school system.

F.S. 1006.13 "Zero-tolerance policies must require students found to have committed one of the following offenses to be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year, and to be referred to the criminal justice or juvenile justice system.(a)Bringing a firearm or weapon, as defined in chapter 790, to school, to any school function, or onto any school-sponsored transportation or possessing a firearm at school."

~~Evolv~~ Firearms Detection Systems Screening at SDMC Schools

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The Safety of our staff and students at the School District of Manatee County is our number one priority. To enhance our security efforts at our schools, we have launched~~, beginning on August 12, 2024, we will launch~~ a new high-tech security scanner firearms detection system and a gun powder firearms detection canine to screen students and visitors for firearms.

Firearms are not permitted on any School District of Manatee County (SDMC) Schools' property. All students and visitors entering District property may be required to submit to a weapon detector screening to ensure no weapons are brought onto the premises. Bags, purses, backpacks, etc. may also be screened using metal/weapon detecting wands and/or by hand. Refusal to cooperate with the screening procedure will result in the denial of entry and/or disciplinary action for the student. If a student activates the ~~Evolv~~ detector, a staff member will escort a search of the student to a private secondary screening location where we will conduct a search of the student and their belongings in alignment with School Board Policy 5771.

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 a student brings weapon-like contraband to school, to any school function, or onto any school sponsored transportation, or if students you use any non-weapon as a weapon to threaten or injure others, the student 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 pocketknife, plastic knife and blunt bladed table knife);

h. Metallic or other knuckles;

i. Slungshot - a striking weapon consisting of weight, or another hard object affixed on a flexible handle or strap;

j. Billy club;

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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. Students who commit any gang-related activity while at school, a school activity, school bus stop, or on a school bus, will be suspended from school for up to 10 days. If a student commits a second gang-related activity while under the jurisdiction of the school district that can be documented by law enforcement may be assigned to an alternative program or expulsion.

"Sexting"

Students who make post, sending or forward to anyone else a nude or sexually revealing image or a person through the Internet or text message while under the jurisdiction of the school district may be suspended from school and possibly be recommended for reassignment or expulsion. Students may also be subject to arrest for violation of child pornography laws if the student in the photo is a minor. If a student is found to have sent any such images or message to other members of the school community regardless of time or location, the student may be subject to school-based consequences under Florida cyberbullying and harassment laws (F.S. 1006.147).

Making False Accusations

A student who intentionally make false accusations that jeopardize the professional reputation, employment or professional certification of a teacher or other member of the school staff will be suspended for up to 10 days and may be recommended for reassignment to an alternative school or for expulsion.

~~**Misconduct that May Result in Discipline**~~

~~Students are expected to behave during the time they are at school, at school activities, at the school bus stop and on the school bus. Students may be disciplined if they 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.~~

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~~A student may be subject to disciplinary action if the conduct occurs off campus bus 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.~~

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Investigations at School

Administrative

School officials can question students who are suspected of violating the District Code of Student Conduct without first contacting the parent or guardian~~.~~ . Students do not have a right to have parents present or a right to an attorney when they are questioned. If a student refuses to answer questions asked by a school official, they may be disciplined.

Criminal

Law enforcement officers will make a good faith effort to contact parents before the officer begins to question a student who is suspected in a criminal investigation that may result in arrest or criminal charges. If a parent cannot be located, law enforcement officers may proceed with questioning~~.~~ . If the parent or guardian is contacted, the law enforcement officer may allow the parent or guardian to be present during the questioning.

Victim or Witness

Law enforcement officers, Children and Family Services investigators, or administrative investigators are allowed to question students without first contacting the parent or guardian. If the investigation involves child abuse, the official conducting the investigation will decide who can be present during the interview. If the student refuses to answer questions asked by the school official, the student may be disciplined.

Removal of a Student Under Arrest

With or without a warrant, a law enforcement officer can remove a student without a parents' consent or the consent of school officials. The administrator will try to notify the parents before the student is removed from campus or as soon as possible after the removal.

Removal for Involuntary Examinations

If a student is removed from school, school transportation or school sponsored activities and taken to a receiving facility for Baker, Marchman, or other evaluations, pursuant F.S. 394.463, the school principal or designee shall make a reasonable attempt to notify the student's parent or guardian. The principal or the principals' designee may delay notification for no more than 24 hours after the student is removed if the principal or designee deems the delay to be in the student's 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

Lockers, vehicles, purses, backpacks, and other personal possessions may be searched if there is a reasonable suspicion that any of them contain drugs, weapons, contraband, or other items not

permitted on campus. Students are expected to cooperate fully with the school administration in all searches and investigations. Failure to fully cooperate may be grounds for the school administration to infer that the student is 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 students with a safe school in which to learn.

Student Athletes

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 if 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 suspensions 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. The principal may revoke the student's privilege of participating in non-academic school activities, including but not limited to, extracurricular activities and/or athletics.

Criminal Offenses

1. Criminal charges: After a hearing with the principal, a student charges 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 judgement 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 or 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, Alcohol and Tobacco Use

Student athletes are not permitted to use drugs, alcohol or ~~No use of~~ tobacco products. ~~For t~~The first offense will result in a one game suspension ~~will occur~~. The second offense will result in dismissal from the team. Students who violate the SDMC alcohol and drug policies are subject to penalties as outlines in the Student Code of Conduct in addition, the principal may revoke the student's privilege of participating in non-academic activities, including but not limited to, extracurricular activities and/or athletics.

Title IX

Title IX of the Education Amendments Act of 1972 is a federal law, enacted in 1972, which state: "No person in the United States shall, on the basis of sex, be excluded from participate in, be denied the benefits of, or be subjected to the discrimination under any education program or activity receiving Federal financial assistance."

The United State 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 State Department of Education considers sexual misconduct (including sexual harassment, sexual violence, sexual assault, and intimate partners 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 conditions the provision of an aid, benefit, or service of the recipient on an individuals' participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so sever, 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 and Educational Facilities

Office of Student Services

2501 63rd Avenue East Bradenton,

FL 34203

(941) 751-6550

District & Employment

Human Resources

215 Manatee Avenue West Bradenton,

FL 34205

(941) 708-8770

Conduct on School Busses

The School Board believes all students as well as the bus driver should be able to ride safely on school buses. In addition to any bus-specific consequences, students may be disciplined for any action on the bus in the same manner as if the conduct had taken place on a school campus. Students are also subject to disciplinary action while at the bus stop, if behavior has a harmful effect on the health, safety or welfare of any member of the school community, and witnessed by the bus driver, bus attendant or other employee of the school district. Students should assume that they are being recorded any time they are riding the school bus.

Parent Responsibility (FL Admin Code R 6A-3.0121)

The district shall inform parents, guardians, and students at least annually, in writing, of their responsibilities and related district policies as follows:

1. To encourage the safe travel of their students during the portions of each trip to and from school and home when the students are not under the custody and control of the school district, including during each trip to and from home and the assigned bus stop when the school district provides bus transportation.
2. To ensure that students ride only in their assigned school buses and gets off only at assigned bus stops, except when the district has approved alternative buses or arrangements.
3. To ensure students are aware of and follow the district's adopted code of student conduct while the students are at school bus stops and to provide necessary supervision during times when the bus is not present.
4. To ensure that, when the physical disability of the student renders the student unable to get on and off the bus without assistance, the parent or guardian provides the necessary assistance to help the student get on and off at the bus stop, as required by district policy or the student's individual Educational Plan.

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Parents are responsible for student 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. If students violate school rules while

at the bus stop, the school can still discipline for behavior if it has a harmful effect of the health, safety, or welfare of any member of the school community. Students are to be at the bus stop ten (10) minutes prior to the scheduled pick-up time and~~Students are to be on time and~~ should stand off the roadway.

Damage to Bus

If a student causes any damage to the bus or another vehicle, the parent or guardian will be required to pay for the damage.

Waiting for the Bus

The bus should come to a complete stop before students' approach. To cross in front of the bus, the student should wait for the driver to signal or for the bus attendance to escort students across the street.

Items Not Allowed on a Bus

1. Any item prohibited elsewhere in the District Code of Student Conduct
2. Glass containers of any kind
3. Balls
4. Bats
5. Cologne/perfume
6. Cutting instruments of any kind
7. Any large or bulky item that interferes with proper seating of students (examples: large musical instruments or athletic equipment)
8. Any animal
9. Batons, drumsticks, tennis rackets (unless in proper carrying case)
10. Aerosol sprays may be possessed but use on busses or enclosed areas is expressly prohibited

Rules while on the Bus

The bus driver is in charge, and students must obey the driver at all times. Students must tell the bus driver their correct names when asked. The bus driver and school will keep a seating chart. Students must be on time; the bus cannot wait for students who are tardy. Student may only ride their assigned bus and can be disciplined if they do not follow all district and school rules in addition to the following rules:

1. Students must sit in their assigned seats
2. Students must always stay seated while the bus is in motion
3. Students must not place any part of their body outside the bus windows
4. ~~4.~~ Students must not distract the driver with loud conversation or noises
5. ~~5.~~4. Students must observe appropriate classroom conduct
6. ~~6.~~5. Students must not eat or drink on the bus
7. ~~7.~~6. Students must maintain absolute silence at railroad crossing

~~8.~~7. Students must not throw any items on the bus or out of the bus windows
~~9.~~8. Students must not mark, cut or damage any part of the bus ~~seats or the bus itself~~
~~10.~~9. Students may not display signs from the bus
~~11.~~10. Students may not use obscene language or gestures while on the bus
~~12.~~ Cell phones are to be turned off while on the bus.

Violation of Rules while on the Bus

A. Students who commit ~~minor~~ infractions will be addressed by the school bus driver. If the behavior is a repeated problem on the bus, the driver will give the school a written discipline referral detailing the incident. School administrators can take any action contained in this Code against you for misbehaving at the bus~~t~~ stop or on the bus stop (if the incident is witnessed by the bus driver) 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.

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. Students can be removed from the school bus by the Superintendent or designee for up to one calendar year for misconduct or a violation of the bus rules on a s school bus or at a bus stop, based upon the recommendations of the principal and after the principal has suspended the student from riding the bus for 10 days for an incident. Before the Superintendent or designee removes the student from the bus, the student, parents or guardian will be informed in writing of the principal's recommendation and the basis for that recommendation. The Superintendent or designee will inform the parent or guardian in writing of any removals from the bus.

E. Students who transfer to a new school will be held responsible for any previous incident of bus misconduct from the previous school.

Elementary Bus Discipline Protocol

1st offense: Operator-student conference and parent contacted by Courtesy Notice prepared by the Operator. The 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, the student assigned to the 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 the bus, the student is assigned to the front of the bus for two weeks and closely monitored.

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5th offense: Referral submitted, with recommended bus suspension up to 5 days. Conference with parent, student, school administrator and Transportation Staff. Upon return to the bus, the student is assigned to the front of the bus for two weeks and closely monitored.

6th offense: Referral submitted, with recommended bus suspension up to 10 days. A letter from school to parent stating next referral may result in a 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 the Operator. The 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, the student assigned to the 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 the bus, the student is assigned to the 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 the bus, the student is assigned to the front of the bus for two weeks and closely monitored.

5th offense: Referral submitted, with recommended bus suspension up to 10 days. A letter from school to parent stating next referral may result in a recommendation for removal from the bus for the remainder of the year.

~~Section 5: Discipline Matrices~~

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The discipline matrix is a tool that helps ensure a consistent and progressive response to discipline across all SDMC schools. ~~The below incident codes and corresponding types of offenses represent the different types of infraction for in our FOCUS student information system. Larger infraction heading encompass the full range of student misconduct and include more specific behaviors.~~

~~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 actions are considered appropriate for the number of times that specific offense has been repeated. Use the key below for proper identification of the specific types of administrative action found on the matrix.~~ The term SESIR is found throughout the discipline matrix and is an acronym for School Environmental Safety Incident Reporting. These discipline incidents are defined by the state and reported to the Florida Department of Education on a monthly basis.

A school principal or designee may assign ~~develop~~ additional consequences for ~~particular~~ ~~behavior~~ Incidents as long as these consequences do not violate school board policy or state statutes. ~~The following behavior and/or consequences framework were developed in accordance with SESIR report requirements.~~ It is expected that parent contact is made any time an office referral is processed.

Action Code	Administrative Action Type	Action Code	Administrative Action Code
~~ASD~~	~~After School Detention~~	DET	Detention
P	Alternative Placement Referral	S	Other SESIR Defined
~~AOS~~	~~Alternative to OSS~~	O	Out-of-School Suspension
AWD	Assign Work Detail	PCN	Parent Conference
~~BSD~~	~~Before School Detention~~	PCT~~PH~~	Parent(s) Contacted~~Phoned~~ (add parent contact footnote)
~~BCM~~	~~Behavior Contract Made~~	~~PRW~~	~~Parent(s) Written~~
~~CUP~~	~~Clean Up-Vandalism~~	PMD	Peer Mediation
~~CMS~~	~~Community Service~~	RGU~~REC~~	Referred to counselor/school social worker
CFS	Confiscation	RLW	Referred to Law Enforcement
CFR	Conflict Resolution	RTI	Response to Intervention (MTSS)
CAW	Counseled and Warned	RES	Restitution
DIS	Other District Defined (such as contracts, intervention course)	SPH	Suspension, pending hearing
~~EXS~~	~~Extra School~~ (add detention)	~~ISC~~	~~Suspension, parent conference~~
FIN	Fine Charged	~~OSC~~	~~Suspension, parent conference~~
I	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	C	Corporal Punishment
E	Expelled, Without Continuing Educational Services	F	Expelled, With Continuing Educational Services
N	No Discipline	S	Other SESIR Defined
U	Change of Placement		

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SDMC Elementary Grades PK-2

Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Actions
Level 1 Offenses						
~~AT~~	~~Attendance Violation~~					
CH	Cheating	LOP, ZERO	LOP, PWR,Zero	LOP, PCN, PWR, RGU, 1 Day ISS	DET, LOP, PCN, RTI, TMO ,Zero	LOP, PCN, Zero, 1 day ISS
DB	Disruptive Behavior	CAW	CAW, LOP, TMO	LOP, PCN,RGU,1 Day ISS, TMO	LOP, DET, PCN,1 Day ISS, RTI	LOP, PCN,1 Day ISS, RTI
DC	Dress Code Violation	No Referral- Work with parents to resolve any issues regarding appropriate attire				
DO	Disrespect towards	CAW, LOA	CFR, LOA, LOP,PWR, RGU,TMO	CFR, LOA, LOP, PWR, RGU	CFR, DET, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
FS	Failure to Serve Consequence	CAW	PWR, LOP	LOP, PCN	DET, LOP, RCN, RTI	LOP, PCN, RTI, 1 Day ISS
HP	Horseplay	CAW	CAW, LOP	LOP,PWR,RGU,TMO	DET,LOP,~~PCN~~,RTI, TMO	LOP, PCN, RTI, 1 Day ISS
ID	ID Infraction	No referral- Parents must pay for lost or replacement badges				
IN	Inappropriate Behavior	CAW	LOP	LOP,PWR,RGU,TMO	DET, LOP, RCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
MV	Medication Policy Violation	CAW	LOP, ~~PWR,~~ PCN	LOP, PCN	DET, LOP, PCN, ~~RTI~~	LOP, PCN, RTI, 1 Day ISS
OA	Out of Area	No referral- Work with parents to resolve issues				
PO	Profanity	CAW	CAW, LOP	LOP,PWR,RGU,TMO	DET,LOP,~~PCN~~,RTI, TMO	LOP, PCN, RTI, 1 Day ISS
SK	Skipping	No referral- Work with parents to resolve issues				
TA	Tardies, Habitual	No referral- Work with parents to resolve issues				
TE	Technology Violation	CAW	PWR, LOP	LOP, PCN	DET,LOP,~~PCN~~,~~RTI~~, TMO	LOP, PCN, RTI, 1 Day ISS
Level 2 Offenses						
	Aggression -Non Physical	CAW, CFR, LOA, PMD	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
AO	Aggression Towards an Object	CAW, CFR, LOA, PMD	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

