Agenda
Updated 5/22/2024

May 24, 2024
School Board of Manatee County
Workshop - 9:00 AM
Walter Miller School Support Center
Board Room

Times Indicated are Approximate

I. CALL TO ORDER

II. AGENDA AMENDMENTS

1. Agenda Amendments - added after publishing

III. 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.

IV. WORKSHOP

1. Workforce Housing Presentation - updated 5/22/2024
2. Elementary, K-8, Middle and High School Staffing Plans for the 2024-2025 School Year -updated 5/22/2024
3. 2024-2025 Student Progression Plan Review - updated 5/22/2024
4. Student Code of Conduct 2024-2025 Proposed Changes

V. ADJOURNMENT

AGENDA ITEM NO. II.1

School Board of Manatee County
May 24, 2024 - Workshop

Title
Agenda Amendments - *added after publishing*

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

Agenda amended on Wednesday May 22, 2024, to **add** attachment *SDMC Workforce Housing Presentation* **to** Workshop Item *Workforce Housing Presentation*.

Agenda amended on Wednesday May 22, 2024, to **add** *attachment Staffing Plans 2023-2025 Workshop Book and Staffing Plans 2024-2025 Workshop Presentation* **to** *Workshop Item Elementary, K-8, Middle and High School Staffing Plans for the 2024-2025 School Year.*

Agenda amended on Wednesday May 22, 2024 to **add** attachments *2024-25 SPP revisions DRAFT* and *2024-2025 Student Progression Plan Change Log* **to** Workshop Item *2024-2025 Student Progression Plan Review*.

Agenda amended on Wednesday May 22, 2024 to **add** attachments *2024-2025 Code of Student Conduct Change Summary, Board Workshop PowerPoint and SDMC_CodeStudentConduct_2024-2025 - Redlined* **to** Workshop item *Student Code of Conduct 2024-2025 Proposed Changes*.

Contact
Submitting Department: School Board
Initiated By: Chad Choate

AGENDA ITEM NO. IV.1

School Board of Manatee County
May 24, 2024 - Workshop

Title
Workforce Housing Presentation - updated 5/22/2024

Executive Summary
Ms. Sharon Hillstrom and Mr. Mark Vengroff will present to the School Board regarding Workforce Housing.

Contact
Initiating Department: School Board

Attachments:
SDMC Workforce Housing Presentation - added 5/22/2024

2501 63rd Avenue E.
Bradenton FL

Company Overview

"Complete Turn Key One Stop Solution to Housing & Mixed Community Development"

DEVELOP & BUILD	ACQUIRE & MANAGE	INSPIRE & SUPPORT
ONE STOP HOUSING DEVELOPMENT & CONSTRUCTION	One Stop Housing www.onestophousing.com	One Stop Housing Cares
Development & Licensed General Contractor	Acquisition & Procurement Property Management	501c3: Wrap Around Services

One Stop Housing (OSH) is the largest property management company focused on non-subsidized workforce housing in Sarasota & Manatee Counties. OSH is currently operating throughout the State of FL and Memphis, TN.

39 Years in Business | 4,000 Multi-Family Apartment Units





ONE STOP HOUSING
DEVELOPMENT & CONSTRUCTION





The
NEST APARTMENTS
At Robin's Apartments

- 182 Workforce Apartments
- 100% under 80% AM
- In collaboration with Manatee County
- Target Completion 2025

Michael Saunders & Company®
LICENSED REAL ESTATE BROKER

295 School Avenue Sarasota FL

100% WORKFORCE MIXED USE HOUSING APARTMENT



ON THE PARK

- 49 Mixed Use Multi-Family Apartments
- 100% at 80% AMI or below
- 20+ apartments set aside for County Sheriff and Staff.



Palm Gardens

- 150 unit hotel to multifamily apartment conversion.
- 100% rents at or below 80% AMI
- Partnership with City of Orlando. Provided Grant of $4.159m.
- Phase 1 completion April 15th, Final CO: December2024



SARASOTA STATION



Sarasota Station is a 202 Multi-Family Mixed Use Development focused 100% on Workforce Housing. Themed after the historic Suncoast Sarasota Railroad. The property is on 7.878 acres located at 2211 Fruitville Road and 300 Audubon Place, north of Fruitville Road.

This community will include:

- ❑ 202 Newly built Workforce Apts @ or below 80% AMI
- ❑ The development will include 4 (6) story building and a clubhouse with the following mix of units: (46) Studio, (78) 1 Bedroom, (77) 2 Bedroom apartments and 1 manager suite
- ❑ 30 Year Affordability Period on units at or below 80%
- ❑ Property Amenities Include: Club House, Basketball Court, Dog Park, Business Center, Community Center, Legacy Trail Connector, Walking distance to downtown.
- ❑ Historic Ringing Circus Train operating as Restaurant called, Bob's Train.



One Stop Housing
www.onestophousing.com

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ONE STOP HOUSING
DEVELOPMENT & CONSTRUCTION

2501 63rd Avenue E.
Bradenton FL

Aerial:



Address	2501 63rd Avenue E, Bradenton FL	
Parcel ID	1848310059	
Lot Size	4.87	Acres
Zoning Density needed	32	Per Acre
Max Units proposed	132	Units
Proposed	**122**	**Units (New Building)**

Urban Corridor Density Bonus:



“Florida Live Local” Proposed Zoning:

- Highest Density within county:
- Urban Corridor - 32 / 40 units per acre

Conceptual Site Plan:



Clubhouse

Retention Pond

Clubhouse and Community amenities

Land

Gazebos

Parking Areas



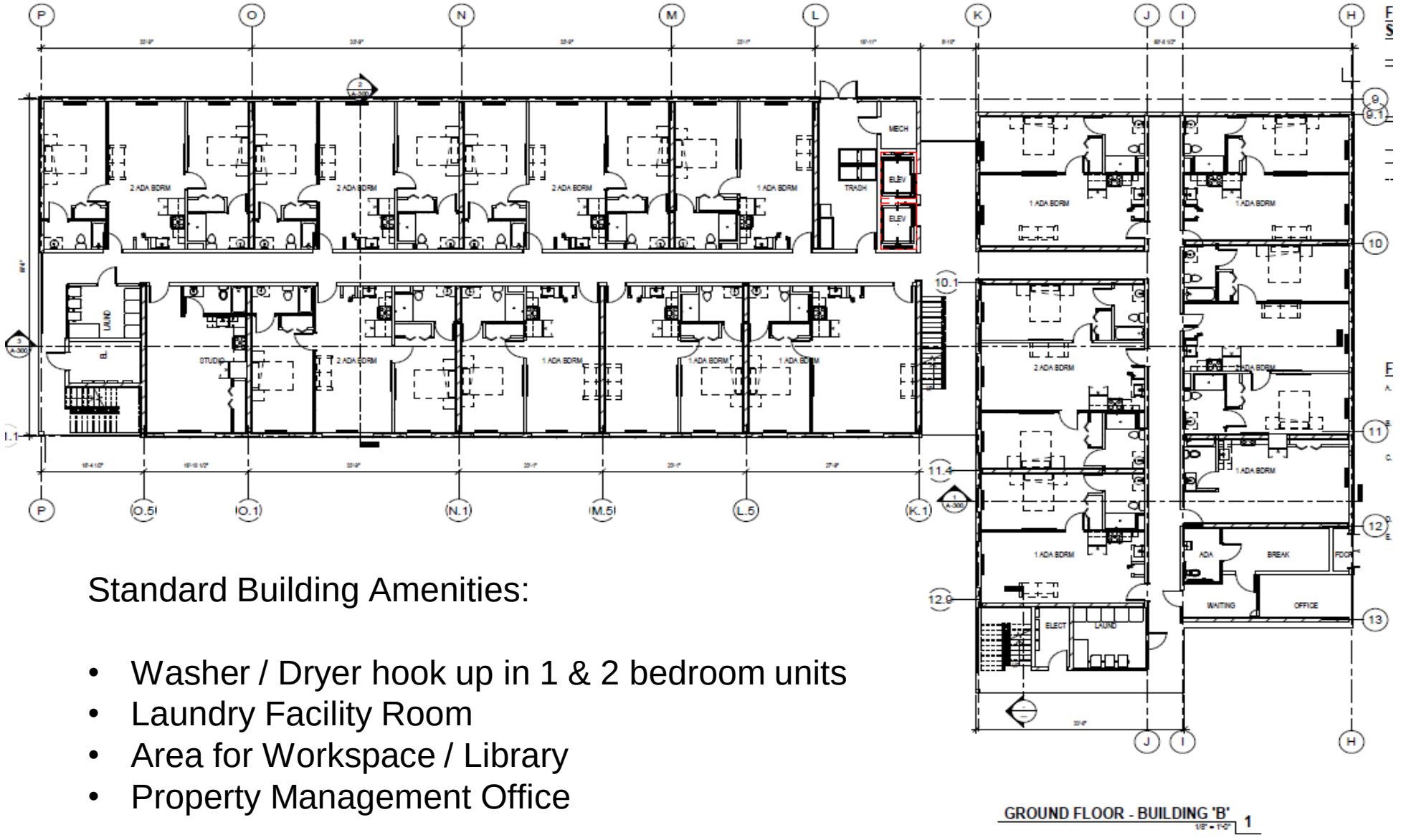
Apartment Building



- **Standard building**:
  - (2) 4 stories with a range of to 66 units per building
  - (22) Studios
  - (22) 1BDR
  - (22) 2BDR



Typical Building



Standard Building Amenities:

- Washer / Dryer hook up in 1 & 2 bedroom units
- Laundry Facility Room
- Area for Workspace / Library
- Property Management Office

Apartment Layout



Studio Apartment



Two Bedroom Apartment



One Bedroom Apartment

Studio Apartment: 412 Sq Ft
One Bedroom Apt: 615 Sq Ft
Two Bedroom Apt: 842 Sq Ft

Partnership / Development Options:

I. **Complete Turnkey Development/Build & Manage**: SDMC would hold ownership in development and outsource full development and management of the development. Includes support in structuring capital stack. i.e. Financial Reporting/Proformas, creation of bank/lender book, and network of resources.