~~CH~~	~~Cheating~~	Moved to Level 1				
CO	Contraband	CAW CFR, LOP	CFR,LOP,PWR, RGU, TMO	CFR,LOP,PCN, RGU, TMO	CFR,LOP,PCN, RTI, 1 Day OSS	ALT, CFR,LOP,PCN, RTI, 1 Day OSS
DF	Defiance	CAW, LOA, LOP	LOA, LOP, PWR, RGU, TMO	SCA, LOP,PCN,RGU,RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, CFS, PCN, RTI, 2 Days ISS
DA	Disrespect towards Staff of Authority	CAW, LOA, LOP	LOA, LOP, PWR, RGU, TMO	SCA, LOP,PCN,RGU,RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
~~EC~~	~~Electronic Cigarette Possession~~	Removed				
~~EN~~	~~Endangerment~~	Moved to Level 3				
IN	Inappropriate Behavior	CAW, LOP, TMO	LOP, PWR, RGU, TMO	SCA, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, 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 Days ISS	ALT, LOP, PCN, RTI, 2 Days ISS
LY	Lying to Staff or Authority	CAW, LOA, LOP	LOA, LOP, PWR, RGU, TMO	SCA, LOP,PCN,RGU,RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, CFS, PCN, RTI, 2 Days ISS
~~TBC~~	~~SESIR Tobacco Possession or Use~~	Moved to Level 3				
TF	Theft/Larceny (Under $750)	CAW, LOA, LOP, RES	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, 2Days ISS
VN	Vandalism (Under $1,000)	CAW, LOA,LOP	LOA, LOP,PWR, RES RLW, RGU, TMO	LOP, PCN, RES, RLW, RTI, TMO	DIS, DET, LOP, PCN, RES, RTI, RLW, 1 Day ISS	ALT, LOP, PCN,RES, RLW,2 Days ISS
Level 3 Offenses						
AG	Aggression Physical Towards Person	CAW, CFR. LOA, TMO	CFR, LOA, LOP, PWR, RGU, 1 Day ISS	SCA, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI 1Day OSS	ALT, LOP, PCN, 1-2 Days OSS

ALC *	SESIR Alcohol Possession, Use, or Distribution	LOP, PCN, RWL, 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, DET, LOP, RGU, 1-2 Days OSS	SCA, DIS, DET, LOP, PCN, RTI, 1-3 Days OSS	ALT, SCA, DIS, LOP, PCN, RTI, 2-3 Days OSS	ALT, LOP, 2-4Days OSS
CS	Contraband Sale	CAW,CFS,LOP,PWR	CFS, LOP, PCN, 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
~~**DV**~~	~~Dating Violence or Abuse~~					
DRU	SESIR Drug Possession or Use	5-10 Days OSS, (Use SAFE) PCN, RLW	5-10 Days OSS, ALT (automatic) RLW			
EN	Endangerment	CAW, LOA, LOP, TMO	DET, LOP, PWR, RGU, 1 Day ISS	SCA, DET, LOP, PCN, RGU, RTI, 1 Day OSS	DIS, LOP, PCN, RTI 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
FT	Fighting, Non-SESIR	CAW,CFS,LOA,PWR	CFS,LOA, LOP, PWR, RGU, 1 Day ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS	
~~**GN**~~	~~Gang-Related Activity~~					
HAR *	SESIR Harassment	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, DET, LOP, RGU, 1 Day OSS	SCA, DIS, DET, LOP, PCN, RTI, 1-2 Days OSS	ALT, SCA, DIS, LOP, PCN, RTI, 1-3 Days OSS	ALT, LOP, 2-4Days OSS
HAZ *	SESIR Hazing	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, DET, LOP, RGU, 1 Day OSS	SCA, DIS, DET, LOP, PCN, RTI, 1-2 Days OSS	ALT, SCA, DIS, LOP, PCN, RTI, 1-3 Days OSS	ALT, LOP, 2-4Days OSS
OS	Other Serious	LOP, PWR, TMO	LOP, PWR, RGU, 1 Day ISS	SCA, LOP, PCN, RGU, RTI, 1-2 Days SS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
SR	Search Refusal	5-10 Days OSS,PCN, RLW	5-10 Days OSS, ALT (automatic) RLW			
STL	SESIR Theft/Larceny	DET, LOA, LOP, PWR, RES, RLW, 1 Day ISS, 1 Day OSS	SCA, LOP, PCN, RES, RGU, RLW, RTI, 1-2 Days OSS	SCA, LOP, PCN, RES, RLW, RTI, 1-3 Days OSS	DIS, LOP, PCN, RES, RTI, RLW, 1-4 Days OSS	ALT, LOP, PCN, 2-5 Days OSS
~~**SX**~~	~~Sexting~~					

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	SCA, CFR, LOP, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	CFR, DIS, LOP, PCN, RLW, 1-3 Days OSS	ALT, LOP, PCN, 2-4 Days OSS
SXO	SESIR Sexual Other	CFR, LOA, LOP, PWR, RGU,RLW, 1 Day ISS, 1 Day OSS	SCA, CFR, DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS, Contact DCF	ALT(automatic) LOP, PCN, RLW, 2-4 Days OSS, Contact DCF		
TBC	SESIR Tobacco Possession or Use	CFS, PWR, RLW, TMO, 1 Day ISS	DET, LOP, PCN, RTI, TMO, 1 Day ISS	CFS, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	ALT, CFS, PCN, RLW, Contact DCF	
TRS	SESIR Trespassing	LOP, PWR, RLW, 1 Day ISS	LOP, PCN, RLW, 1 Day OSS	SCA, LOP, PCN, RLW, RTI, 1-2 Days OSS	DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS	ALT, LOP, RLW, 2-4 Days OSS,
VAN	SESIR Vandalism	CUP, LOA, DET, LOP, PCN, PWR, RES, RLW, 1 day ISS, 1 Day OSS	CUP, DET, LOP, PCN, RES, RGU,RLW, 1-2 Days ISS	SCA, CUP, DET, LOP, PCN, RES, RLW, RTI, 1-2 Days OSS	CUP, DIS, DET, 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 (Conduct Threat Assessment)	ALT, PCN, LOP, RLW, 2-4 Days OSS	ALT, PCN, RLW, 4-6 Days OSS			
BAT *	SESIR Aggravated 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		
BRK	SESIR Burglary	ALT, CFR, LOP, PCN, RLW, 2-4 Days OSS	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS			
DOC *	SESIR Disruption on Campus-Major	ALT, LOP, PCN, RLW, 2-4 Days OSS	ALT, DIS, LOP, PCN, RLW, RTI, 4-6 Days	ALT, PCN, RLW, 5-10 Days OSS		
DRD *	SESIR Drug Sale/Distribution	ALT, PCN, RLW, 5-10 days OSS, (Automatic)				
FA	False Accusations	LOP, PCN, PWR, 1 Day ISS	LOP, PCN, RGU, RTI, 1-2 Days ISS	ALT, PCN,1-2 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-Unclassified	CFS, LOP, PCN, 1-3 Days OSS	ALT, CFS, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	ALT, CFS, PCN, 5-10 Days OSS		
PHA *	SESIR Simple Battery (Physical Attack)	CFR, LOP, PCN, 2-4 Days OSS	ALT, CFS, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	ALT, PCN, RLW, 5-10 days OSS		
ROB *	SESIR Robbery	ATL, CFR, DIS, LOP, PCN, RLW, RTI, 3-5 Days OSS	ALT, PCN, RLW, 5-10 Days OSS			
SXA	SESIR Sexual Assault (Conduct Threat Assessment)	ALT, LOP, RLW, 5-10 Days OSS, Contact DCF	ALT, RLW, 5-10 Days OSS, Contact DCF			
SXB	SESIR Sexual Battery (Conduct Threat Assessment)	ALT, LOP, RLW, 5-10 Days OSS, Contact DCF				
TRE	SESIR Threat/Intimidation (Conduct Threat Assessment)	CFR, LOP, PWR, PCN, RLW, RTI, 1-3 Days OSS	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 3-5 Days OSS	ALT, PCN, RLW, 5-10 days OSS		
WC	Weapon Like Contraband (Conduct Threat Assessment)	CAW, CFR, LOP, PWR, RGU, RLW	CFR, DIS, LOP, PCN,RGU, RLW, RTI, 1 Day ISS	ALT, CFS, DIS, PCN,RTI, 1-2 Days OSS		
WPO	SESIR Weapons Possession (Conduct Threat Assessment)	ALT, CFS, PCN, 5-10 days OSS				

***- Consider Threat Assessment**

Underline = Complete Bully Packet

In addition to consequences outlined in the matrix, the school principal may recommend to the Superintendent the expulsion of any student who has committed a serious breach of conduct including, but not limited to:

(a) willful disobedience;
(b) open defiance of authority of a School Board employee;
(c) violence against persons or property;
(d) giving or selling intoxicating beverages, controlled substances, drugs, or counterfeit drugs to any person on school grounds or at any school-sponsored activity;
(e) threatening or using a weapon against any person; and/or
(f) any felonious act; conviction of a felony; or such other acts

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SDMC Elementary Grades 3-5

Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Actions
Level 1 Offenses						
~~AT~~	~~Attendance Violation~~	~~CAW, LOP~~	~~LOP TMO~~			
CH	Cheating	CAW,TMO	Zero. DET	Zero, 1 Day ISS, LOP	Zero, 1-2 Days ISS, LOP, PCN	Zero, 1-2 Days OSS
DB	Disruptive Behavior	CAW, TMO	LOP, ~~PWR~~, RGU, RTI, 1-Days ISS	LOP, PCN,RGU,1-2 Days ISS, RTI	LOP, DET, PCN, 1-2 Days OSS, RTI	LOP, PCN,1-2 Days OSS, RTI
DC	Dress Code Violation	No Referral- Work with parents to resolve any issues regarding appropriate attire				
DO	Disrespect towards	CAW, LOA	CFR, LOA, LOP,PMD,TMO	CFR, LOP, PMD, ~~PWR,~~ RGU,TMO, 1 Day ISS, RTI	CFR, LOP, PMD,RGU,~~LDT~~, DET, 1-2 Days ISS, ~~RTI~~	DIS, LOP, PCN, RTI, 1-2 Days OSS
FS	Failure to Serve Consequence	CAW	DET, LOP	DET, LOP, PCN, 1 Day ISS	DET, PCN, RTI, 1-2 Days ISS	DET, PCN, RTI, 2-3 Days ISS
HP	Horseplay	CAW	CAW, LOP, RGU,TMO	DET,LOP,~~PWR~~,RGU,~~RTI~~,TMO	DET,LOP,~~PCN~~,~~RTI~~ ,1 Day ISS	DET,LOP,PCN,RTI, 1-2 Days ISS
ID	ID Infraction	No referral- Parents must pay for lost or replacement badges				
IN	Inappropriate Behavior	CAW, ~~PWR~~	DET ,LOP, TMO	DET ,LOP, ~~PWR~~ RGU,RTI, 1 Day ISS	DET ,LOP, PCN, 1-2 Days ISS	DET ,LOP, PCN, 1 Day OSS

MV	Medication Policy Violation	CAW, ~~PWR~~	LOP, ~~PWR,~~ PCN	DET, LOP, PCN, RTI	DET, LOP, PCN, RTI 1 Day ISS	DET, LOP, PCN, RTI 1-2 Days ISS
OA	Out of Area	DET	DET	AWD, Detention, 1 Day ISS, TMO, RTI	AWD, 1-2 Days ISS, LOP, SCA	2-3 Days ISS, SCA, LOP, PCN
PO	Profanity	DET	DET	AWD, Detention, 1 Day ISS, TMO, RTI	AWD, 1-2 Days ISS, LOP, SCA	2-3 Days ISS, SCA, LOP, PCN
SK	Skipping	DET	DET	AWD, Detention, 1 Day ISS, TMO, RTI	AWD, 1-2 Days ISS, LOP, SCA	2-3 Days ISS, SCA, LOP, PCN
TA	Tardies, Habitual					
TE	Technology Violation	CAW,CFS	LOP ~~PWR~~, CFS, TMO	DET, CFS, LOP, PCN TMO, RTI	DET, CFS, LOP, PCN 1 Day ISS, RTI	DET, CFS, LOP, PCN 1-2 Days ISS, RTI
			Level 2 Offenses			
	Aggression - Non Physical	CAW, CFR, LOA, PMD, TMO	CFR, DET, LOA, LOP, PMD,PWR, RGU, 1 Day ISS	DET, LOP, PCN, RTI, 1-2 Days ISS	DIS, LOP,PCN,RTI, 1 Day OSS	ALT, PCN, 1-2 Days OSS
AO	Aggression Towards and Object	CAW, CFR, LOA, PMD, TMO	CFR, DET, LOA, LOP, PMD,PWR, RGU, 1 Day ISS	DET, LOP, PCN, RTI, 1-2 Days ISS	DIS, LOP,PCN,RTI, 1 Day OSS	ALT, PCN, 1-2 Days OSS
~~**CH**~~	~~Cheating~~	Moved to Level 1				
CO	Contraband	CAW CFR, LOA, TMO	CFR,LOP,PCN, RGU, 1 Day ISS	CFS,DET, LOP, PCN, RTI, 1-2 Days ISS	CFS, DIS, DET, LOP, PCN, RTI, 1 Day OSS	ALT, CFS, LOP, PCN, 1-2 Days OSS
DF	Defiance	CAW, LOA, LOP, TMO	DET, LOA, LOP, PWR, RGU, 1Day ISS	BCM, DET, 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 of Authority	CAW, LOA, LOP, TMO	DET, LOA, LOP, ~~PWR~~, RGU, 1Day ISS	BCM, DET, LOP,PCN,RGU,RTI,1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS

~~EC~~	~~Electronic Cigarette Possession~~	Removed				
~~EN~~	~~Endangerment~~	Moved to Level 3				
IN	Inappropriate Behavior	CAW, LOP, 1 Day ISS	DET, LOP, ~~PWR,~~ RGU, TMO, 1-2 Days ISS	~~BCM~~, DET, LOP, PCN, RGU, RTI, 1 Day OSS	DIS, LOP, PCN, RTI, 1-2 Days OSS	ALT, LOP, PCN 1-3 Days OSS
LC	Leaving Campus Without Authorization	CAW, DET, LOP, TMO	DET, LOP, PCN, RTI, TMI 1 Day ISS	DET, LOP, PCN, RTI, TMO 1-2 Days ISS	DIS, DET, LOP, PCN, RTI, 1-3 Days OSS	ALT, LOP, PCN, 1 DAY OSS
LY	Lying to Staff or Authority	CAW, LOA, LOP, TMO	DET, LOA, LOP, ~~PWR~~, RGU, 1Day ISS	~~BCM~~, DET, LOP,PCN,RGU,RTI,1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
~~TBC~~	~~SESIR Tobacco Possession or Use~~	Moved to Level 3				
TF	Theft/Larceny (Under $750)	CAW, LOA, LOP, RES RLW, TMO	DET, LOA, LOP, ~~PWR~~, RES, RGU, RLW, 1 Day ISS	DET, LOP, PCN, RES, RLW, RTI, 1-2 Days ISS	DIS, DET, LOP, PCN,RES,RTI, RLW, 1-2 Days OSS	ALT, LOP, PCN, RES, RLW, 1-3 Days OSS
VN	Vandalism (Under $1,000)	CAW, LOA, CUP, LOP, RES RLW, TMO	CAW, LOA, CUP, LOP, RES RLW, RGU, 1 Day ISS	CUP, Det, LOP, PCN, RES, RLW, RTI, 1-2 Days ISS	CUP, DIS, DET, 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, DET, LOA, LOP, PMD, PWR, RGU, 1-2 Days ISS, 1-2 Days OSS	DET. LOP, PCN, PMD, RGU, RTI, 1-3 Days OSS	DIS, LOP, PCN, RTI 1-4 Days OSS	ALT, LOP, PCN, 2-5 Days OSS
ALC *	SESIR Alcohol Possession, Use, or Distribution	LOP, PCN, RWL, 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, DET, LOP, RGU, 1-2 Days OSS	SCA, DIS, DET, LOP, PCN, RTI, 1-3 Days OSS	ALT, SCA, DIS, LOP, PCN, RTI, 2-3 Days OSS	ALT, LOP, 2-4Days OSS
CS	Contraband Sale	CFS, LOP, PWR, 1-2 Days ISS, 1 Day OSS	CFS, LOP, PCN, RTI, 1 Day OSS	SCA, CFS, LOP, PCN, RTI, 1-2 Days OSS	ALT, SCA, CFS, DIS, LOP, PCN, RTI, 1 Day OSS	ALT, CFS, DIS, LOP, PCN, RTI, 1-2 Days OSS
~~**DV**~~	~~Dating Violence or Abuse~~					
DRU	SESIE Drug Possession or Use	5-10 Days OSS, (Use SAFE) PCN, RLW	5-10 Days OSS, ALT (automatic) RLW			
EN	Endangerment	CAW, LOA, LOP, TMO	DET, LOP, PWR, RGU, 1 Day ISS	SCA, DET, LOP, PCN, RGU, RTI, 1 Day OSS	DIS, LOP, PCN, RTI 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
FT	Fighting, Non-SESIR	CFR, DET, LOA, LOP, PMD, 1-2 Days ISS, 1 Day OSS	CFR, DET, LOA, LOP, PMD, PWR, RGU, 1-2 Days OSS	DIS, DET, LOP, PCN, RTI, 1-3 Days OSS	ALT, DIS, LOP, PCN, RTI, 1-4 Days OSS	
~~**GN**~~	~~Gang-Related Activity~~					
HAR*	SESIR Harassment	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, DET, LOP, RGU, 1 Day OSS	SCA, DIS, DET, LOP, PCN, RTI, 1-2 Days OSS	ALT, SCA, DIS, LOP, PCN, RTI, 1-3 Days OSS	ALT, LOP, 2-4Days OSS
HAZ*	SESIR Hazing	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, DET, LOP, RGU, 1 Day OSS	SCA, DIS, DET, LOP, PCN, RTI, 1-2 Days OSS	ALT, SCA, DIS, LOP, PCN, RTI, 1-3 Days OSS	ALT, LOP, 2-4Days OSS
OS	Other Serious	DET, LOP, PWR, 1-2 Days ISS, 1 Day OSS	DET, LOP, PWR, RGU, 1-2 Day OSS	SCA, DIS, LOP, PCN, RTI, 1-3 Days OSS	SCA, DIS, LOP, PCN, 2-3 Days OSS	ALT, LOP, PCN, 2-4 Days OSS
SR	Search Refusal	5-10 Days OSS,PCN, RLW	5-10 Days OSS, ALT (automatic) RLW			
STL	SESIR Theft/Larceny	DET, LOA, LOP, PWR, RES, RLW, 1 Day ISS, 1 Day OSS	SCA, LOP, PCN, RES, RGU, RLW, RTI, 1-2 Days OSS	SCA, LOP, PCN, RES, RLW, RTI, 1-3 Days OSS	DIS, LOP, PCN, RES, RTI, RLW, 1-4 Days OSS	ALT, LOP, PCN, 2-5 Days OSS
~~**SX**~~	~~Sexting~~					

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	SCA, CFR, LOP, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	CFR, DIS, LOP, PCN, RLW, 1-3 Days OSS	ALT, LOP, PCN, 2-4 Days OSS
SXO	SESIR Sexual Other	CFR, LOA, LOP, PWR, RGU,RLW, 1 Day ISS, 1 Day OSS	SCA, CFR, DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS, Contact DCF	ALT(automatic) LOP, PCN, RLW, 2-4 Days OSS, Contact DCF		
TBC	SESIR Tobacco Possession or Use	CFS, PWR, RLW, TMO, 1 Day ISS	DET, LOP, PCN, RTI, TMO, 1 Day ISS	CFS, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	ALT, CFS, PCN, RLW, Contact DCF	
TRS	SESIR Trespassing	LOP, PWR, RLW, 1 Day ISS	LOP, PCN, RLW, 1 Day OSS	SCA, LOP, PCN, RLW, RTI, 1-2 Days OSS	DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS	ALT, LOP, RLW, 2-4 Days OSS,
VAN	SESIR Vandalism	CUP, LOA, DET, LOP, PCN, PWR, RES, RLW, 1 day ISS, 1 Day OSS	CUP, DET, LOP, PCN, RES, RGU,RLW, 1-2 Days ISS	SCA, CUP, DET, LOP, PCN, RES, RLW, RTI, 1-2 Days OSS	CUP, DIS, DET, 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 (Conduct Threat Assessment)	ALT, PCN, LOP, RLW, 2-4 Days OSS	ALT, PCN, RLW, 4-6 Days OSS			
BAT *	SESIR Aggravated 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		
BRK	SESIR Burglary	ALT, CFR, LOP, PCN, RLW, 2-4 Days OSS	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS			
DOC *	SESIR Disruption on Campus-Major	ALT, LOP, PCN, RLW, 2-4 Days OSS	ALT, DIS, LOP, PCN, RLW, RTI, 4-6 Days	ALT, PCN, RLW, 5-10 Days OSS		
DRD *	SESIR Drug Sale/Distribution	ALT, PCN, RLW, 5-10 days OSS, (Automatic)				

FA	False Accusations	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		
OA	Off Campus Arrest/Charge	10 Days OSS, H, ALT				
OMC	SESIR Other Major-Unclassified	CFS, LOP, PCN, 1-3 Days OSS	ALT, CFS, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	ALT, CFS, PCN, 5-10 Days OSS		
PHA *	SESIR Simple Battery (Physical Attack)	CFR, LOP, PCN, 2-4 Days OSS	ALT, CFS, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	ALT, PCN, RLW, 5-10 days OSS		
ROB *	SESIR Robbery	ATL, CFR, DIS, LOP, PCN, RLW, RTI, 3-5 Days OSS	ALT, PCN, RLW, 5-10 Days OSS			
SXA	SESIR Sexual Assault (Conduct Threat Assessment)	ALT, LOP, RLW, 5-10 Days OSS, Contact DCF	ALT, RLW, 5-10 Days OSS, Contact DCF			
SXB	SESIR Sexual Battery (Conduct Threat Assessment)	ALT, LOP, RLW, 5-10 Days OSS, Contact DCF				
TRE	SESIR Threat/Intimidation (Conduct Threat Assessment)	CFR, LOP, PWR, PCN, RLW, RTI, 1-3 Days OSS	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 3-5 Days OSS	ALT, PCN, RLW, 5-10 days OSS		
WC	Weapon Like Contraband (Conduct Threat Assessment)	CFR, LOP, PWR, PCN, RGU, RLW, 1-3 Days OSS	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 3-5 Days OSS	ALT, CFS, PCN, LOP, 5-10 Days OSS		

WPO	SESIR Weapons Possession (Conduct Threat Assessment)	ALT, CFS, PCN, 5-10 days OSS				

***- Consider Threat Assessment**

Underline = Complete Bully Packet

In addition to consequences outlined in the matrix, the school principal may recommend to the Superintendent the expulsion of any student who has committed a serious breach of conduct including, but not limited to:

(a) willful disobedience;
(b) open defiance of authority of a School Board employee;
(c) violence against persons or property;
(d) giving or selling intoxicating beverages, controlled substances, drugs, or counterfeit drugs to any person on school grounds or at any school-sponsored activity;
(e) threatening or using a weapon against any person; and/or
(f) any felonious act; conviction of a felony; or such other acts

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SDMC Middle School Matrix Grades 6-8

Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Actions
Level 1 Offenses						
~~**AT**~~	~~Attendance Violation~~	~~Detention~~	~~Detention~~	~~Detention 1 Day ISS, TMO, RTI~~	~~AWD, 1-2 Days ISS, LOP, BCM,~~	~~2-3 Days ISS, BCM, LOP, PCN~~
CH	Cheating	Zero. DET	Zero. DET	Zero, 1 Day ISS, LOP	Zero, 1-2 Days ISS, LOP, PCN	Zero, 1-2 Days OSS
DB	Disruptive Behavior	DET,1 Day ISS, TMO, LOP, BCM, RTI	DET, 1-2 Day ISS, TMO, LOP, BCM, RTI	1 Day ISS, TMO, LOP, SCA, RTI 2-3 Day ISS, 1-3 Days OSS, TMO, LOP, BCM, RTI	~~DET, 1-2 Day ISS, TMO, LOP, BCM, RTI~~	~~2-3 Day ISS, 1-3 Days OSS, TMO, LOP, BCM, RTI~~
DC	Dress Code Violation	CAW	LOP (5 days), PCN	DET, ~~RTI~~	LOP (30 Days) RTI	1 day ISS, LOP, PCN

DO	Disrespect towards	DET	~~EXS~~, 1Day ISS, TMO, LOA, RTI	1-2 Days ISS, TMO, LOP, PWR, RTI	1-2 Days OSS, LOP, SCA, RTI	2-3 Days OSS, LOP, PCN, RTI
FS	Failure to Serve Consequence	DET ,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	DET	DET 1-3 days ISS, TMO, RTI	1-3 days ISS, TMO, RTI	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, SCA, LOP, PCN, RTI
ID	ID Infraction	CAW	DET	1 Day ISS, TMO	1-2 Days ISS, LOP	2-3 Days ISS, LOP, PCN
IN	Inappropriate Behavior	DET	DET ,1 Day ISS, or AWD	1 Day ISS, TMO, AWD, LOP~~, RTI~~	1-2 Days ISS, 1 Day PSS. LOP, SCA, RTI	2-3 Days ISS, 1 day OSS, LOP, PCN, RTI
MV	Medication Policy Violation	CAW	DET	DET	1-2 Days ISS, PCN	1-2 Days OSS, LOP, SCA
OA	Out of Area	DET	DET	AWD, Detention, 1 Day ISS, TMO, RTI	AWD, 1-2 Days ISS, LOP, BCM	2-3 Days ISS, ~~BCM~~, LOP, PCN
PO	Profanity	DET	DET	AWD, Detention, 1 Day ISS, TMO, RTI	AWD, 1-2 Days ISS, LOP, SCA	2-3 Days ISS, SCA, LOP, PCN
SK	Skipping	DET	DET	AWD, Detention, 1 Day ISS, TMO, RTI	AWD, 1-2 Days ISS, LOP, SCA	2-3 Days ISS, SCA, LOP, PCN
TA	Tardies, Habitual	CAW	2 DET	DET, LOP, TMO, RTI	DET, LOP, RTI	DET, LOP, PCN
TE	Technology Violation	CAW	DET, CFS	DET, CFS, TMO, RTI	1-3 Days ISS, TMO, CFS, LOP, PCN	1-2 Days OSS, ~~EXS,~~ CFS, LOP, PCN
Level 2 Offenses						
	Aggression -Non Physical	1-2 days ISS, TMO	2-3 days ISS, TMO, LOP, 1 day OSS	1-2 Days OSS, LOP, SCA, RTI	2-3 Days OSS, RTI, LOP, PCN	4-5 Days OSS, LOP, RTI
AO	Aggression Towards Object	1-2 days ISS, TMO	2-3 days ISS, TMO, LOP, 1 day OSS	1-2 Days OSS, LOP, SCA, RTI	2-3 Days OSS, RTI, LOP, PCN	4-5 Days OSS, LOP, RTI

~~CH~~	~~Cheating~~	Moved to Level 1				
CO	Contraband	1-2 Days ISS, 1 Day OSS, CFS	2-3 Days ISS, 1-2 Days OSS, CFS, LOP	2-3 Days OSS, CFS, LOP, SCA, RTI	3-4 Days OSS, CFS, LOP, PCN, RTI	4-5 Days OSS, CFS, LOP, RTI
DF	Defiance	1-2 Days ISS, TMO	2-3 Days ISS, TMO, LOP, 1 Day OSS	1-2 Days OSS, LOP, SCA, RTI	2-3 Days OSS, RTI~~,~~ LOP, PCN	3-5 Days OSS, LOP, DIS, ALT
DA	Disrespect towards Staff of Authority	1-2 Days ISS, TMO	2-3 Days ISS, TMO, LOP, 1 Day OSS	2-3 Days OSS~~,~~ RTI~~,~~ LOP, PCN	3-4 Days OSS, LOP, DIS , ALT	4-5 Days OSS, LOP, ALT
~~EC~~	~~Electronic Cigarette Possession~~	Removed				
~~EN~~	~~Endangerment~~	Moved to Level 3				
IN	Inappropriate Behavior	DET (If appropriate) 1-2 Days ISS, TMO 1 Day OSS	2-3 Days ISS, 1-2 Days OSS LOP, PCN	2-3 Days OSS, LOP, SCA~~,~~ RTI	3-4 Days OSS, LOP, SCA~~,~~ RTI	4-5 Days OSS, LOP, PCN, RTI
LC	Leaving Campus Without Authorization	DET, 1-2 Days ISS, TMO, 1 Day OSS	2-3 Days ISS, 1 Day OSS TMO, DET, LOP	1-2 Days OSS, LOP, RTI	2-3 Days OSS, LOP, DIS , PCN, RTI	2-3 Days OSS, LOP, ALT
LY	Lying to Staff or Authority	1-2 Days ISS, TMO	2-3 Days ISS, TMO, LOP, 1 Day OSS	2-3 Days OSS, RTI~~,~~ LOP, PCN	3-4 Days OSS, LOP, DIS , ALT	4-5 Days OSS, LOP, ALT
~~TBC~~	~~SESIR Tobacco Possession or Use~~	Moved to Level 3				
TF	Theft/Larceny (Under $750)	1-2 Days ISS, 1 Day OSS, RLW, RES	1-2 Days OSS, RLW, RES, LOP	2-3 Days OSS, RWL, RES, LOP, PCN, RTI	3-4 Days OSS, RLW, RES, LOP, PCN, RTI, SCA	4-5 Days OSS, RLW, RES, LOP, ALT
VN	Vandalism (Under $1,000)	1-2 Days ISS, AWD, RES	1-2 Days ISS, AWD, RES	2-3 Days OSS, RLW, RES, LOP, PCN, RTI	3-4 Days OSS, RLW, RES, AWD	4-5 Days OSS, RLW, CMS RES, LOP, ALT

					LOP, PCN, DIS	
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, SCA, RTI	4-5 Days OSS, LOP, DIS, PCN, RTI, ~~RLW~~, ALT	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 Day OSS, CFS, RLW, LOP, ALT, ~~RTI~~	
~~**DV**~~	~~Dating Violence or Abuse~~					
DRU	SESIRE Drug Possession or Use	5-10 Days OSS, (Use SAFE) PCN, RLW, SCA	5-10 Days OSS, ALT (automatic) RLW			
EN	Endangerment	1-2 Days ISS, 1 Day OSS, LOP	1-2 Days OSS, LOP,	2-3 Days OSS, LOP, SCA, RTI	3-4 Days OSS, LOP, PCN, RTI	4-5 Days OSS, LOP, DIS, ALT
FT	Fighting, Non-SESIR	1-5 Days OSS, CFR	5-10 Days OSS, CFR, SCA, DIS, PCN	5-10 Days OSS, ALT (Automatic)		
~~**GN**~~	~~Gang-Related Activity~~					
HAR *	SESIR Harassment	1-2 Days OSS, LOP	2-4 Days OSS. LOP. SCA	4-5 Days OSS, LOP, DIS, PCN, RTI, ~~RLW~~, ALT	5-6 Days OSS LOP, RLW, ALT	
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	1-3 Days OSS, LOP	3-5 Days OSS, LOP, SCA, PCN	5-6 Days OSS, LOP, DIS, RTI, ALT	6-7 Days OSS, LOP, ALT	
SR	Search Refusal	5-10 Days OSS,PCN, RLW	5-10 Days OSS, ALT (automatic) RLW			

STL	SESIR Theft/Larceny	1-3 Days OSS, RWL, RES	3-4 Days OSS, RLW, RES, LOP	4-5 Days, RLW, RES,LOP,PCN,RTI	5-6 Days OSS, RLW, RES, LOP, RTI, ALT	
~~SX~~	~~Sexting~~					
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			
TBC	SESIR Tobacco Possession or Use	1-2 Days ISS, TMO,CFS, RIN, RLW	1-2 Days OSS, CFS, DIS, FIN,RLW	2-3 Days OSS, CFS, DIS, FIN, RLW, RTI	3-4 Days OSS, LOP, CFS, FIN, RLW, PCN	4-5 Days OSS, LOP, CFS, FIN, RLW, PCN
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 (Conduct Threat Assessment)	3-10 Days OSS, RLW, PCN, ALT	5-10 Days OSS, RLW, PCN, ALT			
BAT *	SESIR Aggravated Battery	3-5 Days OSS, RLW, ALT (Automatic)	5-10 days OSS, RLW, PCN, DIS, ALT	5-10 days OSS, RLW, ALT		
BRK	SESIR Burglary	2-4 Days OSS, CFR, LOP, PCN, RLW, ALT	4-6 Days OSS, CFR, LOP, PCN, RLW, ALT			
DOC *	SESIR Disruption on Campus-Major	3-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, DIS, PCN, RTI, ALT	5-10 Days OSS, RLW, ALT		
DRD *	SESIR Drug Sale/Distribution	5-10 days OSS, RLW, ALT (Automatic)				
FA	False Accusations	3-5 Days OSS, PCN, ALT	5-10 Days OSS, ALT			
FIT *	SESIR Fighting	3-7 Days OSS, (3-7), CFR, SCA	5-10 Days OSS, CFR, BCM, DIS, PCN	5-10 Days OSS, ALT		