- Tax Exempt Bonds
- Debt Structured Capital

II. **Property Lease** w/ Master lease on reserved units

III. **Formation of NewCO:** SDMC contribute land as equity in newco,

- Participation on revenue share of cash flow back to non-profit
- OSH contribute and responsible for all other cash equity and debt capital
- OSH is manager of entity to create arms length for SDMC

IV: **Purchase of Property** @ Discount with Master Lease on Reserved Units

Bradenton Area Economic Development Corporation

- Workforce Development Advantage
- Talent Pipeline Cultivation
- Talent Attraction/Retention Benefits

The One Stop Housing Team

- We specialize in designing and building workforce housing and mixed-use developments.
- We are committed to providing smart, superior quality, turnkey development and construction services focused on affordable workforce housing communities.
- We specializing in new-build construction and renovation and expansion services for multi-family residential complexes and mixed-use developments.
- The One Stop Housing team share the common goal of delivering quality construction management services while keeping cost affordable.
- One Stop housing has an extensive documented track record of successful property development and property management throughout Florida.

OPEN DISCUSSION:

1) Board Questions & Discussion of Concept.

2) At a future board meeting, consider approval to proceed with the due diligence needed to provide the development feasibility study and estimated financial proforma.



One Stop Housing
Mark Vengroff
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(941) 993-9563 Direct #

Bradenton Area EDC
Sharon Hillstrom
sharonh@bradentonareaedc.com
(941) 803-9031 Office #

BRADENTON AREA
ECONOMIC DEVELOPMENT CORPORATION

One Stop Housing

AGENDA ITEM NO. IV.2

School Board of Manatee County
May 24, 2024 - Workshop

Title
Elementary, K-8, Middle and High School Staffing Plans for the 2024-2025 School Year - *updated 5/22/2024*

Executive Summary
Derek Jensen, Deputy Superintendent of Instruction and Rachel Sellers, Deputy Superintendent of Business Services will provide an overview of the Elementary, K-8, Middle and High School Staffing Plans for the 2024-2025 School Year.

Contact
Submitting Department: Instructional Services
Initiated By: Derek Jensen

Attachments:
Staffing Plans 2024-2025 Workshop Book - added 5/22/2024
Staffing Plans 2024-2025 Workshop Presentation - added 5/22/2024

Elementary, K-8, Middle, High School

and

District Staffing Plans

2024-2025

School Year

SCHOOL BOARD OF MANATEE COUNTY

BOARD WORKSHOP

May 24, 2024

Proposed

STAFFING RATIOS

for

ELEMENTARY, K-8, MIDDLE, HIGH SCHOOL, AND DISTRICT STAFFING PLANS

INSTRUCTIONAL,

NON-INSTRUCTIONAL

AND

ADMINISTRATIVE PERSONNEL

2024-2025 SCHOOL YEAR

MANATEE COUNTY PUBLIC SCHOOLS

Dr. Jason Wysong
Superintendent

Derek Jensen
Deputy Superintendent - Instructional Services

Joseph Ranaldi
Deputy Superintendent –Operations

Rachel Sellers
Deputy Superintendent - Business Services

Board of Education
Chad Choate II
Chair

Cindy Spray
Vice Chair
Mary Foreman
Gina Messenger
Richard Tatem

DRAFT- May 24, 2024

STAFFING RATIO

2024-25 ELEMENTARY SCHOOL STAFF ALLOCATIONS

BASIC INSTRUCTIONAL STAFF	
K-3	1:19
4-5	1:23
STUDENT SERVICES STAFF	
ESOL Resource	Add 1 over 100 LEP students, 1 additional after 200 LEP students, 1 additional after 400 LEP students
ASD/EBD	1 Teacher and 1 ESE Para per 6-10 students
IND/VE	1 Teacher and 1 ESE Para per 12-15 students
VE Resource	1 Teacher per 40 students
ENRICHMENT STAFF	
Art	1 per school
Music	1 per school
STEM	1 per school
Physical Ed	1 per school, 1 additional per 600 students
SUPPORT STAFF	
Media Specialist	1 per school
Counselor	1 per school, over 750 students add 1
Student Support (Discipline)	1 per school, over 750 students add 1
ADMINISTRATIVE STAFF	
Principal	1 per school
Assistant Principal	1 per school (RAISE School - add 1 by need)
School Coordinator	1 per 900+ students (Coordinator takes place of 2nd AP at RAISE School)
CATEGORICAL STAFF	
Title I Staff	Assigned according to approved School Improvement/Title I Plan
SCHOOL SAFETY STAFF	
Guardian/School Resource Officer	1 per school
NON-INSTRUCTIONAL STAFF	
Basic Paraprofessional	1 per 125 K-3 students; plus 1 for 4-5, use at Principal's discretion
ESE Paraprofessional	1 per self-contained classroom
ESOL Paraprofessional	1 per 15-50 LEP students with the same home language
Teacher Asst, PE (PE Tech)	Add 1 over 750 students
Computer Lab Manager	1 per school (through attrition will be replaced with School Support Technician)
Guidance Clerk	1 per school, over 750 students add 1
Registrar I	1 per school
Sr. School Secretary	1 per school
Clerk (10 mo.)	1 per school, over 750 students add 1 Schools with less than 400 students = reduce 1 front office position, Principal's choice Schools with more than 1,000 students = add 1 front office position, Principal's choice
Health Aide or LPN	1 per school
Custodial units	Assigned by Maintenance & Operations Department

2024-25 K-8 SCHOOL STAFF ALLOCATIONS

BASIC INSTRUCTIONAL STAFF

K-3	1:19
4-5	1:23
6-8	1:23

All 6-8 teaching units assigned at Principal's discretion, except schools must meet class size requirements, must offer Algebra I and Geometry, and English I Honors. All schools must hire a minimum of 1 Alt Ed,1 Art (6-8), 1 Music (6-8) and 1 PE (6-8); but may hire more at Principal's discretion. All CTE programs are to continue for 2024-25 unless authorization to discontinue is approved by Deputy Superintendent of Instruction. All Teachers must teach 6 periods, any exceptions must be approved by the principal's supervisor and the Deputy Superintendent of Instruction.

STUDENT SERVICES STAFF

ESOL Resource	Add 1 over 100 LEP students, 1 additional after 200 LEP students, 1 additional after 400 LEP students
ASD/EBD	1 Teacher and 1 ESE Para per 6-10 students
IND/VE	1 Teacher and 1 ESE Para per 12-15 students
VE Resource	1 Teacher per 40 students

ENRICHMENT STAFF

Art	1 per school (K-5)
Music	1 per school (K-5)
STEM	1 per school (K-5)
Physical Ed	1 per school (K-5)
Program Support	by need

SUPPORT STAFF

Media Specialist	1 per school
Counselor	2 per school
Student Support (Discipline)	2 per school

ADMINISTRATIVE STAFF

Principal	1 per school
Assistant Principal	2 per school

SCHOOL SAFETY STAFF

School Resource Officer/Guardian	1-2 per school

CATEGORICAL STAFF

Title I Staff	Assigned according to approved School Improvement/Title I Plan

NON-INSTRUCTIONAL STAFF

Basic Paraprofessional	1 per 125 K-3 students, plus 3 for 4-8; use at Principal's discretion
ESE Paraprofessional	1 per self-contained classroom
ESOL Paraprofessional	1 per 15-50 LEP students with same home language
ISS Teacher Assistant	1 per school
Teacher Asst, PE (PE Tech)	Add 1 over 750 students
Guidance Clerk	1 per school
Registrar I	1 per school
Sr. School Secretary	1 per school
Clerk (10 mo.)	2 per school
Health Aide or LPN	1 per school
Custodial units	Assigned by Maintenance & Operations Department

2024-25 MIDDLE SCHOOL STAFF ALLOCATIONS

BASIC INSTRUCTIONAL STAFF

6-8	1:23, no adjustments included

All teaching units assigned at Principal's discretion, except schools must meet class size requirements, must offer Algebra I and Geometry, and English I Honors, and must use one allocation for a Reading/ELA Coach. All schools must also hire a minimum of 1 Alt Ed,1 Art, 1 Music and 1 PE, but may hire more at Principal's discretion. All CTE programs are to continue for 2024-25 unless authorization to discontinue is approved by Deputy Superintendent of Instruction. All Teachers must teach 6 periods, any exceptions must be approved by the principal's supervisor and the Deputy Superintendent of Instruction.

STUDENT SERVICES STAFF

ESOL Resource	Add 1 over 100 LEP students, 1 additional after 200 LEP students, 1 additional after 400 LEP students
ASD/EBD	1 Teacher and 1 ESE Para per 6-10 students
IND/VE	1 Teacher and 1 ESE Para per 12-15 students
VE Resource	1 Teacher per 40 students

SUPPORT STAFF

Media Specialist	1 per school
Counselor	2 per school; add 1 over 1,000 students
Student Support (Discipline)	2 per school; add 1 over 1,000 students
Program Support	by need

ADMINISTRATIVE STAFF

Principal	1 per school
Assistant Principal	2 per school

SCHOOL SAFETY STAFF

School Resource Officer/Guardian	1-2 per school

NON-INSTRUCTIONAL STAFF

Instructional Paraprofessional	2 per school based on funding (1-Reading, 1-GE); 3 if over 1,000 students
ESE Paraprofessional	1 per self-contained classroom
ESOL Paraprofessional	1 per 15-50 LEP students with same home language
ISS Teacher Assistant	1 per school
Teacher Asst, PE (PE Tech)	Add 1 over 1,000 students
Computer Lab Manager	Through attrition will be replaced with Field Service Technicians assigned to IT Dept.
Guidance Clerk	1 per school
Registrar I	1 per school
Sr. School Secretary	1 per school
Clerk (10 mo.)	2 per school
Health Aide or LPN	1 per school
Custodial units	Assigned by Maintenance & Operations Department

2024-25 HIGH SCHOOL STAFF ALLOCATIONS

BASIC ACADEMIC STAFF

9-12	1:26, no adjustments included

All teaching units assigned at Principal's discretion, except schools must meet class size requirements, must offer Algebra I and Geometry, and English I Honors, and must use one allocation for a Reading/ELA Coach. All schools must also hire a minimum of 1 Alt Ed,1 Art, 1 Music, 1 PE, and 1 Driver's Ed, but may hire more at Principal's discretion. All CTE programs are to continue for 2024-25 unless authorization to discontinue is approved by Deputy Superintendent of Instruction. All Teachers must teach 6 periods, any exceptions must be approved by the principal's supervisor and the Deputy Superintendent of Instruction.

STUDENT SERVICES STAFF

ESOL Resource	Add 1 over 100 LEP students, 1 additional after 200 LEP students, 1 additional after 400 LEP students
ASD/EBD	1 Teacher and 1 ESE Para per 6-10 students
IND/VE	1 Teacher and 1 ESE Para per 12-15 students
VE Resource	1 Teacher per 40 students

SUPPORT STAFF

Media Specialist	1 per school
Counselor	4 per school, over 2,000 students add 1
Testing Administrator	1 per school
Program Support	by need
Student Support Specialist/Dean	1 per 500 students (4 maximum). Through attrition, Deans will be replaced with Student Support Specialists.
Athletic Trainer	1 per school
Career Advisor	1 per school (depending on size schools could share)

ADMINISTRATIVE STAFF

Principal	1 per school
Assistant Principal	3 per school
Athletic Director	1 per school

CATEGORICAL STAFF

ROTC	(see ROTC guidelines)

SCHOOL SAFETY STAFF

School Resource Officer/Guardian	3 - 4 per school

NON-INSTRUCTIONAL STAFF

ESE Paraprofessional	1 per self-contained classroom
ESOL Paraprofessional	1 per 15-50 LEP students with same home language
ISS Teacher Assistant	1 per school
Driver's Education Assistant	1 per school
Guidance Clerk	2 per school
Registrar II (12 mo.)	1 per school
Sr. School Secretary (12 mo.)	1 per school
Clerk	3 per school
Bookkeeper (12 mo.)	1 per school
Attendance Clerk	1 per school
Health Aide or LPN	1 per school
Custodial units	Assigned by Maintenance & Operations Department



COMPREHENSIVE STAFFING PLAN

SCHOOL LEVEL STAFFING
Basic Instructional Teachers
FY 2024-25

Elem. School	K - 3	4 - 5	24-25 TOTAL	23-24 TOTAL
Abel	16.0	6.0	22.0	25.0
Anna Maria	7.0	3.0	10.0	11.0
Ballard	12.0	6.0	18.0	20.0
Bashaw	23.0	10.0	33.0	31.0
Bayshore	23.0	10.0	33.0	34.0
Blackburn	13.0	6.0	19.0	22.0
Braden River	17.0	9.0	26.0	27.0
Daughtrey	25.0	10.0	35.0	36.0
Freedom	18.0	7.0	25.0	28.0
Gullett	42.0	24.0	66.0	66.0
Harvey	45.0	21.0	66.0	63.0
Kinnan	15.0	7.0	22.0	24.0
Manatee	16.0	7.0	23.0	25.0
McNeal	21.0	10.0	31.0	31.0
Miller	16.0	8.0	24.0	27.0
Mills	24.0	12.0	36.0	37.0
Moody	20.0	9.0	29.0	29.0
Myakka	10.0	5.0	15.0	16.0
Oneco	19.0	9.0	28.0	31.0
Palma Sola	11.0	6.0	17.0	19.0
Palmetto	16.0	8.0	24.0	27.0
Prine	23.0	11.0	34.0	36.0
Rogers Garden	16.0	9.0	25.0	24.0
Samoset	17.0	8.0	25.0	28.0
Sea Breeze	17.0	7.0	24.0	24.0
Stewart	12.0	5.0	17.0	19.0
Tara	19.0	8.0	27.0	27.0
Tillman	17.0	8.0	25.0	26.0
Williams	26.0	12.0	38.0	38.0
Willis	25.0	11.0	36.0	37.0
Witt	24.0	10.0	34.0	34.0
Total Elem.	**605.0**	**282.0**	**887.0**	**922.0**

K-8 School	K - 3	4 - 5	6 - 8	24-25 TOTAL	23-24 TOTAL
Johnson	15.0	8.0	20.0	43.0	46.0
Palm View	12.0	6.0	13.0	31.0	35.0
Total K-8	**27.0**	**14.0**	**33.0**	**74.0**	**81.0**

Middle School	24-25 TOTAL	23-24 TOTAL
Braden River	35.0	39.0
Buffalo Creek	48.0	50.0
Haile	29.0	32.0
Jain	39.0	41.0
King	38.0	39.0
Lee	31.0	31.0
Lincoln	20.0	19.0
Nolan	32.0	30.0
Sugg	42.0	49.0
Total MS	**314.0**	**330.0**

High School	24-25 TOTAL	23-24 TOTAL
Bayshore	60.0	60.0
Braden River	68.0	69.0
Horizons	13.0	13.0
LWR HS	90.0	91.0
Manatee	74.0	76.0
Palmetto	86.0	83.0
Parrish	81.0	82.0
Southeast	68.0	70.0
Total HS	**540.0**	**544.0**

SCHOOL LEVEL STAFFING
Student Services
FY 2024-25

Elem. School	ESOL	ASD	EBD/ SC	Gifted*	InD/ SC	PI	Pre-K	Speech	VE	VE/SC	**24-25 TOTAL**	**23-24 TOTAL**
Abel	-	2.0	-	-	-	-	2.0	2.0	2.0	1.0	**9.0**	9.0
Anna Maria	-	-	-	1.0	-	-	-	-	1.0	-	**2.0**	2.0
Ballard	1.0	1.0	-	-	-	-	1.0	-	1.0	1.0	**5.0**	4.0
Bashaw	1.0	-	1.0	-	1.0	-	2.0	-	2.0	1.0	**8.0**	5.0
Bayshore	2.0	1.0	1.0	-	-	-	3.0	1.0	2.0	1.0	**11.0**	9.0
Blackburn	-	-	-	-	3.0	-	3.0	0.6	2.0	1.0	**9.6**	9.6
Braden River	-	3.0	-	-	-	-	2.0	-	1.0	1.0	**7.0**	6.0
Daughtrey	3.0	1.0	-	-	-	-	1.0	1.0	3.0	1.0	**10.0**	9.0
Freedom	-	1.0	-	1.0	1.0	-	4.0	2.0	1.0	1.0	**11.0**	11.0
Gullett	-	-	-	1.0	-	-	-	1.0	2.0	1.0	**5.0**	5.0
Harvey	-	2.0	-	-	-	-	-	-	2.0	1.0	**5.0**	5.0
Kinnan	1.0	-	-	1.0	2.0	-	3.0	1.0	2.0	1.0	**11.0**	10.0
Manatee	1.0	-	-	-	-	-	2.0	1.0	2.0	1.0	**7.0**	7.0
McNeal	-	-	-	1.0	-	-	1.0	1.0	2.0	1.0	**6.0**	7.0
Miller	-	2.0	-	-	-	-	3.0	2.0	2.0	1.0	**10.0**	10.0
Mills	-	-	1.0	1.0	-	-	3.0	1.0	2.0	1.0	**9.0**	9.0
Moody	2.0	1.0	1.0	-	-	-	1.0	1.0	2.0	2.0	**10.0**	9.0
Myakka	-	-	-	-	-	-	-	-	1.0	1.0	**2.0**	3.0
Oneco	1.0	1.0	1.0	-	-	-	2.0	1.0	2.0	1.0	**9.0**	8.0
Palma Sola	-	1.0	-	-	1.0	-	2.0	-	1.0	1.0	**6.0**	5.0
Palmetto	1.0	1.0	-	-	-	-	1.0	1.0	2.0	1.0	**7.0**	8.0
Prine	2.0	1.0	-	-	2.0	-	3.0	-	2.0	1.0	**11.0**	10.0
Rogers Garden	1.0	3.0	-	-	2.0	1.0	2.0	-	2.0	1.0	**12.0**	12.0
Samoset	2.0	-	-	-	-	-	2.0	1.0	2.0	1.0	**8.0**	7.0
Sea Breeze	-	2.0	-	-	-	-	2.0	-	2.0	1.0	**7.0**	8.0
Stewart	-	-	1.0	1.0	-	-	-	-	1.0	-	**3.0**	3.0
Tara	-	1.0	-	1.0	-	-	2.0	-	2.0	1.0	**7.0**	8.0
Tillman	1.0	3.0	-	-	-	-	1.0	-	2.0	2.0	**9.0**	9.0
Williams	-	1.0	-	-	-	-	2.0	1.0	2.0	1.0	**7.0**	8.0
Willis	-	2.0	-	1.0	-	-	-	-	1.0	1.0	**5.0**	5.0
Witt	-	-	1.0	1.0	-	-	1.0	1.0	2.0	1.0	**7.0**	7.0
Total Elem.	**19.0**	**30.0**	**7.0**	**10.0**	**12.0**	**1.0**	**51.0**	**19.6**	**55.0**	**31.0**	**235.6**	**227.6**