OA	Off Campus Arrest/Charge	10 Days OSS, H, ALT				
OMC	SESIR Other Major-Unclassified	3-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT			
PHA *	SESIR Simple Battery (Physical Attack)	3-5 Days (3-5) OSS, RLW, ALT	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 (Conduct Threat Assessment)	5-10 days OSS, RLW, ALT	5-10 days OSS, RLW, ALT			
SXB	SESIR Sexual Battery (Conduct Threat Assessment)	5-10 days OSS, RLW, ALT				
TRE	SESIR Threat/Intimidation (Conduct Threat Assessment)	3-7 Days OSS, RLW	5-10 Days OSS, RLW, PCN, RTI, DIS, ALT	5-10 days OSS, RLW, ALT		
WC	Weapon Like Contraband (Conduct Threat Assessment)	3-10 Days OSS, RLW, DIS, ALT	5-10 Days OSS, RLW, DIS, ALT			
WPO	SESIR Weapons Possession (Conduct Threat Assessment)	5-10 days OSS, RLW, ALT				

***- Consider Threat Assessment**

Underline = Complete Bully Packet

In addition to consequences outlined in the matrix, the school principal may recommend to the Superintendent the expulsion of any student who has committed a serious breach of conduct including, but not limited to:

(a) willful disobedience;
(b) open defiance of authority of a School Board employee;
(c) violence against persons or property;
(d) giving or selling intoxicating beverages, controlled substances, drugs, or counterfeit drugs to any person on school grounds or at any school-sponsored activity;
(e) threatening or using a weapon against any person; and/or
(f) any felonious act; conviction of a felony; or such other acts

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SDMC High School Matrix Grades 9-12

Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Actions
Level 1 Offenses						
~~**AT**~~	~~Attendance Violation~~	~~Detention~~	~~Detention~~	~~Detention 1 Day ISS, TMO, RTI~~	~~AWD, 1-2 Days ISS, LOP, BCM,~~	~~2-3 Days ISS, BCM, LOP, PCN~~
CH	Cheating	Zero. DET	Zero. DET	Zero, 1 Day ISS, LOP	Zero, 1-2 Days ISS, LOP, PCN	Zero, 1-2 Days OSS
DB	Disruptive Behavior	DET	DET,TMO	Zero, 1 Day ISS, LOP	Zero, 1-2 Days ISS, LOP, PCN	2-3 Days ISS, BCM, LOP, PCN
DC	Dress Code Violation	CAW	LOP (5 days), PCN	DET, RTI	LOP (30 Days) RTI	1 day ISS, LOP, PCN
DO	Disrespect towards	DET	EXS, 1Day ISS, TMO, LOA	1-2 Days ISS, TMO, LOP, PWR, RTI	1-2 Days OSS, LOP, SCA, RTI	2-3 Days OSS, LOP, PCN, RTI
FS	Failure to Serve Consequence	DET ,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	DET	DET, TMO	1 Day ISS, TMO	1-2 Days OSS, LOP, SCA, RTI	2-3 Days OSS SCA LOP, PCN, RTI
ID	ID Infraction	CAW	DET	1 Day ISS, TMO	1-2 Days ISS, LOP	2-3 Days ISS, LOP, PCN

~~**IN**~~	~~Inappropriate Behavior~~					
MV	Medication Policy Violation	CAW	DET	DET	1-2 Days ISS, PCN	1-2 Days OSS, LOP BCM
OA	Out of Area	DET	DET	AWD, Detention, 1 Day ISS, TMO, RTI	AWD, 1-2 Days ISS, LOP, SCA	2-3 Days ISS, SCA, LOP, PCN
PO	Profanity	DET, 1 day ISS	DET, 1 day ISS	AWD, Detention, 1 Day ISS, TMO, RTI	AWD, 1-2 Days ISS, LOP, SCA	2-3 Days ISS, SCA, LOP, PCN
SK	Skipping	DET, 1 day ISS	DET, 1 day ISS	AWD, Detention, 1 Day ISS, TMO, RTI	AWD, 1-2 Days ISS, LOP, SCA	2-3 Days ISS, SCA, LOP, PCN
TA	Tardies, Habitual	CAW	DET	DET, RTI	DET, LOP, RTI	DET, LOP, PCN
TE	Technology Violation	CAW	DET, CFS	DET, CFS, TMO, RTI	1-3 Days ISS, TMO, CFS, LOP, PCN	1-2 Days OSS, EXC, CFS, LOP, PCN
Level 2 Offenses						
	Aggression -Non Physical	1-2 days ISS, Tmo	2-3 days ISS, TMO, LOP, 1 day OSS	1-2 Days OSS, LOP, SCA, RTI	2-3 Days OSS, RTI, LOP, PCN	4-5 Days OSS, LOP, RTI
AO	Aggression Towards Object	1-2 days ISS, Tmo	2-3 days ISS, TMO, LOP, 1 day OSS	1-2 Days OSS, LOP, SCA, RTI	2-3 Days OSS, RTI, LOP, PCN	4-5 Days OSS, LOP, RTI
~~**CH**~~	~~Cheating~~	Moved to Level 1				
CO	Contraband	1-2 Days ISS, 1-2 Days OSS, CFS	1-2 Days OSS, CFS, LOP	2-3 Days OSS, CFS, LOP, SCA, RTI	3-4 Days OSS, CFS, LOP, PCN, RTI	3-4 Days OSS, CFS, LOP, RTI
DF	Defiance	1-2 Days ISS, TMO	2-3 Days ISS, TMO, LOP, 1 Day OSS	1-2 Days OSS, LOP, SCA, RTI	2-3 Days OSS, RTI, LOP, PCN	3-5 Days OSS, LOP, DIS, ALT
DA	Disrespect towards Staff of Authority	1-2 Days ISS, TMO	2-3 Days ISS, TMO, LOP, 1 Day OSS	2-3 Days OSS, RTI, LOP, PCN	3-4 Days OSS, LOP, DIS , ALT	4-5 Days OSS, LOP, ALT

~~EC~~	~~Electronic Cigarette Possession~~	Removed				
~~EN~~	~~Endangerment~~	Moved to Level 3				
IN	Inappropriate Behavior	DET (If appropriate) 1-2 Days ISS, TMO 1 Day OSS	2-3 Days ISS, 1-2 Days OSS LOP, PCN	2-3 Days OSS, LOP, SCA, RTI	3-4 Days OSS, LOP, SCA, RTI	4-5 Days OSS, LOP, PCN, RTI
LC	Leaving Campus Without Authorization	DET, 1-2 Days ISS, TMO	2-3 Days ISS, TMO, LOP	1-2 Days OSS, LOP, RTI	2-3 Days OSS, LOP, DIS , PCN, RTI	2-3 Days OSS, LOP, ALT
LY	Lying to Staff or Authority	1-2 Days ISS, TMO	2-3 Days ISS, TMO, LOP, 1 Day OSS	2-3 Days OSS, RTI, LOP, PCN	3-4 Days OSS, LOP, DIS , ALT	4-5 Days OSS, LOP, ALT
TBC	SESIR Tobacco Possession or Use	Moved to Level 3				
TF	Theft/Larceny (Under $750)	1-2 Days ISS, 1 Day OSS, RLW, RES	1-2 Days OSS, RLW, RES, LOP	2-3 Days OSS, RWL, RES, LOP, PCN, RTI	3-4 Days OSS, RLW, RES, LOP, PCN, RTI, SCA	4-5 Days OSS, RLW, RES, LOP, ALT
VN	Vandalism (Under $1,000)	1-2 Days ISS, AWD, RES	1-2 Days ISS, AWD, RES	2-3 Days OSS, RLW, RES, LOP, PCN, RTI	3-4 Days OSS, RLW, RES, AWD LOP, PCN, DIS	4-5 Days OSS, RLW, CMS RES, LOP, ALT
Level 3 Offenses						
AG	Aggression Physical	1-3 Days ISS, 1-2 Days OSS, LOP, CFR	2-4 Days OSS, LOP, SCA	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, SCA	5-10 Days OSS, ALT (automatic) RLW			

BUL *	SESIR Bullying	1-2 Days OSS, LOP	2-4 Days OSS. LOP. SCA, RTI	4-5 Days OSS, LOP, DIS, PCN, RTI, RLW, ALT	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 Day OSS, CFS, RLW, LOP, ALT, RTI	
~~**DV**~~	~~Dating Violence or Abuse~~					
DRU	SESIR Drug Possession or Use	5-10 Days OSS, (Use SAFE) PCN, RLW, SCA	5-10 Days OSS, ALT (automatic) RLW			
EN	Endangerment	1-3 Days OSS, LOP	3-5 Days OSS, LOP, SCA, PCN	5-6 Days OSS, LOP, DIS, RTI, ALT	6-7 Days OSS, LOP, ALT	
FT	Fighting, Non-SESIR	1-5 Days OSS, CFR	5-10 Days OSS, CFR, SCA, DIS, PCN	5-10 Days OSS, ALT9 Automatic)		
~~**GN**~~	~~Gang-Related Activity~~					
HAR *	SESIR Harassment	1-3 Days OSS, LOP	2-4 Days OSS. LOP. SCA	4-5 Days OSS, LOP, DIS, PCN, RTI, RLW, ALT	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	1-3 Days OSS, LOP	3-5 Days OSS, LOP, SCA, PCN	5-6 Days OSS, LOP, DIS, RTI, ALT	6-7 Days OSS, LOP, ALT	
SR	Search Refusal	5-10 Days OSS,PCN, RLW	5-10 Days OSS, ALT (automatic) RLW			
STL	SESIR Theft/Larceny	1-3 Days OSS, RWL, RES	3-4 Days OSS, RLW, RES, LOP	4-5 Days, RLW, RES,LOP,PCN,RTI	5-6 Days OSS, RLW, RES, LOP, RTI, ALT	
~~**SX**~~	~~Sexting~~					
SXH *	SESIR Sexual Harassment	1-5 Days OSS, RLW	5-10 Days OSS, RLW,	5-10 Days OSS, RLW, ALT		

			PCN, RTI, DIS			
SXO	SESIR Sexual Other	1-5 Days OSS, DIS, RLW,ALT	5-10 Days OSS, RLW, PCN, ALT			
TBC	SESIR Tobacco Possession or Use	1-2 Days ISS, TMO,CFS, RIN, RLW	1-2 Days OSS, CFS, DIS, FIN,RLW	2-3 Days OSS, CFS, DIS, FIN, RLW, RTI	3-4 Days OSS, LOP, CFS, FIN, RLW, PCN	4-5 Days OSS, LOP, CFS, FIN, RLW, PCN
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 (Conduct Threat Assessment)	3-5 Days OSS, RLW, PCN, ALT	5-10 Days OSS, RLW, PCN, ALT			
BAT *	SESIR Aggravated Battery	3-10 days OSS, RLW, ALT (Automatic)	5-10 days OSS, RLW, PCN, DIS, ALT	5-10 days OSS, RLW, ALT		
BRK	SESIR Burglary	2-4 Days OSS, CFR, LOP, PCN, RLW, ALT	4-6 Days OSS, CFR, LOP, PCN, RLW, ALT			
DOC *	SESIR Disruption on Campus-Major	3-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, DIS, PCN, RTI, ALT	5-10 Days OSS, RLW, ALT		
DRD *	SESIR Drug Sale/Distribution	5-10 days OSS, RLW, ALT (Automatic)				
FA	False Accusations	3-5 Days OSS, PCN, ALT	5-10 Days OSS, ALT			
FIT *	SESIR Fighting	5-10 Days OSS, (3-7), CFR, SCA	5-10 Days OSS, CFR, SCA, DIS, PCN	5-10 Days OSS, ALT		

OA	Off Campus Arrest/Charge	10 Days OSS, H, ALT				
OMC	SESIR Other Major-Unclassified	3-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT			
PHA *	SESIR Simple Battery (Physical Attack)	5-7 Days (3-5) OSS, RLW, ALT	7-10 Days OSS,(5-10) 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 (Conduct Threat Assessment)	5-10 days OSS, RLW, ALT	5-10 days OSS, RLW, ALT			
SXB	SESIR Sexual Battery (Conduct Threat Assessment)	5-10 days OSS, RLW, ALT				
TRE	SESIR Threat/Intimidation (Conduct Threat Assessment)	3-7 Days OSS, RLW,SCA	5-10 Days OSS, RLW, PCN, RTI, DIS, ALT	5-10 days OSS, RLW, ALT		
WC	Weapon Like Contraband (Conduct Threat Assessment)	3-10 Days OSS, RLW, DIS, ALT	5-10 Days OSS, RLW, DIS, ALT			
WPO	SESIR Weapons Possession (Conduct Threat Assessment)	5-10 days OSS, RLW, ALT				

***- Consider Threat Assessment**

Underline = Complete Bully Packet

In addition to consequences outlined in the matrix, the school principal may recommend to the Superintendent the expulsion of any student who has committed a serious breach of conduct including, but not limited to:

(a) willful disobedience;
(b) open defiance of authority of a School Board employee;
(c) violence against persons or property;
(d) giving or selling intoxicating beverages, controlled substances, drugs, or counterfeit drugs to any person on school grounds or at any school-sponsored activity;
(e) threatening or using a weapon against any person; and/or
(f) any felonious act; conviction of a felony; or such other acts

Section 6: Procedures Relating to Disciplin~~eary 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 the following:~~

~~**DetentionConference**~~

~~**Parent Contact**~~

~~**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, the student is assigned to report frequently to a staff member who will assist in monitoring the student's adjustment to the school situation.~~

~~**Detention/Extra School**~~

~~The student is to report to an assigned location for a specified period of time before or after school for supervised study hall activities. Extra school is not intended to interfere with regularly scheduled classes.~~

~~**Fine/Restitution**~~

62

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~~The student may be given a written citation by the School Resource Officer and required to pay a fine if they are caught smoking or in possession of tobacco. The student may be required to pay restitution for any damage that may have been caused to School Board property.~~

~~Student Work Assignment~~

~~If the parent/guardian and school administrator agree, the administrator can assign the student to a work detail at the school. The principal will decide who will supervise the work.~~

~~Saturday School~~

~~The student may be required to attend Saturday School if an administrator contacts the parent/guardian 24 hours in advance.~~

~~In-School Suspension~~

~~Student may be assigned to a specific location at the school during the school day where they will be required to continued on their 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 detention when transportation or other issues prevent their assignment.~~

Classroom Removal

~~Teachers may require that students are removed from class if it has been documented that a student's behavior has seriously disrupted to the teaching or learning in the classroom. If a student is removed rom class, the principal may place the student in another appropriate classroom, in-school suspension, an alternative education program, or the principal may recommend the student for suspension or expulsion. The student cannot be returned to that teacher's classroom unless the teach consents or a school-based placement review committee has determined that doing so is in the best or only available alternative. A decision on whether to return the student to the classroom must be made by the teacher or the committee within five days of the removal.~~

F.S. 1003.32 In accordance with this section and within the framework of the district school board's code of student conduct, teachers and other instructional personnel shall have the authority to undertake any of the following action in managing student behavior and ensuring the safety of all student in their classes and school and their opportunity to learn in an orderly and discipline classroom:

(a) Establish classroom rules of conduct, including designating an area for wireless communications devices during instructional time.

(b) Establish and implement consequences, designed to change behavior, for infractions of classroom rules.

(c) Have disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students removed from the classroom for behavior management intervention.

(d) Have violent, abusive, uncontrollable, or disruptive students directed for information or assistance from appropriate school or district school board personnel.

(e) Assist in enforcing school rules on school property, during school-sponsored transportation, and during school-sponsored activities.

(f) Request and receive information as to the disposition of any referrals to the administration for violation of classroom or school rules.

(g) Request and receive immediate assistance in classroom management if a student becomes uncontrollable or in case of emergency.

(h) Request and receive training and other assistance to improve skills in classroom management, violence prevention, conflict resolution, and related areas.

(i) Press charges if there is a reason to believe that a crime has been committed on school property, during school-sponsored transportation, or during school-sponsored activities.

(j) Use reasonable force, according to standards adopted by the State Board of Education, to protect himself or herself or others from injury.

~~**Major Disciplinary Actions**~~

~~In order to protect the rights of all students and staff, certain procedures are followed with regard to major disciplinary actions. Thes procedures are developed as suggestion or required by law or regulation. School/classroom procedures for administering discipline in areas not covered by these specific procedures are encouraged.~~

School Bus Suspensions

Students 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

Students have the right to attend school and have an opportunity to learn. Students may lose that right if they violate the District Code of Student Conduct or school rules. Students lose the right to attend school by being suspended or expelled. Students can be suspended from school for up to ten (10) days at a time. If students are suspended, they cannot be on any Manatee School District property, nor can they attend any school activities. ~~Students cannot be suspended for skipping class or school or for excessive tardiness. However, student~~students ~~may be suspended for failure to serve consequences assigned for skipping or tardiness.~~

If a student is suspended, the principal or their designee will be the one to process the referral after an investigation is completed. They will also meet with the student and speak with the parents or guardian. Suspensions can be appealed by following the procedures outlined in the "Review and Appeal of ~~S~~discipline Referral or Consequence" section. Students are encouraged to remain current with all class assignments by reaching out to teachers by phone or email, accessing teacher websites and talking with fellow students to obtain classwork missed.