* Gifted Teachers are shared by the schools.

K-8 School	ESOL	ASD	EBD/ SC	Gifted	InD/ SC	Pre-K	Speech	VE	VE/SC	**24-25 TOTAL**	**23-24 TOTAL**
Johnson	-	-	1.0	3.0	-	-	1.0	2.0	-	**7.0**	7.0
Palm View	-	-	-	1.0	-	2.0	-	5.0	1.0	**9.0**	7.0
Total K-8	**-**	**-**	**1.0**	**4.0**	**-**	**2.0**	**1.0**	**7.0**	**1.0**	**16.0**	**14.0**

Middle Sch.	ESOL	ASD	EBD/ SC	Gifted	InD/ SC	Speech	VE	VE/SC	**24-25 TOTAL**	**23-24 TOTAL**
Braden River	1.0	-	1.0	2.0	-	0.8	4.0	-	**8.8**	7.8
Buffalo Creek	-	-	1.0	2.0	2.0	1.0	5.0	1.0	**12.0**	12.0
Haile	-	2.0	-	2.0	-	-	2.0	-	**6.0**	6.0
Jain	-	-	-	2.0	2.0	-	3.0	-	**7.0**	7.0
King	1.0	2.0	1.0	1.0	2.0	-	3.0	1.0	**11.0**	11.0
Lee	1.0	1.0	1.0	1.0	2.0	1.0	3.0	-	**10.0**	10.0
Lincoln	-	-	1.0	-	2.0	-	2.0	1.0	**6.0**	7.0
Nolan	-	1.0	-	2.0	2.0	-	3.0	-	**8.0**	8.0
Sugg	3.0	1.0	1.0	1.0	-	1.0	3.0	1.0	**11.0**	10.0
Total MS	**6.0**	**7.0**	**6.0**	**13.0**	**12.0**	**3.8**	**28.0**	**4.0**	**79.8**	**78.8**

High School	ESOL	ASD	EBD/ SC	ESE/ OJT*	Gifted	InD/ SC	Speech	VE	**24-25 TOTAL**	**23-24 TOTAL**
Bayshore	3.0	-	1.0	1.0	-	1.0	-	6.0	**12.0**	11.0
Braden River	2.0	-	1.0	1.0	1.0	2.0	-	3.0	**10.0**	9.0
Horizons	1.0	-	-	2.0	1.0	1.0	-	6.0	**11.0**	10.0
LWR HS	-	2.0	-	1.0	1.0	3.0	1.0	3.0	**11.0**	12.0
Manatee	1.0	2.0	1.0	1.0	1.0	3.0	1.0	3.0	**13.0**	13.0
Palmetto	1.0	-	1.0	1.0	-	3.0	1.0	5.0	**12.0**	12.0
Parrish	-	-	1.0	-	-	2.0	-	4.0	**7.0**	7.0
Southeast	3.0	-	1.0	1.0	1.0	2.0	1.0	3.0	**12.0**	12.0
Total HS	**11.0**	**4.0**	**6.0**	**8.0**	**5.0**	**17.0**	**4.0**	**33.0**	**88.0**	**86.0**

* Horizons includes 1 ESE Dept. Chair and 1 TAPP Teacher

SCHOOL LEVEL STAFFING
Enrichment Programs
FY 2024-25

Elem. School	Art	Music	STEM	PE	24-25 TOTAL	23-24 TOTAL
Abel	1.0	1.0	1.0	1.0	**4.0**	4.0
Anna Maria	1.0	-	1.0	1.0	**3.0**	3.0
Ballard	1.0	1.0	1.0	1.0	**4.0**	4.0
Bashaw	1.0	1.0	1.0	2.0	**5.0**	5.0
Bayshore	1.0	1.0	1.0	2.0	**5.0**	5.0
Blackburn	1.0	1.0	1.0	1.0	**4.0**	5.0
Braden River	1.0	1.0	1.0	1.0	**4.0**	5.0
Daughtrey	1.0	1.0	1.0	2.0	**5.0**	5.0
Freedom	1.0	1.0	1.0	1.0	**4.0**	5.0
Gullett	1.0	1.0	1.0	3.0	**6.0**	6.0
Harvey	1.0	1.0	1.0	3.0	**6.0**	6.0
Kinnan	1.0	1.0	1.0	1.0	**4.0**	4.0
Manatee	1.0	1.0	1.0	1.0	**4.0**	5.0
McNeal	1.0	1.0	1.0	1.0	**4.0**	5.0
Miller	1.0	1.0	1.0	1.0	**4.0**	5.0
Mills	1.0	1.0	1.0	2.0	**5.0**	5.0
Moody	1.0	1.0	1.0	2.0	**5.0**	5.0
Myakka	1.0	1.0	1.0	1.0	**4.0**	4.0
Oneco	1.0	1.0	1.0	2.0	**5.0**	5.0
Palma Sola	1.0	1.0	1.0	1.0	**4.0**	4.0
Palmetto	1.0	1.0	1.0	1.0	**4.0**	5.0
Prine	1.0	1.0	1.0	2.0	**5.0**	5.0
Rogers Garden	1.0	1.0	1.0	1.0	**4.0**	4.0
Samoset	1.0	1.0	1.0	1.0	**4.0**	5.0
Sea Breeze	1.0	1.0	1.0	1.0	**4.0**	5.0
Stewart	1.0	1.0	1.0	1.0	**4.0**	4.0
Tara	1.0	1.0	1.0	1.0	**4.0**	5.0
Tillman	1.0	1.0	1.0	1.0	**4.0**	5.0
Williams	1.0	1.0	1.0	2.0	**5.0**	5.0
Willis	1.0	1.0	1.0	2.0	**5.0**	5.0
Witt	1.0	1.0	1.0	2.0	**5.0**	5.0
Total Elem.	**31.0**	**30.0**	**31.0**	**45.0**	**137.0**	**148.0**

K-8 School*	Art	Music	STEM	PE	24-25 TOTAL	23-24 TOTAL
Johnson	1.0	1.0	1.0	1.0	**4.0**	4.0
Palm View	1.0	1.0	1.0	1.0	**4.0**	4.0
Total K-8	**2.0**	**2.0**	**2.0**	**2.0**	**8.0**	**8.0**

* For K-8 schools, the above allocations are for Grades K-5 only. Grades 6-8 Art, Music and PE are included in the Basic Instructional allocation.

SCHOOL LEVEL STAFFING
Student Support Programs
FY 2024-25

Elem. School	Media Spec.	Cert. Sch. Counselor	Stu. Supp. Spec.	Program Support	**24-25 TOTAL**	**23-24 TOTAL**
Abel	1.0	1.0	1.0	-	**3.0**	3.0
Anna Maria	1.0	1.0	1.0	-	**3.0**	3.0
Ballard	1.0	1.0	1.0	-	**3.0**	4.0
Bashaw	1.0	1.0	1.0	-	**3.0**	3.0
Bayshore	-	2.0	1.0	1.0	**4.0**	6.0
Blackburn	1.0	1.0	1.0	1.0	**4.0**	5.0
Braden River	1.0	1.0	1.0	1.0	**4.0**	4.0
Daughtrey	1.0	1.0	1.0	1.0	**4.0**	6.0
Freedom	1.0	1.0	1.0	-	**3.0**	3.0
Gullett	1.0	2.0	2.0	-	**5.0**	5.0
Harvey	1.0	2.0	2.0	-	**5.0**	5.0
Kinnan	1.0	1.0	1.0	-	**3.0**	3.0
Manatee	1.0	1.0	1.0	-	**3.0**	5.0
McNeal	1.0	2.0	1.0	-	**4.0**	4.0
Miller	1.0	1.0	1.0	-	**3.0**	4.0
Mills	1.0	2.0	1.0	-	**4.0**	5.0
Moody	1.0	1.0	1.0	-	**3.0**	4.0
Myakka	1.0	1.0	1.0	-	**3.0**	4.0
Oneco	1.0	1.0	1.0	-	**3.0**	3.0
Palma Sola	1.0	1.0	1.0	-	**3.0**	3.0
Palmetto	1.0	2.0	-	1.0	**4.0**	5.0
Prine	1.0	1.0	1.0	1.0	**4.0**	6.0
Rogers Garden	1.0	1.0	1.0	1.0	**4.0**	5.0
Samoset	1.0	1.0	1.0	1.0	**4.0**	4.0
Sea Breeze	1.0	1.0	1.0	-	**3.0**	5.0
Stewart	1.0	1.0	1.0	-	**3.0**	3.0
Tara	1.0	1.0	1.0	-	**3.0**	3.0
Tillman	1.0	1.0	1.0	-	**3.0**	3.0
Williams	1.0	1.0	2.0	1.0	**5.0**	5.0
Willis	1.0	2.0	1.0	-	**4.0**	5.0
Witt	1.0	1.0	1.0	-	**3.0**	3.0
Total Elem.	**30.0**	**38.0**	**33.0**	**9.0**	**110.0**	**129.0**

K-8 School	Media Spec.	Cert. Sch. Counselor	Stu. Supp. Spec.	Program Support	**24-25 TOTAL**	**23-24 TOTAL**
Johnson	1.0	2.0	2.0	5.0	**10.0**	10.0
Palm View	1.0	2.0	2.0	4.0	**9.0**	9.0
Total K-8	**2.0**	**4.0**	**4.0**	**9.0**	**19.0**	**19.0**

Middle School	Media Spec.	Cert. Sch. Counselor	Stu. Supp. Spec.	Program Support	**24-25 TOTAL**	**23-24 TOTAL**
Braden River	1.0	2.0	2.0	-	**5.0**	5.0
Buffalo Creek	1.0	3.0	3.0	-	**7.0**	6.0
Haile	1.0	2.0	2.0	1.0	**6.0**	6.0
Jain	1.0	2.0	2.0	-	**5.0**	5.0
King	1.0	2.0	2.0	2.0	**7.0**	7.0
Lee	1.0	2.0	2.0	1.0	**6.0**	6.0
Lincoln	1.0	2.0	2.0	2.0	**7.0**	5.0
Nolan	1.0	2.0	2.0	1.0	**6.0**	6.0
Sugg	1.0	2.0	2.0	1.0	**6.0**	7.0
Total MS	**9.0**	**19.0**	**19.0**	**8.0**	**55.0**	**53.0**

High School	Media Spec.	Cert. Sch. Counselor	Stu. Supp. Spec.	Testing Admin.	Program Support	Athletic Trainer	College & Career Adv.	Dean	**24-25 TOTAL**	**23-24 TOTAL**
Bayshore	1.0	4.0	2.0	1.0	4.0	1.0	1.0	1.0	**15.0**	15.0
Braden River	1.0	4.0	3.0	1.0	1.0	1.0	1.0	-	**12.0**	12.0
Horizons	1.0	2.0	2.0	1.0	3.0	-	-	1.0	**10.0**	10.0
LWR HS	1.0	5.0	3.0	1.0	-	1.0	1.0	1.0	**13.0**	13.0
Manatee	1.0	4.0	3.0	1.0	3.0	1.0	1.0	1.0	**15.0**	14.0
Palmetto	1.0	5.0	3.0	1.0	-	1.0	1.0	1.0	**13.0**	13.0
Parrish	1.0	5.0	4.0	1.0	2.0	1.0	1.0	-	**15.0**	15.0
Southeast	1.0	3.0	3.0	1.0	3.0	-	1.0	-	**12.0**	15.0
Total HS	**8.0**	**32.0**	**23.0**	**8.0**	**16.0**	**6.0**	**7.0**	**5.0**	**105.0**	**107.0**

SCHOOL LEVEL STAFFING
Instructional - Grant-funded, Categoricals
FY 2024-25

Elem. School	Non-Title I School VPK/CDA	Non-Title I School VPK Integ.	Title I School VPK Tchr.	Title I School VPK Integ.	Resource Teacher	ESOL Res. Teacher	Acad. Coach	Guid. Couns.	**24-25 TOTAL**	**23-24 TOTAL**
Abel	-	-	-	2.0	-	-	1.0	-	**3.0**	4.0
Anna Maria	1.0	-	-	-	-	-	-	-	**1.0**	1.0
Ballard	-	-	1.0	1.0	2.0	-	1.0	-	**5.0**	5.0
Bashaw	-	-	1.0	1.0	-	-	-	-	**2.0**	4.0
Bayshore	-	-	1.0	1.0	1.0	-	1.0	-	**4.0**	5.0
Blackburn	-	-	2.0	1.0	-	-	1.0	-	**4.0**	5.0
Braden River	1.0	1.0	-	-	-	-	-	-	**2.0**	2.0
Daughtrey	-	-	-	-	-	-	1.0	-	**1.0**	2.0
Freedom	-	3.0	-	-	-	-	-	-	**3.0**	3.0
Gullett	-	-	-	-	-	-	-	-	**-**	-
Harvey	-	-	-	-	-	-	-	-	**-**	-
Kinnan	-	-	-	2.0	-	-	-	-	**2.0**	4.0
Manatee	-	-	1.0	1.0	-	-	1.0	-	**3.0**	6.0
McNeal	1.0	2.0	-	-	-	-	-	-	**3.0**	2.0
Miller	-	3.0	-	-	-	-	-	-	**3.0**	4.0
Mills	1.0	3.0	-	-	-	-	-	-	**4.0**	4.0
Moody	-	-	-	-	1.0	-	1.0	-	**2.0**	2.0
Myakka	-	-	-	1.0	1.0	-	-	-	**2.0**	4.0
Oneco	-	-	-	-	-	-	2.0	-	**2.0**	5.0
Palma Sola	1.0	1.0	-	-	-	-	-	-	**2.0**	2.0
Palmetto	-	-	1.0	2.0	-	-	1.0	-	**4.0**	4.0
Prine	-	-	-	2.0	3.0	-	1.0	-	**6.0**	6.0
Rogers Garden	-	-	-	-	-	-	1.0	-	**1.0**	1.0
Samoset	-	-	1.0	-	1.0	-	2.0	-	**4.0**	6.0
Sea Breeze	-	-	1.0	1.0	1.0	-	1.0	-	**4.0**	4.0
Stewart	1.0	1.0	-	-	-	-	-	-	**2.0**	2.0
Tara	1.0	2.0	-	-	-	-	-	-	**3.0**	3.0
Tillman	-	-	-	1.0	-	-	1.0	-	**2.0**	2.0
Williams	2.0	1.0	-	-	-	-	-	-	**3.0**	3.0
Willis	2.0	-	-	-	-	-	-	-	**2.0**	2.0
Witt	2.0	1.0	-	-	-	-	-	-	**3.0**	3.0
Total Elem.	**13.0**	**18.0**	**9.0**	**16.0**	**10.0**	**-**	**16.0**	**-**	**82.0**	**100.0**

K-8 School	Non-Title I School VPK/CDA	Non-Title I School VPK Integ.	Title I School VPK Tchr.	Title I School VPK Integ.	Resource Teacher	ESOL Res. Teacher	Acad. Coach	Guid. Couns.	**24-25 TOTAL**	**23-24 TOTAL**
Johnson	1.0	1.0	-	-	-	-	-	-	**2.0**	4.0
Palm View	-	-	-	-	-	1.0	1.0	-	**2.0**	3.0
Total K-8	**1.0**	**1.0**	**-**	**-**	**-**	**1.0**	**1.0**	**-**	**4.0**	**7.0**

Middle School	Guid. Couns.	Resource Teacher	Acad. Coach	ESOL Res. Teacher	**24-25 TOTAL**	**23-24 TOTAL**
Braden River	-	-	-	-	**-**	-
Buffalo Creek	-	-	-	-	**-**	-
Haile	-	-	-	-	**-**	-
Jain	-	-	-	-	**-**	-
King	-	-	-	-	**-**	-
Lee	-	3.0	1.0	-	**4.0**	4.0
Lincoln	-	3.0	-	1.0	**4.0**	5.0
Nolan	-	-	-	-	**-**	-
Sugg	-	2.0	1.0	1.0	**4.0**	5.0
Total MS	**-**	**8.0**	**2.0**	**2.0**	**12.0**	**14.0**

High School	ROTC	Resource Teacher	Acad. Coach		**24-25 TOTAL**	**23-24 TOTAL**
Bayshore	2.0	-	1.0		**3.0**	4.0
Braden River	3.0	-	-		**3.0**	3.0
Horizons	-	1.0	-		**1.0**	1.0
LWR HS	2.0	-	-		**2.0**	2.0
Manatee	3.0	-	-		**3.0**	4.0
Palmetto	3.0	-	-		**3.0**	4.0
Parrish	2.0	-	-		**2.0**	2.0
Southeast	3.0	1.0	3.0		**7.0**	6.0
Total HS	**18.0**	**2.0**	**4.0**		**24.0**	**26.0**