~~**OUT-OF-SCHOOL SUSPENSION Q&A**~~

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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 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 believe 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 bailed 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 encouraged to remain current with all class assignments but are required to obtain your work. The following means are available: 1. Ask follow 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 students, if it is determined to be in the students' best interest, or the best interest of the school. If a student's 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, students are eligible for reassignment to an alternative program under the School Safety reassignment process, regardless of any current or past patterns of behaviors. 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, Bbeing 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 recommendation to the district reassignment committee, School Safety reassignment, per S.S. 1006.09, 1006.147, and 1006.13.

Students may also be referred for a School Safety Reassignment to the alternative program for persistent behaviors which substantially disrupts 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. Student may also be referred for reassignment for patterns of behavior which substantially interfering 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.

Students assigned to an alternative program for disciplinary reasons cannot be present on any other school grounds or on any other Manatee School District property at any time. Students reassigned to an alternative program for disciplinary reasons may choose to attend another school outside of the district. However, 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

The principal or the principal's designee may recommend to the district school superintendent the expulsion of any student who has committed a serious breach of conduct, including, but not limited to, willful disobedience, open defiance of authority of a member of his or her staff, violence against persons or property, or any other act which substantially disrupts the orderly conduct of the school. A recommendation of expulsion or assignment to a second chance school may also be made for any student found to have intentionally made false accusations that jeopardize the professional reputation, employment, or professional certification of a teacher or other member of the school staff, according to the district school board code of student conduct. Any recommendation of expulsion shall include a detailed report by the principal or the principal's designated representative on the alternative measures taken prior to the recommendation of expulsion. The School Board may, instead of an expulsion, assign a student to a school or an alternative program other than the student's zoned school when the recommendation of expulsion is a mandatory consequence for the violation of the Student Conduct and Discipline Code. (Florida Statute 1006.09)

1. The principal or designee will complete the investigation, write the office referral (Event and Discipline Report), assign a 10 day, out of school suspension and notify the parents of the incident and suspension.
2. The principal or designee will communicate ~~meet~~ with the parent/guardian during the 10-day suspension and notify them of the recommendation for expulsion and the rational for the requested expulsion.
3. The principal or designee will compile all relevant investigation documents, a detailed description of the incident leading to the recommendation for expulsion, prior intervention utilized, current year behavior, academic, and attendance records and relevant 504 or IEP documents along with the request for expulsion form to be submitted to the Superintendent or designee.
4. The district expulsion committee will review the documentation provided and will confirm the hearing date with the principal or designee and the parent/guardian.
5. The parent/guardian and student have the right to participate in the formal hearing and to be represented by legal counsel or any other qualified person during the hearing.
6. The hearing officer will recommend any penalty they deem appropriate to the facts of the case. The recommendation will be voted on by the School Board who may impose any outcome they deem appropriate. The School Board's decision is final.

Students may be suspended for the remainder of the current academic year and the following academic year. During the expulsion, students may not be on any school board campus, property or establishment or within 1,000 feet of a school or a school bus stop.

Florida Statute 1006.08 permits the Superintendent to extend a suspension beyond ten school days if such suspension expiries before the next regular or special school board meeting following the ten day ~~-~~of a suspension if the student is being recommended for expulsion. Alternatively, the Superintendent or the superintendent's designee may assign a student to the district alternative school or other alternative program pending the completion of any expulsion hearing and entry of any final order of expulsion by the School Board.

~~**Enrollment of Student Who Have Been Expelled, Dismissed, or Reassigned from Other Schools**~~
Enrollment of Student Who Have Been Expelled, Dismissed, or Reassigned from Other Schools

Students enrolling in the School District of Manatee County who have been expelled, dismissed, or reassigned from another school must disclose that information when registering at their districted school (F.S. 1006.67). The School District of Manatee County will evaluate all information provided and will uphold the placement from the originating institution in alignment with the SDMC Student Code of Conduct.

~~Students enrolling in the School District of Manatee County who have been expelled, dismissed, or reassigned from another school should disclose that information when registering at their districted school. The district school will work with Student Services to arrange placement at the appropriate school. The School District of Manatee County will evaluate all information provided and will uphold the placement from the receiving county when possible.~~

~~Students 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 of expulsion, the student may not receive education 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**~~

~~A student who is found to be guilty of a sever breach of conduct or is guilty of continuing misconduct, the principal or designee may suspend for up to 10 days after following the suspension procedures and recommend to the Superintendent or designee that the student 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 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. Wha 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 b provided to you upon request.~~

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~~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 of 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 Statues.~~

~~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 servicing 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 Boards' 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 with district administration 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.~~ Students who are arrested for a violent event or an event involving a weapon may be alternatively ~~place~~placed~~. at the time of their arrest.~~

Extension of Ten-Day Suspension

If the principal or designee suspends a student for 10 days, the Superintendent may extend the suspension until the outcome of the criminal charges have been filed. During the suspension, pending the outcome of the criminal charges, the student may~~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 the same school bus with the victim or the victim's siblings. According to F.S. 1006.13(5), "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's 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~~at~~ 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 provisionprovisions 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 defineddefined 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

Students who present a concern for the safety of others due to their actions or words as determined by the school or district administrator, law enforcement or a threat management team will may be referred for mental health services, per F.S. 1012.584. These services may be provided on campus or ~~through~~ by district personnel or off-campus mental health providers that partner with our district. In the event of an immediate concern for the safety of a student or others, the Marchman or Baker Acts may be enacted (see page 4) to ensure an appropriate mental health examination and interventions 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.

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Self-Reporting Upon Initial Registration copy from state statute FS 1006.67

~~Upon initiation registration in any district school from another district, state, charter, home or private school, students are required per F.S. 1006.67 to self-report any previous school expulsions, prior arrests resulting in charges, Juvenile Justice actions, and referrals to mental health services. Students are also required to report any placements in an alternative setting for disciplinary or safety reasons. Student~~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 outlines in F. S. 1006.07.~~

It is require ~~each student~~ at the time of initial registration ~~for school~~ in the school district for students ,to note previous school expulsions, arrests resulting in a charge, juvenile justice actions, and any corresponding referral to mental health services by the school district, and have the authority as the district school board of a receiving school district to honor the final order of expulsion or dismissal of a student by any in-state or out-of-state public district school board or private school, or lab school, for an act which would have been grounds for expulsion according to the receiving district school board's code of student conduct, in accordance with the following procedures:

1.A final order of expulsion shall be recorded in the records of the receiving school district.

2.The expelled student applying for admission to the receiving school district shall be advised of the final order of expulsion.

3.The district school superintendent of the receiving school district may recommend to the district school board that the final order of expulsion be waived, and the student be admitted to the school district, or that the final order of expulsion be honored and the student not be admitted to the school district. If the student is admitted by the district school board, with or without the recommendation of the district school superintendent, the student may be placed in an appropriate educational program and referred to mental health services identified by the school district pursuant to s. 1012.584(4), when appropriate, at the direction of the district school board. (State Statute 1006.07)

Discipline for Students with Disabilities (Section 504 and IDEAdea)

If a student is IDEA or Section 504 eligible ~~student and have an Individualized Education Plan (IEP) or a Section 504 Plan,~~ they are expected to comply with the District Code of Student Conduct and school rules just like any other student. If they violate the District Code of Student Conduct or school

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rules, they are subject to discipline just like any other student. There are, however, some especial rules in dealing with suspension, assignments to alternative programs and expulsions. \

In-school suspension is not considered out of school suspension as long as the IEP/504 Plan is followed. Student with disabilities may be suspended out of school and will not receive educational services during the suspension.

If students qualifying under IDEA or Section 504 accumulate ten days of out-of-school suspension, a Manifestation Determination meeting will be held to assess whether changes to the IEP or Section 504 Plan are necessary. Students may be reassigned to an alternative school if they commit a major act on campus, provided these acts are not substantially related to or caused by the student's disability. Additionally, students may be placed in an Interim Alternative Education Setting (IAES) for 45 days for certain qualifying incidents. Students with disabilities may also be suspended from the bust if they violate the Transportation Policy.

Remove Q&A Refer to Procedural Safeguards

~~Q. How are In-School Suspensions handled?~~

~~A. If a student with a disability received 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 received~~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 received~~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 detention, in-0school 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 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 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 for the same length of time as a non-disabled peer provided the behavior is determined to not 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 that forty-five (45) school days. Such placement does not require parent consent.

Q. Who determines the interim alternative education 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 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 bust suspension will be counted as an out-of-School suspension, unless the parent excuses or documents the absence.

Q. If transportation is a related servicesservice 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. Mayt a parent or guardian record an IEP meeting?

A. Yes, a parent, authorized representative of the parent, or IEP team member is permitted to record the meeting. The parent must notify the IEP team prior to the meeting they are recording. He or she must use his or her own recording device anand the district will obtain it'sits 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. Nevertheless, the use of profanity in any language is not acceptable. ~~However, a~~All School District of Manatee County students, regardless of their ability to speak English, are governed by the Student Code of Conduct.

Review and Appeal of Discipline Referral or Consequence

A student or parent/guardian may appeal a discipline referral or consequence by contacting their school administrator in writing, requesting a review of the disciplinary event. The school principal or their designee will meet with the parent/guardian, hear their concerns, review the disciplinary event or consequence, and respond to the parent/guardian. The decision of the school principal is final. The appeal will not delay the enforcement of the consequences.

Procedures for Appeal of Alternative School Placement

A parent/guardian may appeal the alternative school placement by contacting in writing the Executive Director with their request. The Executive Director of Student Support and Engagement will review the disciplinary history, the event resulting in the alternative placement, the committee decision and will communicate the outcome with the requesting family.

Section 7: Miscellaneous

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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 student 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.

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Unannounced Lock-down Drills

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This 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

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In case of a school emergency or natural disaster, students need to be aware of their school's plan for releasing them. 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 parents and guardian learn their student'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 students if they have to answer phone calls. If parents come to the school during an emergency, in all likelihood, parents 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 students. Instead, if the situation warrants the release of students, district notification to listed emergency contact numbers as well as the use of local new medica will provide instructions on when and where to release will take place. Students may be bused to an off-site location for their release to parents or guardians.

Once the "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, it must be documented to whom each child is released. Students will only be released to a parent, guardian, or childcare personnel as designated on student's school contact, medical and emergency form. When arriving to 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 are and wait for your child
- A runner will go to the assembly area, get the students, and bring them back to the release are. Be prepared to show ID again.

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- Sign for the student and depart.

Reminder: Students will be released only to those listed on the Contact, Medical, and Emergency Form. It is therefore imperative that parents and guardian keep information on each child's Contact, Medical, and Emergency Form up to date, including cell phone numbers and other emergency contact information. Please note that if for any reason a student is not picked up, he or she will be placed in an alternative place of safety. These procedures should be shared with everyone listed on the Contact, Medical, and Emergency Form so that they are familiar with the plan and these concerns. If there are any questions about the Student and Family Reunification Plan, contact your student'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:

Electronic Equipment

Students may possess cell phones and other non-district issued electronic items at school, on school buses, and at school functions provided that during school hours cell phones are silenced and concealed. The devices shall not be used during the school day unless school has adopted a process for further allowing or restricting the use of personally owned electronic devices. Pursuant to Section 1007.07, Florida Statutes, "a student may not use a wireless communication device during instructional time, except when expressly directed by a teacher, solely for educational purposes. A teacher shall designate an area for wireless communications devices during instructional time." Absent such permission, teachers or other school staff may confiscate the electronic device, per F.S. 1006.07. 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 when used as a cellular device
- Earbuds or headphones

~~Violations of the cell phone policy will be handled in accordance with the SCC and may result in confiscation of said device. 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 1 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 any SDMC employee or facility without written or explicit permission. This does not apply to school-sanctioned events or activities that may warrant such a recording. Additionally, students may not post to the Internet records of fights, acts of bully, assault, or battery, whether staged or real-regardless of time or location.~~

~~During any district, state, federally required assessment administration, if a student is found with an electronic device that reproduces, transmits, calculate, or records (e.g., a cell phone, camera, or calculator) in student pocket, at a student's desk, or within a student's reach during testing, the test will be invalidated. Additionally, the device will be confiscated, and the student will be subject to school discipline.~~

~~If school officials have reasonable suspicion that electronic items contain criminal activity, the device may be provided to law enforcement.~~

ELECTRONIC EQUIPMENT

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The SDMC follows all State of Florida legislation in regard to electronic devices. This new legislation includes the following:

- Prohibits electronic devices from being used by elementary and middle school students during the school day.
- Prohibits high school use of electronic devices during instructional time, except as authorized, with teacher-designated storage areas and board-adopted usage zones.
- Provides exceptions for medical or educational needs.

SDMC students in elementary or middle school settings may not use cell phones or other non-district issued electronic items during the school day.

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High school students may not use wireless communications devices during instructional time, except when expressly directed by a teacher solely for educational purposes or in designated areas determined by the school board or school administration.

A high school teacher shall designate an area for wireless communication devices during instructional time, and school administration will adopt rules governing the use of wireless communication devices by a student while on school property or in attendance at a school function, including rules (HB1105):

1. Designating locations within school buildings where a student may use his or her wireless communications device with the express permission of a school administrator.

2. Allowing the use of a wireless communications device by a student during the school day in accordance with:
   A) The student's individualized education plan;
   B) The student's 504 accommodation plan issued under s. 504 of the Rehabilitation Act of 1973; or
   C) A doctor's note from a physician licensed under chapter 458 or chapter 459 certifying in writing that the student requires the use of a wireless communications device based upon valid clinical reasoning or evidence.

Electronic devices include, but are not limited to, the following:

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- 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)
- smart watches, smart glasses, or any other smart devices when used as a cellular device
- earbuds or headphones

Failure to comply with regulations set forth by the school, school district, or Florida law could result in confiscation of the device(s) and referral of "defiance" with appropriate consequence(s).

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To ensure timely communication between the parent(s) or guardian(s) during emergencies, please be sure your emergency contact information is up to date.

TO REGISTER YOUR EMERGENCY CONTACT INFORMATION TODAY!

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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:

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Click ONLINE SERVICES - EMERGENCY CONTACT INFORMATION

For more information on this important initiative click on:

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Technology and Internet Safety Policy

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Technology is an integral part of a student's educational experience and must be used in a way this 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. Student use of technology is a privilege, and students 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 a school has different policy restrictions, or students have permission from an administrator or designee.
h. Using email, instant messaging, texting, social media, 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 is deemed inappropriate by the School District.
m. Attempting to log on to the SDMC network or other district-affiliated systems using another's identify or password.
n. Sharing of logins and passwords to the SDMC network.
o. Bypassing or attempting to bypass SDMC filtering software.

p. Unauthorized disclose, use and dissemination of personal information regarding students, unauthorized online access by students including hacking and other unlawful activities and access by student 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.

ARTIFICIAL INTELLIGENCE (AI)

- The School Board recognizes the positive impact that Artificial Intelligence (AI) technology and Natural Language Processing (NLP) tools may have in the District's educational program and operations.
- Any use of artificial intelligence technology in the District's educational program or operations must be in accordance with State and Federal law as well as Board policies.
- Unauthorized use of AI/NLP tools is considered a form of plagiarism per Policy 7540.03 and any student found using these tools without permission will be disciplined in accordance with the Student Code of Conduct.
- Students can use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI/NLP tools in an ethical manner including proper citation.
- Research assistance
- Data Analysis
- Language translation
- Writing assistance
- Accessibility

Violation of this policy may result in disciplinary consequences. Students may be disciplined for violations, up to and including suspension or expulsion. For additional information see School Board Policy 7540.03.

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 SDMV community. Student use of District-approved social media platforms must be consistent with all aspects of the Code of Student Conduct and must abide by Section 501.1736, Florida Statutes.