SCHOOL LEVEL STAFFING
School Leadership / Instructional Staffing Summary
FY 2024-25

	School Leadership Summary					Instructional Staffing Summary						Total Sch. Lead. + Instr.	
Elem. School	Prin-cipal	Asst. Prin.	Coord.	**24-25 Total**	**23-24 Total**	Basic Instr.	Student Svcs.	Enrich-ment	Student Support	**24-25 Total**	**23-24 Total**	**24-25 Total**	**23-24 Total**
Abel	1.0	1.0	-	**2.0**	2.0	22.0	9.0	4.0	3.0	**38.0**	41.0	**40.0**	43.0
Anna Maria	1.0	-	-	**1.0**	1.0	10.0	2.0	3.0	3.0	**18.0**	19.0	**19.0**	20.0
Ballard	1.0	1.0	-	**2.0**	2.0	18.0	5.0	4.0	3.0	**30.0**	32.0	**32.0**	34.0
Bashaw	1.0	1.0	-	**2.0**	2.0	33.0	8.0	5.0	3.0	**49.0**	44.0	**51.0**	46.0
Bayshore	1.0	1.0	-	**2.0**	2.0	33.0	11.0	5.0	4.0	**53.0**	54.0	**55.0**	56.0
Blackburn	1.0	2.0	-	**3.0**	4.0	19.0	9.6	4.0	4.0	**36.6**	41.6	**39.6**	45.6
Braden River	1.0	1.0	-	**2.0**	2.0	26.0	7.0	4.0	4.0	**41.0**	42.0	**43.0**	44.0
Daughtrey	1.0	2.0	-	**3.0**	3.0	35.0	10.0	5.0	4.0	**54.0**	56.0	**57.0**	59.0
Freedom	1.0	1.0	-	**2.0**	2.0	25.0	11.0	4.0	3.0	**43.0**	47.0	**45.0**	49.0
Gullett	1.0	1.0	1.0	**3.0**	3.0	66.0	5.0	6.0	5.0	**82.0**	82.0	**85.0**	85.0
Harvey	1.0	2.0	-	**3.0**	3.0	66.0	5.0	6.0	5.0	**82.0**	79.0	**85.0**	82.0
Kinnan	1.0	1.0	-	**2.0**	2.0	22.0	11.0	4.0	3.0	**40.0**	41.0	**42.0**	43.0
Manatee	1.0	1.0	1.0	**3.0**	3.0	23.0	7.0	4.0	3.0	**37.0**	42.0	**40.0**	45.0
McNeal	1.0	1.0	-	**2.0**	2.0	31.0	6.0	4.0	4.0	**45.0**	47.0	**47.0**	49.0
Miller	1.0	1.0	-	**2.0**	2.0	24.0	10.0	4.0	3.0	**41.0**	46.0	**43.0**	48.0
Mills	1.0	1.0	-	**2.0**	2.0	36.0	9.0	5.0	4.0	**54.0**	56.0	**56.0**	58.0
Moody	1.0	1.0	-	**2.0**	2.0	29.0	10.0	5.0	3.0	**47.0**	47.0	**49.0**	49.0
Myakka	1.0	1.0	-	**2.0**	2.0	15.0	2.0	4.0	3.0	**24.0**	27.0	**26.0**	29.0
Oneco	1.0	2.0	-	**3.0**	3.0	28.0	9.0	5.0	3.0	**45.0**	47.0	**48.0**	50.0
Palma Sola	1.0	1.0	-	**2.0**	2.0	17.0	6.0	4.0	3.0	**30.0**	31.0	**32.0**	33.0
Palmetto	1.0	1.0	1.0	**3.0**	3.0	24.0	7.0	4.0	4.0	**39.0**	45.0	**42.0**	48.0
Prine	1.0	1.0	-	**2.0**	2.0	34.0	11.0	5.0	4.0	**54.0**	57.0	**56.0**	59.0
Rogers Garden	1.0	2.0	-	**3.0**	3.0	25.0	12.0	4.0	4.0	**45.0**	45.0	**48.0**	48.0
Samoset	1.0	1.0	1.0	**3.0**	3.0	25.0	8.0	4.0	4.0	**41.0**	44.0	**44.0**	47.0
Sea Breeze	1.0	1.0	-	**2.0**	2.0	24.0	7.0	4.0	3.0	**38.0**	42.0	**40.0**	44.0
Stewart	1.0	1.0	-	**2.0**	2.0	17.0	3.0	4.0	3.0	**27.0**	29.0	**29.0**	31.0
Tara	1.0	1.0	-	**2.0**	2.0	27.0	7.0	4.0	3.0	**41.0**	43.0	**43.0**	45.0
Tillman	1.0	1.0	1.0	**3.0**	3.0	25.0	9.0	4.0	3.0	**41.0**	43.0	**44.0**	46.0
Williams	1.0	1.0	-	**2.0**	2.0	38.0	7.0	5.0	5.0	**55.0**	56.0	**57.0**	58.0
Willis	1.0	1.0	-	**2.0**	2.0	36.0	5.0	5.0	4.0	**50.0**	52.0	**52.0**	54.0
Witt	1.0	1.0	-	**2.0**	2.0	34.0	7.0	5.0	3.0	**49.0**	49.0	**51.0**	51.0
Total Elem.	**31.0**	**35.0**	**5.0**	**71.0**	**72.0**	**887.0**	**235.6**	**137.0**	**110.0**	**1,369.6**	**1,426.6**	**1,440.6**	1,498.6

	School Leadership Summary					Instructional Staffing Summary						Total Sch. Lead. + Instr.	
K-8 School	Prin-cipal	Asst. Prin.	Coord.	**24-25 Total**	**23-24 Total**	Basic Instr.	Student Svcs.	Enrich-ment	Student Support	**24-25 Total**	**23-24 Total**	**24-25 Total**	**23-24 Total**
Johnson	1.0	2.0	-	**3.0**	###	43.0	7.0	4.0	10.0	**64.0**	67.0	**67.0**	**70.0**
Palm View	1.0	2.0	-	**3.0**	###	31.0	9.0	4.0	9.0	**53.0**	55.0	**56.0**	**58.0**
Total K-8	**2.0**	**4.0**	**-**	**6.0**	**6.0**	**74.0**	**16.0**	**8.0**	**19.0**	**117.0**	**122.0**	**123.0**	**128.0**

	School Leadership Summary					Instructional Staffing Summary					Total Sch. Lead. + Instr.	
Middle School	Prin-cipal	Asst. Prin.	Coord.	**24-25 Total**	**23-24 Total**	Basic Instr.	Student Svcs.	Student Support	**24-25 Total**	**23-24 Total**	**24-25 Total**	**23-24 Total**
Braden River	1.0	2.0	-	**3.0**	3.0	35.0	8.8	5.0	**43.8**	51.8	**46.8**	54.8
Buffalo Creek	1.0	2.0	-	**3.0**	3.0	48.0	12.0	7.0	**60.0**	68.0	**63.0**	71.0
Haile	1.0	2.0	-	**3.0**	3.0	29.0	6.0	6.0	**35.0**	44.0	**38.0**	47.0
Jain	1.0	2.0	-	**3.0**	3.0	39.0	7.0	5.0	**46.0**	53.0	**49.0**	56.0
King	1.0	2.0	-	**3.0**	3.0	38.0	11.0	7.0	**49.0**	57.0	**52.0**	60.0
Lee	1.0	2.0	-	**3.0**	3.0	31.0	10.0	6.0	**41.0**	47.0	**44.0**	50.0
Lincoln	1.0	2.0	-	**3.0**	3.0	20.0	6.0	7.0	**26.0**	31.0	**29.0**	34.0
Nolan	1.0	2.0	-	**3.0**	3.0	32.0	8.0	6.0	**40.0**	44.0	**43.0**	47.0
Sugg	1.0	2.0	1.0	**4.0**	4.0	42.0	11.0	6.0	**53.0**	66.0	**57.0**	70.0
Total MS	**9.0**	**18.0**	**1.0**	**28.0**	**28.0**	**314.0**	**79.8**	**55.0**	**393.8**	**461.8**	**421.8**	**489.8**