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://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**~~

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~~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 identified with the student's name. The school disclaims responsibility for any lost, stolen, broken or confiscated property. Parents send and student bring such items to school at their own risk. Students are expected to turn into the office any found times.~~

Parental Rights and Responsibilities

Parental Rights	Parental Responsibilities
To be treated fairly and respectfully by school administration, teachers, and staff.	Communicate respectively with school personnel
To be notified promptly if your child is disciplined for inappropriate behavior and the consequences for those actions.	To access information about the school board's policies and procedures.
To appeal disciplinary actions.	To provide your child's school with updated emergency contact information to include your address.
To receive pertinent, accurate, and timely information about your child's academic progress.	To ensure that your child follows the student code of conduct.
	To ensure that your child is in attendance and on time every day.
	To be actively involved in your child's education.
	Pay all student accumulated fines to ensure your child can participate in all school activities, including all extracurricular activities (e.g., prom, graduation, field trips).

Know Parental Rights

Be aware that when parents are divorced or separated, both parents have full rights to participate in the student's school activities and to know what is happening at school. The non-enrolling parent will not be allowed to withdraw 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.

The Hope Scholarship Program

If 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, parents may choose to withdraw their student from their zoned school and enroll them 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.

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~~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 their child's education.~~
- ~~To be treated fairly and respectfully y the school administration, teachers and school staff.~~
- ~~To access information about the Board's policies and procedures.~~
- ~~To be notified promptly if their child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned.~~
- ~~To appeal disciplinary actions taken.~~
- ~~To received pertinent, accurate, and timely information about their child's academic progress in addition to ways you can help their children 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~~

~~Parents must sign in through the Raptor System when they go to any school and before they are able to go anywhere else on the campus. (Parents must present their driver's license or official picture identification to be scanned for student safety issues.)~~

~~Be Involved~~

~~Participate in teacher conferences and school-parent activities such as Parent-Teacher Association (PTA) Parent-Teachers Organizations (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 teacher on student performance in school, and fostering learning at home by providing children with appropriate assistance and monitoring of homework. Participate in student's elementary report card conference, which are schedule 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 215 Manatee Avenue West, in Bradenton.~~

~~Provide Information~~

~~Parents must provide their child's school their 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~~

~~Parents should understand and support the rules in the District Code of Student Conduct and talk to their students about them.~~

~~Support Dress Code~~

~~Parents should teacher their children to follow the dress code as outlined in this document. Because school is a place to work and learning, dressing neatly and appropriately for school is very important.~~

~~Promote Punctuality~~

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~~Parents should make sure their child arrive at school on time every days. 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~~

~~Parent should ensure their children arrive 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 special arrangements have been made with a teachers, 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 students are walkers or bicyclists, encourage them to follow safety rules and use pedestrian-safety features where available.~~

~~Notify School of Absences~~

~~Parents should contact the school when their child is absent and explain the reason for the absence. It is recommended that the call be made 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 of New Addresses~~

~~Parents should notify the school principal in writing if a student moves to a new address. Parent must notify the principal within five days of the move. If the move is within the student's current attendance zone, the student may continue at the school and may be entitled to transportation. If a move occurs outside of the student'' attendance zone, in many cases the 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 a student has moved and has not provided notification, the student could be assigned to an alternative school or considered to be "found out of that school's attendance areas." This could mean an immediate change of school for the student and the student could be deemed ineligible for athletics and other activities.~~

~~Support School Discipline~~

~~Work with school staff members to solve discipline or other problems. Parents should let the school know if something has happened at home that could affect how students behave 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~~

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~~Parents should be prepared to pay for any damage done to School Board property by their student. If payment is not made and the amount is substantial, the principal will refer the matter to the Superintendent.~~

~~**Reimburse School**~~

~~Parent should pay for lost or damaged books or other teaching materials. Failure to pay may mean no other books or materials will be given to the student, the student will not be able to participant in extra-curricular activities or the student will be required to pay the debt through community services at the school. The principal will make those decisions.~~

~~Per School Board policy, if the students cannot afford to pay for instructional materials or a fee that the student has incurred at the school, a letter may be submitted 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 students. Allowing deliveries to students is at the discretion or each individual school.~~

~~**Comply with Cell Phone Policy**~~

~~If parents need to reach their children in an emergency during the school day, contact the front office. Pursuant to Section 1006.07, Florida Statues, "student may not use a wireless communication devise during instructional time, except when expressly directed by a teacher solely for educational purposes."~~

Know CHOICE Options

Parents who want their child to attend a different school, visit 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 student'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. Please review the Student Progression Plan for more information (insert link to the SPP) ~~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 school website.~~

~~Parent or Manatee County residents who object of 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~~

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~~the district adoption of the specific material. 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

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An enrolling parent has the right to request his or her child be transferred to another classroom teach. 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 of 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

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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, abuse, uncontrollable, or disruptive.

Healthcare Services

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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 the school website for further information.

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 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 they 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 parent 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 expectation, 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 outsources services or functions it would otherwise 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 interests if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education record 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: Student with Disabilities

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Parents have the right to:

a. Have your child take part in, and receive benefits from, public education programs without discrimination due to his/his disabling condition(s).
b. Receive prior notice with respect to identification, evaluation, or educational programming for students.
c. Have students receive a free appropriate education.
d. Have students receive education services in facilities which are comparable to those provided to non-handicapped students.
e. Examine student records 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 the parent than would be incurred if the student were placed in a program operated by the district.
g. Have student 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 participate.
    a. The hearing request must be made to the Superintendent of the District.
    b. 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 119.07(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 requests 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, remind a person with mental illness to take prescribed medication, 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 an animal service in any Manatee County school. (S. B. 8390)

~~**Military Transfers**~~

~~Priority is given to the dependent child 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 program and extracurricular activities at their transferring schools will be given priority access to the same programs and extracurricular activities when available (F.S. 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

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student's record. Requests for school videos are exempt under Florida Statute as well as FERPA-34 CFR s 99.12, unless under a subpoena.

Student Identification

Student must always have their student ID on them when they are on a school campus or on any district bus. If the school requires student to wear or otherwise display their student ID, then students must follow all procedures pursuant to that rule. Students must also display their student ID, and have it scanned each time they 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.

Moments of Silence

Per F.S. 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 teach 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 moments 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, parents may choose to withdraw their student from their zoned school and enroll them 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.

How long is the Hope Scholarship?

Upon approval of Hope Scholarship, a student will be permitted to remain at the school of choice until he/she completes the highest-grade level available at the school.

The student is required to follow the District's published school rules and/or the Code of Student Conduct. Violation of District published rules and/or the Code of Student Conduct may result in the student being assigned to another School District of Manatee County school selected by the superintendent or the superintendent's designee.

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If a student is 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.

Entering Areas Intended for the Opposite Sex

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Based upon legislative changes in the law, students who enter an area on campus designated for the opposite biological sex and refused to immediate leave when asked, there may be a criminal penalty for students age 18 and approved under F.S. 553.865. In addition, school discipline can be imposed for all students as outlined in the appropriate grade-level matrix for entering areas on campus designated for the opposite biological sex that will also include defiance. Schools will work with students who have privacy concerns for reasonable accommodations for all undesignated bathrooms.

Public Notices with Parent Opt-Out Provisions

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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 appropriate 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 director 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 15th of each year or within 30 days or receiving this annual notice. The School District has designated the following information as directly information:

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- Student's name
- Electronic mail address
- Photograph or other likeness (with parental consent)
- Date and place of birth

- Major field of study
- Date 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 results in your names, 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 offer 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 the school office.

Military Opt-Out Procedures

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Under federal law, military recruiters are entitled, upon request, to a list of names, addresses, and telephone numbers of high school students unless parents/guardians object to such release. Students or parents must notify the principal in writing if they do not want their name, address, and telephone number released to military recruiters without prior written parent consent. This written notification may be submitted at any time and the School District will honor the objection from that point forward unless the student otherwise provides written notification to the principal. A military opt out form is available on the district web site: www.manateeschools.net. Students may also request a copy of the form at the school's main office.

Higher Education Opt-Out Procedures

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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 student object to such release. Students or parents must notify the school principal in writing if they do not want their names, 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 form that point forward unless otherwise provided with written notification to the principal.

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

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PPRA affords parents certain rights regarding the district's conduct 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
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 it's agenda, 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
   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 survey of students
   b. Instruments used to collect personal information from student for any of the above for marketing, sales, or other distribution purposes
   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.

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AGENDA ITEM NO. 4.3

School Board of Manatee County
June 10, 2025 - Workshop

Title
Review of Proposed Rezoning Maps and Timeline

Executive Summary
District Employees will provide an overview of the proposed rezoning maps to include a timeline of actions.

Contact
Submitting Department: Superintendent

AGENDA ITEM NO. 4.4

School Board of Manatee County
June 10, 2025 - Workshop

Title
Policy Review for Public Hearing July 22, 2025 - *added after publishing*

Executive Summary
Policies to be updated include the following:

Bylaw 0131 - Legislative/Policymaking
Bylaw 0164 - Notice of Regular Meetings
Bylaw 0165 - School Board Meetings
Bylaw 0165.2 - Regular Meetings
Bylaw 0165.3 - Special and Emergency Meetings
Bylaw 0166 - Exempt Meetings
Policy 3430.07 - Military Leave
Policy 4430.07 - Military Leave
Policy 8305 - Information Security
Policy 8431 - Preparedness for Toxic Hazard

The purpose of the requested amendment is to update the following School Board policies to conform to current legislation and statutes.

Approving the advertising and setting Public Hearing assures compliance with the provisions of Section 120.54 (3)(a)1, Florida Statutes (2021).

Contact
Submitting Department: Administration

Attachments:
Policies_for_July_22_Public_Hearing

Approval of Advertising a Notice of Intent to Amend School Board Policies and Setting a Public Hearing at the Board Meeting on July 22, 2025

Bylaw 0131 – Legislative/Policymaking (Revised)
The revisions to Bylaw 0131 incorporate rulemaking notice requirements as set forth in F.S. 120.81(1)(d).

Bylaw 0164 – Notice of Regular Meetings, Hearings, and Workshops (Revised)
The revisions to Bylaw 0164 incorporate language from F.S. 120.525 and 1001.372 regarding the method for providing public notice of regular meetings, hearings, and workshops.

Bylaw 0165 – School Board Meetings (Revised)
Bylaw 0165.2 – Regular Meetings (Rescind)
Bylaw 0165.3 – Special and Emergency Meetings (Rescind)
Bylaw 0166 – Exempt Meetings (Rescind)
The revisions to Bylaw 0165 are designed to streamline the School Board's policies related to Board meetings. Instead of having separate policies for regular meetings (Bylaw 0165.2), special/emergency meetings (Bylaw 0165.3), and exempt meetings (Bylaw 0166), these three (3) policies are incorporated entirely in Bylaw 0165 through this update. Neola recommends that Bylaws 0165.2, 0165.3, and 0166 be rescinded/repealed. The policy language therein has been incorporated entirely into Bylaw 0165.

Policy 3430.07 – Military Leave (Revised)
Policy 4430.07 – Military Leave (Revised)
Policies 3430.07 and 4430.07 have been revised to implement provisions of Senate Bill 818 related to leave for active federal military service.

Policy 8305 – Information Security (Revised)
SDMC revisions based on a recent FDLE NCJA Tech Audit review.

Policy 8431 – Preparedness for Toxic Hazard and Asbestos Hazard (Revised)
Policy 8431 is updated to incorporate new requirements that when conducting asbestos abatement projects, each asbestos contractor and asbestos consultant employed by the School District must be licensed and regulated by the Florida Department of Business and Professional Regulation (as opposed to the Florida Department of Health).

Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of LEGISLATIVE/POLICYMAKING
Code	po0131 fsj 2/6/25
Status	
Adopted	November 9, 2016
Last Revised	October 22, 2024

0131 - **LEGISLATIVE/POLICYMAKING**

The School Board is the policymaking body for the School District. After considering recommendations submitted by the Superintendent, the Board shall adopt bylaws and policies for the organization and operation of the Board and efficient operation and general improvement of the School District. The Board, by majority vote, may direct the superintendent to develop policies for recommendation on topics of interest to the Board.

The term "rule" for purpose of this policy is defined in F.S. 120.52; it does not include "curricula by an educational unit". As used in this bylaw, the term "rule" and "policy" shall have the same definition. The development or prescription of curriculum by the Board is removed from the procedural requirements for policymaking.

F.S. 1001.41

The Board may determine policy matters governed by permissive law, but not on matters governed by mandatory law. No policy can be in conflict with the operative law of the State or with State Board of Education rules. Any provision of a collective bargaining agreement which is ratified by the Board and affects collective bargaining members shall prevail over any Board policy conflicting with the agreement during the term of the agreement.

Board adoption of policies or revisions to policies shall be pursuant to Florida statutes.

F.S. 120.536(1), 120.54

Policy Development

The Superintendent shall publish notice of the development of a proposed policy before providing notice of a proposed policy as required below. The notice of policy development shall indicate the subject area to be addressed by policy development; provide a short, plain explanation of the purpose and effect of the policy development; cite specific legal authority for the proposed policy; and state how a person may obtain or access, without cost, a copy of any preliminary draft, if available.

The Board may hold workshops for the purpose of policy development after publication of the notice of policy development.

F.S. 120.54(2)

Adopting Policies

The Superintendent shall present any proposal relating to a policy amendment, the repeal of any policy, or the adoption of a new policy in writing to the Board including a written explanation of the proposal in accordance with Florida law.

A. Notice of Proposed Policy: After the Board has determined that it will give due consideration to the proposal for adoption, amendment, or repeal of a policy, the Superintendent shall give immediate and proper written notice to the public pursuant to the provisions of Florida law. The notice shall include a brief and concise explanation of the proposed policy's purpose and effect, the estimate of economic impact to all individuals affected by the proposed new policy or revision of an existing policy, the legal authority for the Board's action, the location where the text of the proposed revision to current policy or new policy may be obtained or accessed, and the procedure for requesting

a public hearing on the proposed policy.

B. Hearings: Any person who is affected by a proposed policy, policy revision, or the repeal of a policy, may within twenty-one (21) days following notice of the proposal to adopt or repeal such policy, file a written request with the Board for a hearing on the proposed action.

The Board may also, on its own initiative, schedule a public hearing for any proposed policy adoption, revision, or repeal.

C. Rulemaking Record: Any material pertinent to the issues under consideration submitted to the Board within twenty-one (21) days after the date of publication of the notice under paragraph B above or submitted to the Board between the date of publication of the notice and the end of the final public hearing shall be considered by the Board and made a part of the record of the rulemaking proceeding.

D. Board Action: The Board's final vote to adopt, amend, or repeal a policy will occur no sooner than twenty-eight (28) days following publication of the published notice in paragraph A above.

E. The Superintendent shall file immediately in his/her office a copy of any new policy, policy revision, or repealed policy adopted by the Board; policy handbooks and the Board's website shall be updated accordingly.

F. All policies shall become effective upon adoption by the Board, unless another time certain date is specified therein. The Board may adopt a policy authorized by law and necessary for the proper implementation of a statute prior to the effective date of the statute, but the policy may not be effective until the statute upon which it is based is effective.

F.S. 120.54

Notices

All notices pertaining to policymaking may be published:

A. ~~)~~ by publication in a newspaper qualified under F.S. Chapter 50, in the affected area or on a publicly accessible website as provided in F.S. 50.0311;

~~Internet publication for School District notices under F.S. 50.0211(1)(b) may be made on the website of any newspaper in the county to which the legal notice pertains.~~

B. by posting on the District's website not less than seven (7) days before the public meeting, hearing, or workshop; and

C. by mail to persons who have requested advance notice and to organizations representing persons affected by the policy; and,

D. by posting ~~on the District's website and~~ in appropriate places so that those particular classes of persons to whom the intended action is directed may be duly notified.

Incorporation by Reference

A policy may incorporate material by reference, but only as the material exists on the date the policy is adopted. For purposes of the policy, changes in material are not effective unless the policy is amended to incorporate the changes. Material incorporated by reference in a policy may not incorporate additional material by reference unless the policy specifically identifies the additional material. The reference in the policy to the material being incorporated must include a date or other designation, so that the reader will know exactly what version of the material has been adopted and made part of the rule.

F.S. 120.54(1)(i)(1)

A District policy that incorporates by specific reference another policy of the District automatically incorporates subsequent amendments to the referenced policy, unless a contrary intent is clearly indicated in the referencing policy. Any notice of amendments to a policy that has been incorporated by specific reference in other policies of the District must explain the effect of the amendments on the referencing policies.

F.S. 120.54(1)(i)(2)

Material may not be incorporated into Board policies by reference unless:

A. the material can be made available for free public access through electronic hyperlink from the Board's website listing the policy and making the reference; or,

B. the District has determined that posting of the material on the internet for purposes of public examination and inspection would constitute a violation of Federal copyright law, in which case a statement to that effect, along with the addresses and locations of the District office at which the material is available for public inspection, is included in the notice required.

F.S. 120.54(1)(i)(3)(17)

~~**Challenge to Existing Policy**~~

~~Any person substantially affected by an existing Board policy may petition the Division of Administrative Hearings, Florida Department of Administration, to conduct a hearing on the validity of a policy pursuant to Florida statutes. Any hearing examiner's decision which is adverse to the Board or to the person substantially affected may be judicially reviewed.~~

~~F.S. 120.56(1)~~

~~**Challenge to Proposed Policy**~~

~~Any person who is substantially affected by a proposed policy, policy revision, or the repeal of a policy may, within twenty-one (21) days following notice of intent to adopt or repeal such policy, file a written request with the Board seeking an administrative determination as to the validity of the proposed action.~~

~~F.S. 120.56(2)~~

Emergency Policies

The Board may determine that the public health, safety, or welfare is endangered and that immediate action is required to protect the public interest. When this occurs, the Board, at any meeting in which a quorum is present, may adopt emergency policies, without complying with the waiting period as provided above. The Superintendent shall properly record the effective date for any such emergency policy. Any emergency policy shall not be valid in excess of ninety (90) days from the adoption or effective date.

Public Input and Access to Policies

Any Board employee, citizen, or agency may submit a policy proposal to the Superintendent's office.

A copy of the compiled policies shall be available for inspection in the Superintendent's office.

The Board policies shall also be accessible on the District's website.

Revised 5/24/22
Revised 10/22/24

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Legal

F.S. 120

F.S. 120.536(1)

F.S. 120.54

F.S. 120.54(1)(i)(1)

F.S. 120.54(1)(i)(2)

F.S. 120.54(1)(i)(3)(17)

F.S. 120.54(2)

F.S. 120.56(1)

F.S. 120.56(2)

F.S. 1001.41

Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of NOTICE OF REGULAR MEETINGS, HEARINGS, AND WORKSHOPS
Code	po0164 fsj 2/6/25 CHOIUCES
Status	
Adopted	November 9, 2016
Last Revised	April 13, 2021
Prior Revised Dates	10/27/2020

0164 - **NOTICE OF REGULAR MEETINGS, HEARINGS AND WORKSHOPS**

Pursuant to State law, the School Board shall, at least seven (7) days prior to any regular ~~give notice of~~ public ~~meetings~~meeting, ~~hearings~~hearing, and ~~workshops~~workshop, provide notice in the following ways:

A. **(** x**)** continuous publication on a publicly accessible website as provided in F.S. 50.0311 or the office Board website; or

B. ~~by~~**(**x **)** publication in a newspaper of general circulation; or

C. **(x)**~~by~~ posting a notice at the courthouse door if no newspaper is published in the county~~on the District's website not less than seven (7) days before the public meeting, hearing, or workshop;~~.

D. ~~by mail to all persons who have made requests for advance notice of the Board's proceedings, and to organizations representing persons affected by any proposed policy; and~~

E. ~~by posting in appropriate places so that particular classes of persons to whom an intended action is directed may be notified.~~

The notice posted shall include a general statement of the general subject matter to be considered.

~~Notice of special meetings shall be made in a newspaper or newspapers of general circulation in the county sufficiently in advance of the meeting to allow the public to attend. Such notice shall contain the date, time, place, and purpose of the meeting.~~For additional public notice requirements, see also: Bylaw 0131 (*Legislative/Policymaking*), Bylaw 0165.1 (*Agendas*), and Bylaw 0165.3 (*Special and Emergency Meetings*).

See also: Bylaw 0165.1 (Agendas) and Bylaw 0165.3 (Special and Emergency Meetings).

F.S. 50.0311
F.A.C. 28-102.001

Revised 10/27/20
Revised 4/13/21

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Legal	F.S. 50.0311
	F.S. 120.525
	F.S. 120.81
	F.S. 1001.372
	F.A.C. 28-102.001

Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of SCHOOL BOARD MEETINGS
Code	po0165 fsj 2/6/24 Choices
Status	
Adopted	November 9, 2016
Last Revised	April 13, 2021

0165 -

SCHOOL BOARD MEETINGS

The School Board shall hold at least one (1) regular meeting each month and may conduct other meetings such as workshops, public hearings, special meetings, emergency meetings, and meetings exempt from Florida's Open Meetings laws. See also, Bylaw 0131 (*Legislative/Policymaking*), Bylaw 0164 (*Notice of Regular Meetings, Hearings, and Workshops*), Bylaw 0165.1 (*Agendas*), ~~Bylaw 0165.2 (Regular Meetings), Bylaw 0165.3 (Special and Emergency Meetings), Bylaw 0166 (Exempt Meetings),~~ and Bylaw 0166.1 (*Workshops*).

~~The sessions~~Meetings will be held in any appropriate public place in the ~~county,~~county provided that due public notice is given.

~~F.S. 1001.372~~

~~In accordance with law, all meetings at which official acts are to be taken are declared to be open public meetings, and no resolution, rule, policy, regulation, or formal action shall be considered binding except as taken or made at such a meeting. All meetings of the Board shall be open to the public, except as provided by Florida statute, and the order of business of any regular meetings shall include an opportunity for the public to address the Board, as provided in Bylaw 0169.1 below.~~

In accordance with law, all meetings at which official acts are to be taken are declared to be open public meetings, and no resolution, rule, policy, regulation, or formal action shall be considered binding except as taken or made at such a meeting. All meetings of the Board shall be open to the public, except as provided by Florida law, and the order of business of any regular meetings shall include an opportunity for the public to address the Board, as provided in Bylaw 0169.1.

Regular Meetings

Regular meetings shall be held at the time fixed at the annual organizational meeting. Such notification shall be made immediately after the annual organization meeting at which the Board fixes regular meeting dates and times. Should the date of a regular meeting fall on a holiday, the Board may choose the meeting date at any prior meeting. Every Board member shall be notified of the change by letter or by distribution of the Board minutes which carry a record of the change. The Superintendent shall be responsible for public notice of changed meetings.

Special Meetings

A. Special meetings may be called by the Superintendent, the Superintendent at the request of the Board Chair, or the Superintendent at the request of a majority of the members of the Board by serving a written notice of the time,

date, location, and purpose of such meeting upon each Board member at least two (2) days in advance of the meeting.

B. Special meetings are intended to be limited to specific matters and shall not be used in place of the Board's responsibility to conduct regular Board meetings not less than once per month. The meeting notice and agenda shall specify the particular matters to be addressed during the special meeting. Business conducted during special meetings must only relate to the particular matters identified in the meeting notice and agenda.

C. All special meetings shall be held in the office of the Superintendent or in a room convenient to that office and regularly designated as the Board meeting room. Meetings may be held at other appropriate public places in the county upon the giving of due public notice.

D. Due public notice shall consist of, at least two (2) days prior to the meeting: continuous publication on a publicly accessible website as provided in F.S. 50.0311 or the District's official website; publication in a newspaper of general circulation in the county, or if there is no newspaper of general circulation in the county, an announcement over at least one (1) radio station whose signal is generally received in the county, a reasonable number of times daily during the forty-eight (48) hours immediately preceding the date of such meeting; or posting a notice at the courthouse door if no newspaper is published in the county.

E. Actions taken during special meetings shall have the same force and effect as if taken at a regular meeting.

Emergency Meetings

A. The Superintendent, the Board Chair, or a majority of the members of the Board may call an emergency meeting when there is an immediate danger to public health, safety, or welfare that requires immediate action.

B. Emergency meetings are intended to be limited to specific emergencies and shall not be used in place of regular or special meetings. The meeting notice and agenda shall specify the particular emergency to be addressed during the meeting in addition to the time, date, and location of the meeting.

C. Notice of emergency meetings shall be provided in a manner that is fair under the circumstances and necessary to protect the public interest. The Board shall attempt to provide immediate public notice of all emergency meetings as follows:

1. Publishing a notice on the District's website.
2. **(** x**)** Posting a notice on the District-approved social media platforms.

D. At the start of each emergency meeting and prior to conducting any business, the Board shall publish in writing and state for the record the specific facts and reasons for finding an immediate danger to the public health, safety, or welfare and the Board's reasons for concluding that the procedures used to notice and conduct the emergency meeting is fair under the circumstances.

E. Following the emergency meeting, and as soon as practicable under the circumstances, the Board shall publish in the appropriate publication prescribed by F.S. 120.54(3), and on its website, notice of the time, date, and place of the emergency meeting; a statement setting forth the reasons why the emergency meeting was necessary; and a statement setting forth the action taken during the meeting.

F. Actions taken during emergency meetings shall have the same force and effect as if taken at a regular or special meeting.

Exempt Meetings

The Board is committed to transparency and conducting its meetings in the public. However, certain meetings are exempt from Florida's Open Meetings laws. Examples of such meetings include, but are not limited to, the following:

A. all discussions between the Superintendent, or the Superintendent's representative, and the Board relative to collective bargaining (i.e., "executive sessions");

B. meetings between the Board, the Superintendent, and the Board's attorney to discuss pending litigation to which the Board is presently a party before a court or administrative agency (i.e., "shade meetings");

Such meetings must meet the following conditions:

1. The Board's attorney shall advise the Board at a public meeting that they desire advice concerning the litigation.

2. The subject matter of the meeting shall be confined to settlement negotiations or strategy sessions related to litigation expenditures.

3. The entire session shall be recorded by a certified court reporter. The reporter shall record the times of commencement and termination of the session, all discussion and proceedings, the names of all persons present at any time, and the names of all persons speaking. No portion of the session shall be off the record. The court reporter's notes shall be fully transcribed and filed with the Board's clerk within a reasonable time after the meeting.

4. The Board shall give reasonable public notice of the time and date of the attorney-client session and the names of persons who will be attending the session. The session shall commence at an open meeting at which the persons chairing the meeting shall announce the commencement and estimated length of the attorney-client session and the names of the persons attending. At the conclusion of the attorney-client session, the meeting shall be reopened, and the Board Chair shall announce the termination of the session.

5. The transcript shall be made part of the public record upon conclusion of the litigation.

C. student expulsion hearings;

D. portions of any meeting relating directly to or that would reveal security and fire safety systems, including all records, information, photographs, audio and visual presentations, schematic diagrams, surveys, recommendations, or consultations or portions thereof relating directly to or revealing such systems;

E. risk management sessions; and

F. any other meeting permitted to be exempt under Florida law.

Revised 4/13/21

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Legal F.S. 447

F.S. 1001.372

Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of REGULAR MEETINGS
Code	po0165.2 RESCIND fsj 2/6/25
Status	
Adopted	November 9, 2016

~~0165.2 - **REGULAR MEETINGS**~~**RESCIND**

~~Regular meetings of the School Board shall be public and held at least once each month except as shall be authorized by the Board.~~

~~In accordance with law, regular meetings shall be held at the time fixed at the annual organizational meeting. Such notification shall be made immediately after the annual organization meeting at which the Board fixes regular meeting dates and times. Should the date of a regular meeting fall on a holiday, the Board may change the meeting date at any prior meeting. Every Board member shall be notified of the change by letter or by distribution of the Board minutes which carry a record of the change. The Superintendent shall be responsible for public notice of changed meetings.~~

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Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of SPECIAL AND EMERGENCY MEETINGS
Code	po0165.3 RESCIND 2/6/25 fsj
Status	
Adopted	November 9, 2016
Last Revised	August 11, 2020

~~0165.3 - **SPECIAL AND EMERGENCY MEETINGS**~~ **RESCIND**

~~**Special Meeting**~~

A. ~~Special meetings may be called by the Superintendent, the Superintendent at the request of the School Board Chair, or the Superintendent at the request of a majority of the members of the Board by serving a written notice of the time, date, location, and purpose of such meeting upon each Board member at least two (2) days in advance of the meeting.~~

B. ~~Special meetings are intended to be limited to specific matters and shall not be used in place of the Board's responsibility to conduct regular Board meetings not less than once per month. The meeting notice and agenda shall specify the particular matters to be addressed during the special meeting. Business conducted during special meetings must only relate to the particular matters identified in the meeting notice and agenda.~~

C. ~~All special meetings shall be held in the office of the Superintendent or in a room convenient to that office and regularly designated as the Board meeting room. Meetings may be held at other appropriate public placed in the county upon the giving of due public notice. Due public notice shall consist of publication in a newspaper of general circulation in the county or in each county where there is no newspaper of general circulation in the county an announcement over at least one (1) radio station whose signal is generally received in the county, a reasonable number of times daily during the forty-eight (48) hours immediately preceding the date of such meeting, or by posting a notice at the courthouse door if no newspaper is published in the county at least two (2) days prior to the meeting.~~

D. ~~Actions taken during special meetings shall have the same force and effect as if taken at a regular meeting.~~

~~**Emergency Meetings**~~

A. ~~The Superintendent, the Board Chair, or a majority of the members of the Board may call an emergency meeting when there is an immediate danger to public health, safety, or welfare that requires immediate action.~~

B. ~~Emergency meetings are intended to be limited to specific emergencies and shall not be used in place of regular or special meetings. The meeting notice and agenda shall specify the particular emergency to be addressed during the meeting in addition to the time, date, and location of the meeting.~~

C. ~~Notice of emergency meetings shall be provided in a manner that is reasonable under the circumstances and necessary to protect the public interest. The Board shall attempt to provide immediate public notice of all emergency meetings as follows:~~

1. ~~Making an announcement over at least one (1) radio station whose signal is generally received in the county, a reasonable number of times daily during the forty-eight (48) hours immediately preceding the date of such meeting.~~

2. ~~Posting a notice on the District's website.~~

D. ~~At the start of each emergency meeting and prior to conducting any business, the Board shall publish in writing and state for the record the specific facts and reasons for finding an immediate danger to the public health, safety, or welfare and the Board's reasons for concluding that the procedure used to notice and conduct the emergency meeting is reasonable under the circumstances.~~

E. ~~Following the emergency meeting, and as soon as practicable under the circumstances, the Board shall publish in the appropriate publication prescribed by F.S. 120.54(3), and on its website, notice of the time, date, and place of the emergency meeting; a statement setting forth the reasons why the emergency meeting was necessary; and a statement setting forth the action taken during the meeting.~~

F. ~~Actions taken during emergency meetings shall have the same force and effect as if taken at a regular or special meetings.~~

~~Revised 8/11/20~~

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Legal F.S. 120.525

F.S. 1001.372

Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of EXEMPT MEETINGS
Code	po0166 RESCIND 2/6/25
Status	
Adopted	November 9, 2016
Last Revised	April 23, 2024

~~0166 - **EXEMPT MEETINGS**~~ **RESCIND**

~~The School Board is committed to transparency and conducting its meetings in the public. However, certain meetings are exempt from Florida's Open Meetings laws. Examples of such meetings include, but are not limited to, the following:~~

A. ~~all discussions between the Superintendent, or the Superintendent's representative, and the Board relative to collective bargaining (i.e. "Executive Sessions");~~

B. ~~meetings between the Board, the Superintendent, and the Board's attorney to discuss pending litigation to which the Board is presently a party before a court or administrative agency (i.e. "Shade Meetings");~~

~~Such meetings must meet the following conditions:~~

1. ~~The Board's attorney shall advise the Board at a public meeting that they desire advice concerning the litigation.~~

2. ~~The subject matter of the meeting shall be confined to settlement negotiations or strategy sessions related to litigation expenditures.~~

3. ~~The entire session shall be recorded by a certified court reporter. The reporter shall record the times of commencement and termination of the session, all discussion and proceedings, the names of all persons present at any time, and the names of all persons speaking. No portion of the session shall be off the record. The court reporter's notes shall be fully transcribed and filed with the Board's clerk within a reasonable time after the meeting.~~

4. ~~The Board shall give reasonable public notice of the time and date of the attorney-client session and the names of persons who will be attending the session. The session shall commence at an open meeting at which the persons chairing the meeting shall announce the commencement and estimated length of the attorney-client session and the names of the persons attending. At the conclusion of the attorney-client session, the meeting shall be reopened, and the Board chair shall announce the termination of the session.~~

5. ~~The transcript shall be made part of the public record upon conclusion of the litigation.~~

C. ~~student expulsion hearings;~~

D. ~~portions of any meeting relating directly to or that would reveal security and fire safety systems, including all records, information, photographs, audio and visual presentations, schematic diagrams, surveys, recommendations, or consultations or portions thereof relating directly to or revealing such systems;~~

E. ~~risk management sessions; and~~

F. ~~any other meetings permitted to be exempt under Florida law.~~

~~Revised 4/13/21~~
~~Technical Correction 4/23/24~~

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Legal	F.S. 119.0725
	F.S. 255.065
	F.S. 281.301
	F.S. 286.0113
	F.S. 447.605
	F.S. 768.28
	F.S. 1006.07

Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of MILITARY LEAVE
Code	po3430.07 fsj 2/7/25 Choice
Status	
Adopted	June 27, 2017
Last Revised	February 13, 2018

3430.07 - **MILITARY LEAVE**

The School Board supports individuals willing to serve in the armed forces of the United States or the State of Florida to protect our country and State. In accordance with State and Federal laws, instructional staff members who must be absent from work for military service are entitled to take a military leave of absence in accordance with this policy.