	School Leadership Summary						Instructional Staffing Summary						Total Sch. Lead. + Instr.	
High School	Prin-cipal	Asst. Prin.	Athl. Dir.	**24-25 Total**	**23-24 Total**		Basic Instr.	Student Svcs.	Student Support	**24-25 Total**	**23-24 Total**		**24-25 Total**	**23-24 Total**
Bayshore	1.0	3.0	1.0	**5.0**	5.0		60.0	12.0	15.0	**87.0**	86.0		**92.0**	91.0
Braden River	1.0	3.0	1.0	**5.0**	5.0		68.0	10.0	12.0	**90.0**	90.0		**95.0**	95.0
Horizons	1.0	2.0	-	**3.0**	3.0		13.0	11.0	10.0	**34.0**	33.0		**37.0**	36.0
LWR HS	1.0	3.0	1.0	**5.0**	6.0		90.0	11.0	13.0	**114.0**	116.0		**119.0**	122.0
Manatee	1.0	3.0	1.0	**5.0**	5.0		74.0	13.0	15.0	**102.0**	103.0		**107.0**	108.0
Palmetto	1.0	3.0	1.0	**5.0**	5.0		86.0	12.0	13.0	**111.0**	108.0		**116.0**	113.0
Parrish	1.0	3.0	1.0	**5.0**	5.0		81.0	7.0	15.0	**103.0**	104.0		**108.0**	109.0
Southeast	1.0	3.0	1.0	**5.0**	5.0		68.0	12.0	12.0	**92.0**	97.0		**97.0**	102.0
Total HS	**8.0**	**23.0**	**7.0**	**38.0**	**39.0**		**540.0**	**88.0**	**105.0**	**733.0**	**737.0**		**771.0**	**776.0**

SCHOOL LEVEL STAFFING
Non-Instructional - District Funded
FY 2024-25

	Paraprofessionals						Clerical Staff						Custodial Svc.			
Elem. School	Basic Para	ESE Para	ESOL Para	Class. Sub	Tch. Asst. (PE)	Lab Mgr.	Guid Clk	Regi-strar	Sec'y	Clerk	Supp. Tech.	+/- office position	Head Cust.	Custo-dian	**24-25 TOTAL**	**23-24 TOTAL**
Abel	3.0	5.0	1.0	-	-	1.0	1.0	1.0	1.0	1.0	-	-	1.0	3.0	**18.0**	19.0
Anna Maria	2.0	-	-	-	-	-	1.0	1.0	1.0	1.0	-	(1.0)	1.0	2.0	**8.0**	10.0
Ballard	2.0	3.0	1.0	-	-	1.0	1.0	1.0	1.0	1.0	-	-	1.0	2.0	**14.0**	16.0
Bashaw	4.0	5.0	2.0	-	-	-	1.0	1.0	1.0	1.0	1.0	-	1.0	3.0	**20.0**	18.0
Bayshore	4.0	6.0	2.0	-	-	-	1.0	1.0	1.0	1.0	1.0	-	1.0	4.0	**22.0**	23.0
Blackburn	2.0	8.0	1.0	-	-	1.0	1.0	1.0	1.0	1.0	-	-	1.0	3.0	**20.0**	22.0
Braden River	3.0	6.0	3.0	-	-	1.0	1.0	1.0	1.0	1.0	-	-	1.0	3.0	**21.0**	21.0
Daughtrey	4.0	4.0	9.0	-	-	1.0	1.0	1.0	1.0	1.0	-	-	1.0	4.0	**27.0**	30.0
Freedom	3.0	8.0	1.0	-	-	-	1.0	1.0	1.0	1.0	1.0	-	1.0	4.0	**22.0**	23.0
Gullett	11.0	1.0	1.0	-	1.0	-	2.0	1.0	1.0	2.0	1.0	-	1.0	5.0	**27.0**	28.0
Harvey	10.0	6.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	2.0	-	-	1.0	5.0	**32.0**	33.0
Kinnan	3.0	7.0	2.0	-	-	-	1.0	1.0	1.0	1.0	1.0	-	1.0	3.0	**21.0**	22.0
Manatee	3.0	3.0	3.0	-	-	-	1.0	1.0	1.0	1.0	1.0	-	1.0	3.0	**18.0**	19.0
McNeal	4.0	2.0	1.0	-	-	-	1.0	1.0	1.0	1.0	1.0	-	1.0	4.0	**17.0**	19.0
Miller	3.0	7.0	2.0	-	-	1.0	1.0	1.0	1.0	1.0	-	-	1.0	3.0	**21.0**	22.0
Mills	4.0	6.0	1.0	-	-	1.0	1.0	1.0	1.0	1.0	-	-	1.0	4.0	**21.0**	23.0
Moody	4.0	6.0	3.0	-	-	-	1.0	1.0	1.0	1.0	1.0	-	1.0	3.0	**22.0**	23.0
Myakka	2.0	2.0	2.0	-	-	1.0	1.0	1.0	1.0	1.0	-	(1.0)	1.0	3.0	**14.0**	17.0
Oneco	4.0	6.0	3.0	-	-	-	1.0	1.0	1.0	1.0	1.0	-	1.0	3.0	**22.0**	22.0
Palma Sola	2.0	6.0	1.0	-	-	1.0	1.0	1.0	1.0	1.0	-	(1.0)	1.0	3.0	**17.0**	19.0
Palmetto	3.0	3.0	4.0	-	-	1.0	1.0	1.0	1.0	1.0	-	-	1.0	3.0	**19.0**	20.0
Prine	4.0	7.0	4.0	-	-	1.0	1.0	1.0	1.0	1.0	-	-	1.0	4.0	**25.0**	30.0
Rogers Garden	3.0	13.0	5.0	-	-	-	1.0	1.0	1.0	1.0	1.0	-	1.0	3.0	**30.0**	32.0
Samoset	3.0	3.0	4.0	-	-	1.0	1.0	1.0	1.0	1.0	-	-	1.0	3.0	**19.0**	20.0
Sea Breeze	3.0	6.0	3.0	-	-	-	1.0	1.0	1.0	1.0	1.0	-	1.0	3.0	**21.0**	23.0
Stewart	2.0	1.0	-	-	-	1.0	1.0	1.0	1.0	1.0	-	-	1.0	2.0	**11.0**	12.0
Tara	3.0	4.0	1.0	-	-	-	1.0	1.0	1.0	1.0	1.0	-	1.0	3.0	**17.0**	19.0
Tillman	3.0	6.0	2.0	-	-	-	1.0	1.0	1.0	1.0	1.0	-	1.0	3.0	**20.0**	22.0
Williams	5.0	4.0	1.0	-	1.0	-	2.0	1.0	1.0	2.0	1.0	-	1.0	3.0	**22.0**	20.0
Willis	4.0	4.0	1.0	-	-	1.0	1.0	1.0	1.0	1.0	-	-	1.0	4.0	**19.0**	21.0
Witt	4.0	3.0	1.0	-	-	1.0	1.0	1.0	1.0	1.0	-	-	1.0	4.0	**18.0**	19.0
Total Elem.	**114.0**	**151.0**	**66.0**	**1.0**	**3.0**	**16.0**	**###**	**31.0**	**31.0**	**34.0**	**14.0**	**(3.0)**	**31.0**	**102.0**	**625.0**	**667.0**

	Paraprofessionals					Clerical Staff				Custodial Services				
K-8 School	Basic Para	ESE Para	ESOL Para	Tch. Asst. (PE)	Tch. Asst. (ISS)	Guid. Clerk	Regi-strar	Sec'y	Clerk	Head Cust.	Lead Cust.	Custo-dian	**24-25 TOTAL**	**23-24 TOTAL**
Johnson	4.0	1.0	2.0	1.0	1.0	1.0	2.0	1.0	2.0	1.0	1.0	5.0	**22.0**	23.0
Palm View	5.0	5.0	2.0	-	1.0	1.0	1.0	1.0	2.0	1.0	-	4.0	**23.0**	26.0
Total K-8	**9.0**	**6.0**	**4.0**	**1.0**	**2.0**	**2.0**	**3.0**	**2.0**	**4.0**	**2.0**	**1.0**	**9.0**	**45.0**	**49.0**

	Paraprofessionals						Clerical Staff				Custodial Services				
Middle Sch.	Basic Para	ESE Para	ESOL Para	Tch. Asst. (PE)	Tch. Asst. (ISS)	Lab Mgr	Guid. Clerk	Regi-strar	Sec'y	Clerk	Head Cust.	Lead Cust.	Custo-dian	**24-25 TOTAL**	**23-24 TOTAL**
Braden River	2.0	1.0	1.0	-	1.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	5.0	**18.0**	21.0
Buffalo Creek	3.0	4.0	1.0	1.0	1.0	-	1.0	1.0	1.0	2.0	1.0	1.0	6.0	**23.0**	25.0
Haile	2.0	2.0	1.0	-	1.0	-	1.0	1.0	1.0	2.0	1.0	1.0	5.0	**18.0**	19.0
Jain	2.0	2.0	1.0	-	1.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	4.0	**18.0**	20.0
King	2.0	6.0	2.0	-	1.0	-	1.0	1.0	1.0	2.0	1.0	1.0	5.0	**23.0**	24.0
Lee	2.0	4.0	4.0	-	1.0	-	1.0	1.0	1.0	2.0	1.0	1.0	4.0	**22.0**	24.0
Lincoln	2.0	5.0	1.0	-	1.0	-	1.0	1.0	1.0	1.0	1.0	1.0	4.0	**19.0**	18.0
Nolan	2.0	3.0	1.0	-	1.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	4.0	**19.0**	20.0
Sugg	2.0	3.0	5.0	1.0	1.0	-	1.0	1.0	1.0	2.0	1.0	1.0	4.0	**23.0**	27.0
Total MS	**19.0**	**30.0**	**17.0**	**2.0**	**9.0**	**3.0**	**9.0**	**9.0**	**9.0**	**17.0**	**9.0**	**9.0**	**41.0**	**183.0**	**198.0**