Instructional staff members who are service members of the National Guard or a reserve component of the Armed Forces of the United States shall be granted leave to perform active military service, the first thirty (30) days of any such leave to be with full pay for Federal military service that is equal to or greater than ninety (90) consecutive days.

Reserve or Guard Training

All instructional staff members in this District who are commissioned reserve officers or reserve enlisted personnel in the United States military or naval service or members of the National Guard are entitled to leaves of absence from their respective duties, without loss of vacation leave, pay, time, or efficiency rating, on all days during which they are engaged in training ordered under the provisions of the United States military or naval training regulations for such personnel when assigned to active or inactive duty.

Compensation allowed for military leave to participate in required training exercises shall not exceed 240 hours in any one (1) annual period as provided in F.S. 115.07. Such leave is not charged as vacation. It shall be established that the period selected is not at the convenience of the employee but a military necessity, if it falls within the school year. Upon the recommendation of the Superintendent, leaves of absence for additional or longer periods of time for assignment to duty functions of a military character shall be without pay and may be granted by the Board and when so granted shall be without loss of time or efficiency rating.

When an instructional staff member's assigned employment duty conflicts with ordered active or inactive duty training, it is the responsibility of the Board to provide a substitute employee, if necessary, for the assumption of such employment duty while the employee is on assignment for the training.

Active Military Service

Instructional staff members who are service members of the National Guard or a reserve component of the Armed Forces of the United States shall be granted leave to perform active military service, the first thirty (30) days of any such leave to be with full pay.

Leave of absence for additional or longer periods of time for assignment to duty functions of a military character shall be without pay. Instructional staff members on military leave may substitute accrued paid vacation for unpaid leave.

Re-Employment

Re-employment of all instructional staff members granted military leave shall be governed in accordance with 38 U.S.C. 4312. An instructional staff member who is granted military leave for active duty shall, upon the completion of the tour of duty, be returned to employment without prejudice, provided that the instructional staff member gives notice and files an application for re-employment within the time limitations contained in Federla law. Instructional staff members will be returned to duty in the same or a similar position as previously held in accordance with Federal law.

Benefits During Military Leave

The Board shall continue to provide all health insurance and other existing benefits to instructional staff members as required by the Uniformed Services Employment and Reemployment Rights Act, Chapter 43 of Title 38 U.S.C.

Bargaining unit members should refer to the collective bargaining agreement for more information pertaining to military leave.

Revised 2/13/18

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Legal

F.S. 115.07

F.S. 115.09

F.S. 115.14

F.S. 121.111

F.S. 250.341

F.S. 1012.23

38 U.S.C. 2021 et seq.

38 U.S.C. 4312

38 U.S.C. 4323

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Section	Neola Select Policies through V25 N2
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Code	po4430.07 fsj 2/7/25 Choice
Status	
Adopted	June 27, 2017
Last Revised	February 13, 2018

4430.07 - **MILITARY LEAVE**

The School Board supports individuals willing to serve in the armed forces of the United States or the State of Florida to protect our country and State. In accordance with State and Federal laws, support staff members who must be absent from work for military service are entitled to take a military leave of absence in accordance with this policy.

Support staff members called to duty are required to notify the site administrator immediately unless notice is impossible or prevented by military necessity or, under all of the relevant circumstances, the giving of such notice is otherwise impossible or unreasonable.

Reserve or Guard Training

All support staff members in this District who are commissioned reserve officers or reserve enlisted personnel in the United States military or naval service or members of the National Guard are entitled to leaves of absence from their respective duties, without loss of vacation leave, pay, time, or efficiency rating, on all days during which they are engaged in training ordered under the provisions of the United States military or naval training regulations for such personnel when assigned to active or inactive duty.

Compensation allowed for military leave to participate in required training exercises shall not exceed 240 hours in any one (1) annual period as provided in F.S. 115.07. Such leave is not charged as vacation. It shall be established that the period selected is not at the convenience of the employee but a military necessity, if it falls within the school year. Upon the recommendation of the Superintendent, leaves of absence for additional or longer periods of time for assignment to duty functions of a military character shall be without pay and may be granted by the Board and when so granted shall be without loss of time or efficiency rating.

When a support staff member's assigned employment duty conflicts with ordered active or inactive duty training, it is the responsibility of the Board to provide a substitute employee, if necessary, for the assumption of such employment duty while the employee is on assignment for the training.

Active Military Service

Instructional staff members who are service members of the National Guard or a reserve component of the Armed Forces of the United States shall be granted leave to perform active military service, the first thirty (30) days of any such leave to be with full pay for Federal military service that is equal to or greater than ninety (90) consecutive days.

Leave of absence for additional or longer periods of time for assignment to duty functions of a military character shall be without pay. Support staff members on military leave may substitute accrued paid vacation for unpaid leave.

Re-Employment

Re-employment of all support staff members granted military leave shall be governed in accordance with 38 U.S.C. 4312. A support staff member who is granted military leave for active duty shall, upon the completion of the tour of duty, be returned to employment without prejudice, provided that the support staff member gives notice and files an application for re-employment within the time limitations contained in Federla law. Support staff members will be returned to duty in the same or a similar position as previously held in accordance with Federal law.

Benefits During Military Leave

The Board shall continue to provide all health insurance and other existing benefits to support staff members as required by the Uniformed Services Employment and Reemployment Rights Act, Chapter 43 of Title 38 U.S.C.

Bargaining unit members should refer to the collective bargaining agreement for more information pertaining to military leave.

Revised 2/13/18

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Legal

F.S. 115.07

F.S. 115.09

F.S. 115.14

F.S. 121.111

F.S. 250.341

F.S. 1012.23

38 U.S.C. 2021 et seq.

38 U.S.C. 4312

38 U.S.C. 4323

8305 - **INFORMATION SECURITY**

The District collects, classifies, and retains data/information from and about students, staff, vendors/contractors, and other individuals, about programs and initiatives undertaken by the school system, and about and related to the business of the District. This information may be in hard copy or digital format, and may be stored in the District or offsite with a third party provider.

Data/information collected by the District shall be classified as

A. confidential,

B. controlled, or

C. published.

Data/Information will be considered controlled until identified otherwise.

Protecting District information resources (as defined in Bylaw 0100) is of paramount importance. Information security requires everyone's active participation to keep the District's data/information secure. This includes School Board members, staff members/employees, students, parents, contractors/vendors, and visitors who use District technology resources (as defined in Bylaw 0100) and information resources.

Individuals who are granted access to data/information collected and retained by the District must follow established procedures so that the information is protected and preserved. Board members, administrators, and all District staff members, as well as contractors, vendors, and their employees, granted access to data/information retained by the District are required to certify annually that they shall comply with the established information security protocols pertaining to District data/information. Further, all individuals granted access to confidential data/information retained by the District must certify annually that they will comply with the information security protocols pertaining to confidential data/information. Completing the appropriate section of the Staff Technology Acceptable Use and Safety form (Form 7540.04 F1) shall provide this certification.

All Board members, staff members/employees, students, contractors/vendors, and visitors who have access to Board-owned or managed data/information must maintain the security of that data/information and the District technology resources on which it is stored.

If an individual has any questions concerning whether this Policy and/or its related procedures apply to him/her or how they apply to him/her, the individual should contact the District's Technology Director or Information Technology Department/Office.

The Superintendent shall develop procedures that set forth the internal controls necessary to provide for the collection, classification, retention, access, and security of District data/information.

Further, the Superintendent is authorized to develop procedures that would be implemented in the event of an unauthorized release or breach of data/information. These procedures shall comply with the District's legal requirements if such a breach of personally-identifiable information occurs.

Personally Identifiable Information:

PII Personally Identifiable Information (PII) –is any information pertaining to an individual that can be used to distinguish or trace a person's identity. PII is defined as any one or more type of information including, but not limited to:

1. Social security number
2. Username and password
3. Passport number
4. Credit card number
5. Clearances
6. Banking information
7. Biometrics
8. Data and place of birth
9. Mother's maiden name
10. Criminal, medical and financial records
11. Educational transcripts
12. Photos and video including any of the above

All physical files that contain PII will reside within a locked file cabinet or room when not being actively viewed or modified. PII is not to be downloaded to workstations or mobile devices (such as laptops, personal digital assistants, mobile phones, tablets or removable media) or to systems outside the protection of the agency. PII will also not be sent through any form of insecure electronic communication as significant security risks emerge when PII is transferred from a secure location to a less secure location or is disposed of improperly. When disposing of PII the physical file should be shredded. All disposal of PII will be done by authorized Agency personnel.

All PII will be collected only when there is a legal authority, and it is necessary to conduct Agency duties.

Access to PII is only conducted when the information is needed to conduct Agency official duties and should only be utilized for official purposes. Agency members will not create duplicate copies of documents that contain PII and will destroy the documents when they are no longer needed. Agency does not extract PII from CJI.

Information Exchange:
Criminal Justice Information is the term used to refer to all of the FBI CJIS provided data necessary for law enforcement and civil agencies to perform their missions including, but not limited to biometric, identity history, biographic, property, and case/incident history data. The following categories of CJI describe the various data sets housed by the FBI CJIS architecture:

1. Biometric Data—data derived from one or more intrinsic physical or behavioral traits of humans typically for the purpose of uniquely identifying individuals from within a population. It is used to identify individuals, to include fingerprints, palm prints, iris scans, and facial recognition data.

2. Identity History Data—textual data that corresponds with an individual's biometric data, providing a history of criminal and/or civil events for the identified individual.

3. Biographic Data—information about individuals associated with a unique case, and not necessarily connected to identity data. Biographic data does not provide a history of an individual, only information related to a unique case.

4. Property Data—information about vehicles and property associated with crime when accompanied by any personally identifiable information (PII).

5. Case/Incident History—information about the history of criminal incidents.

Before disseminating criminal justice information (CJI) The School District of Manatee County will contact FDLE Criminal History Services at (850) 410-8161 for written authorization to release the information to the requesting agency. The School District of Manatee County currently does not share CJI with any other agency.

Information Handling:

Information obtained from the CJI systems must only be used for criminal justice purposes. Personnel must follow all CJIS Security Policy, state and federal rules and regulations regarding CJI information. All personnel with access to CJI shall receive the proper training within 30 days of hire. CJI or PII will not be transmitted via email. All information outlined in the information exchange and disposal of physical media shall be followed as well.

Physical information, such as reports that contain criminal justice information, is stored in the safe room inside the Safety and Security office and is only accessible to Agency personnel. The documents are stored in a locked filing cabinet and are only removed when needed for operational purposes. When removed, the information is kept by an authorized individual and then returned. The removal is documented in a log. Any information that must leave the facility for transport will be done so only by authorized personnel and only for operational purposes.

The Superintendent shall require the participation of staff members in appropriate training related to the internal controls pertaining to the data/information that they collect, to which they have access, and for which they would be responsible for the security protocols.

Third-party contractors/vendors who require access to confidential data/ information collected and retained by the District will be informed of relevant Board policies that govern access to and use of information resources, including the duty to safeguard the confidentiality of such data/information.

Failure to adhere to this policy and its related procedures may put data/information collected and retain by the District at risk. Employees who violate this policy and/or the administrative procedures promulgated consistent with this policy may have disciplinary consequences imposed, up to and including termination of employment, and/or referral to law enforcement. Students who violate this policy and/or procedures will be subject to disciplinary action, up to and including expulsion, and/or referral to law enforcement. Contractors/vendors who violate this policy and/or procedures may face termination of their business relationships with and/or legal action by the District. Parents and visitors who violate this policy and/or procedures may be denied access to the District's technology resources.

In addition, the District shall take steps to ensure that terms of service privacy policies of contracted providers of online educational products that are offered to K-12 students comply State and Federal privacy laws, including the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, the Children's Online Privacy Protection Act (COPPA) F.S. 1002.22, and the Student Online Personal Information Protection Act, F.S. 1006.1494.

The District shall: (a) designate a person or persons to be responsible for the review and approval of all contracts for online educational services; and (b) establish procedures for notifying parents and eligible students if Personally Identifiable Information (PII) will be collected by the online educational service provider, how the information will be used, when and how it will be destroyed, and the terms of re-disclosure if any. For any online educational service that a student or parent is required to use, the District must provide notice on its website of the PII information that may be collected, how it will be used, when it will be destroyed, the terms of re-disclosure, if any, and a link to the service provider's terms of service and privacy policy if publicly available. See Policy 8330 - *Student Records* for a detailed description of "PII."

The Board specifically prohibits online educational service providers from sharing or selling a student's PII for commercial purposes, including but not limited to targeted advertising, without providing parents a mean to either consent or disapprove. The District shall notify contracted service providers when a student withdraws from the District so that the provider can delete the student's PII within the required ninety (90) days in accordance with State law and State Board of Education rules.

The Superintendent shall conduct a periodic assessment of risk related to the access to and security of the data/information collected and retained by the District, as well as the viability of the continuity of organizational operations plan developed pursuant to Policy 8300.

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Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of PREPAREDNESS FOR TOXIC HAZARD AND ASBESTOS HAZARD
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8431 - **PREPAREDNESS FOR TOXIC HAZARD AND ASBESTOS HAZARD**

The School Board is concerned for the safety of the students and staff members and will ~~attempt to~~ comply with all Federal and State statutes and regulations to protect them from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction.

TOXIC HAZARDS

These hazards exist in chemicals and other substances used in the school setting such as in laboratories, science classrooms, kitchens, and in the cleaning of rooms and equipment.

The Superintendent shall appoint an employee to serve as Toxic Hazard Preparedness (THP) Officer. The THP Officer will:

A. identify potential sources of toxic hazard in cooperation with material suppliers who shall supply the THP Officer with Safety Data Sheets (SDSs);

B. ensure that all incoming materials, including portable containers, are properly labeled with the identity of the chemical, the hazard warning, and the name and address of the manufacturer or responsible party;

C. maintain a current file of SDSs for every hazardous material present on District property;

D. conduct a training program for all District employees to include such topics as detection of hazards, explanation of the health hazards to which they could be exposed in their work environment, and the District's plan for communication, labeling, etc.

In fulfilling these responsibilities, the THP Officer may enlist the aid of county and municipal authorities and, if possible, the owners or operators of identified potential sources of toxic hazards.

ASBESTOS

Pursuant to the Asbestos Hazard Emergency Response Act (AHERA); 15 U.S.C. 2650; 40 C.F.R. 763.93, the Superintendent shall maintain an Asbestos Management Plan for each school, and maintain and update the Plan to keep it current with ongoing operations and maintenance, periodic surveillance, inspection, re-inspection, and response action activities.

The Superintendent shall publish a notification on Management Plan availability and the status of asbestos activities; educate and train School District employees about asbestos and how to deal with it; notify short-term or temporary workers on the locations of the asbestos containing building materials; post warning labels in routine maintenance areas where asbestos was previously identified or assumed; follow set plans and procedures designed to minimize the disturbance of asbestos containing building materials; and survey the condition of these materials every six (6) months to assure that they remain in good condition.

The Superintendent designates the Manager of Safety as the District's designated Asbestos Program Coordinator. All inquiries regarding the asbestos plan and asbestos-related issues should be directed to the AHERA designated person at 941-708-8800 ext 1173.

The Superintendent shall also ensure that, when conducting asbestos abatement projects, each asbestos contractor and asbestos consultant employed by the District is licensed ~~pursuant to the Florida Department of Health Regulations~~and regulated by the Florida Department of Business and Professional Regulation.

Nothing in this policy should be construed in any way as an assumption of liability by the Board for any death, injury, or illness that is the consequence of an accident or equipment failure or negligent or deliberate act beyond the control of the Board or its officers and employees.

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F.S. 1013.12

40 C.F.R 763.92

Asbestos Hazard Emergency Response Act of 1986 (AHERA)

15 U.S.C. 2601

20 U.S.C. 4011 et seq.

20 U.S.C. 4014

20 U.S.C. 4022

Asbestos School Hazard Abatement Act of 1984

Asbestos School Hazard Abatement Reauthorization Act of 1990, 20 U.S.C. 4011