	Paraprofessionals					Clerical Staff						Custodial Services					
High School	Basic Para	ESE Para	ESOL Para	Tch. Asst. (PE)	Tch. Asst. (Driv. Ed)	Guid. Clerk	Regi-strar	Sec'y	Clerk	Bkkpr	Attend-ance	Plant Mgr.	Head Cust.	Lead Cust.	Custo-dian	**24-25 TOTAL**	**23-24 TOTAL**
Bayshore	-	3.0	3.0	1.0	1.0	2.0	1.0	1.0	3.0	1.0	1.0	1.0	-	1.0	10.0	**29.0**	31.0
Braden River	1.0	4.0	1.0	1.0	1.0	2.0	1.0	1.0	3.0	1.0	1.0	1.0	-	1.0	9.0	**28.0**	31.0
Horizons	-	5.0	-	1.0	-	1.0	2.0	1.0	3.0	-	1.0	-	1.0	-	2.0	**17.0**	19.0
LWR HS	-	6.0	1.0	1.0	1.0	2.0	1.0	1.0	3.0	1.0	1.0	1.0	-	1.0	11.0	**31.0**	35.0
Manatee	-	7.0	3.0	1.0	1.0	2.0	1.0	1.0	3.0	1.0	1.0	1.0	-	1.0	12.0	**35.0**	38.0
Palmetto	2.0	5.0	3.0	1.0	1.0	2.0	1.0	1.0	3.0	1.0	1.0	1.0	-	1.0	11.0	**34.0**	37.0
Parrish	-	4.0	1.0	1.0	1.0	2.0	1.0	1.0	3.0	1.0	1.0	1.0	-	1.0	12.0	**30.0**	33.0
Southeast	1.0	4.0	3.0	1.0	1.0	2.0	1.0	1.0	3.0	1.0	1.0	1.0	-	1.0	13.0	**34.0**	36.0
Total HS	**4.0**	**38.0**	**15.0**	**8.0**	**7.0**	**15.0**	**9.0**	**8.0**	**24.0**	**7.0**	**8.0**	**7.0**	**1.0**	**7.0**	**80.0**	**238.0**	**260.0**

SCHOOL LEVEL STAFFING
Non-Instructional - Grant-funded, Categoricals
FY 2024-25

Elem. School	ESE 1:1 Aide	Non-Title I Sch. VPK Aide	Non-Title I Sch. VPK Int. Aide	Title I School VPK Aide	Title I School VPK Int. Aide	Teacher Aide	ESOL Teacher Aide	Home School Liaison	Behav. Tech.	GET (Grad.) Tech.	24-25 TOTAL	22-23 TOTAL
Abel	-	-	-	-	2.0	-	-	-	-	-	**2.0**	2.0
Anna Maria	-	1.0	-	-	-	-	-	-	-	-	**1.0**	1.0
Ballard	-	-	-	1.0	1.0	-	-	1.0	-	-	**3.0**	5.0
Bashaw	-	-	-	1.0	1.0	2.0	-	-	-	-	**4.0**	5.0
Bayshore	-	-	-	1.0	1.0	1.0	-	1.0	-	-	**4.0**	
Blackburn	-	-	-	2.0	1.0	4.0	-	-	-	-	**7.0**	
Braden River	-	1.0	1.0	-	-	-	-	-	-	-	**2.0**	
Daughtrey	-	-	-	-	-	2.0	-	-	-	1.0	**3.0**	
Freedom	-	-	3.0	-	-	-	-	-	-	-	**3.0**	
Gullett	-	-	-	-	-	-	-	-	-	-	**-**	
Harvey	-	-	-	-	-	-	-	-	-	-	**-**	
Kinnan	-	-	-	-	2.0	1.0	-	-	-	-	**3.0**	
Manatee	-	-	-	1.0	1.0	4.0	-	-	-	1.0	**7.0**	
McNeal	-	1.0	2.0	-	-	-	-	-	-	-	**3.0**	
Miller	-	-	3.0	-	-	-	-	-	-	-	**3.0**	
Mills	-	1.0	3.0	-	-	-	-	-	-	-	**4.0**	
Moody	-	-	-	-	-	2.0	-	-	-	1.0	**3.0**	
Myakka	-	-	-	-	1.0	-	-	1.0	-	-	**2.0**	
Oneco	-	-	-	-	-	2.0	-	-	-	1.0	**3.0**	
Palma Sola	-	1.0	1.0	-	-	-	-	-	-	-	**2.0**	
Palmetto	-	-	-	1.0	2.0	2.0	-	-	-	1.0	**6.0**	
Prine	-	-	-	-	2.0	-	-	-	-	1.0	**3.0**	
Rogers Garden	-	-	-	-	-	1.0	-	-	-	1.0	**2.0**	
Samoset	-	-	-	1.0	-	2.0	-	1.0	-	-	**4.0**	
Sea Breeze	-	-	-	1.0	1.0	1.0	-	1.0	-	-	**4.0**	
Stewart	-	1.0	1.0	-	-	-	-	-	-	-	**2.0**	
Tara	-	1.0	2.0	-	-	-	-	-	-	-	**3.0**	
Tillman	-	-	-	-	1.0	1.0	-	-	-	-	**2.0**	
Williams	-	2.0	1.0	-	-	-	-	-	-	-	**3.0**	
Willis	-	2.0	-	-	-	-	-	-	-	-	**2.0**	
Witt	-	2.0	1.0	-	-	-	-	-	-	-	**3.0**	
Total Elem.	**-**	**13.0**	**18.0**	**9.0**	**16.0**	**25.0**	**-**	**5.0**	**-**	**7.0**	**93.0**	**13.0**

K-8 School	ESE 1:1 Aide	Non-Title I Sch. VPK Aide	Non-Title I Sch. VPK Int. Aide	Title I School VPK Aide	Title I School VPK Int. Aide	Teacher Aide	Teacher Asst.	GET (Grad.) Tech.	24-25 TOTAL	23-24 TOTAL
Johnson	-	1.0	1.0	-	-	-	-	-	**2.0**	
Palm View	-	-	-	-	-	3.0	1.0	1.0	**5.0**	
Total K-8	**-**	**1.0**	**1.0**	**-**	**-**	**3.0**	**1.0**	**1.0**	**7.0**	**-**

Middle School	ESE 1:1 Aide	Teacher Aide	Teacher Asst.	ESOL Teacher Asst.	Home School Liaison	GET (Grad.) Tech.			24-25 TOTAL	23-24 TOTAL
Braden River	-	-	-	-	-	-			**-**	
Buffalo Creek	-	-	-	-	-	-			**-**	
Haile	-	-	-	-	-	-			**-**	
Jain	-	-	-	-	-	-			**-**	
King	-	-	-	-	-	-			**-**	
Lee	-	-	1.0	-	-	-			**1.0**	
Lincoln	-	-	-	-	-	1.0			**-**	
Nolan	-	-	-	-	-	-			**-**	
Sugg	-	-	1.0	-	-	1.0			**1.0**	
Total MS	**-**	**-**	**2.0**	**-**	**-**	**2.0**			**2.0**	**-**

High School	ESE 1:1 Aide	Teacher Aide	Teacher Asst.	VPK/ CDA	VPK Aide	Home School Liaison	GET (Grad.) Tech.		24-25 TOTAL	23-24 TOTAL
Bayshore	-	1.0	-	-	-	-	2.0		**3.0**	
Braden River	-	-	-	-	-	-	-		**-**	
Horizons	-	-	-	-	-	1.0	1.0		**2.0**	
LWR HS	-	-	-	1.0	1.0	-	-		**2.0**	
Manatee	-	-	-	-	-	-	-		**-**	
Palmetto	-	-	-	-	-	-	-		**-**	
Parrish	-	-	-	-	-	-	-		**-**	
Southeast	-	-	4.0	-	-	-	1.0		**5.0**	
Total HS	**-**	**1.0**	**4.0**	**1.0**	**1.0**	**1.0**	**4.0**		**12.0**	**-**

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SCHOOL LEVEL STAFFING
Non-Instructional - Health Services
FY 2024-25

Elem. School	Nurse*	LPN	Health Aide	24-25 TOTAL	23-24 TOTAL
Abel	-	-	2.0	**2.0**	
Anna Maria	-	1.0	-	**1.0**	
Ballard	-	1.0	-	**1.0**	
Bashaw	1.0	-	-	**1.0**	
Bayshore	-	1.0	-	**1.0**	
Blackburn	-	-	1.0	**1.0**	
Braden River	-	1.0	-	**1.0**	
Daughtrey	-	1.0	-	**1.0**	
Freedom	-	1.0	-	**1.0**	
Gullett	1.0	1.0	-	**2.0**	
Harvey	1.0	1.0	-	**2.0**	
Kinnan	1.0	1.0	-	**2.0**	
Manatee	-	-	1.0	**1.0**	
McNeal	-	1.0	-	**1.0**	
Miller	-	1.0	-	**1.0**	
Mills	1.0	-	1.0	**2.0**	
Moody	1.0	-	-	**1.0**	
Myakka	-	1.0	-	**1.0**	
Oneco	-	-	1.0	**1.0**	
Palma Sola	1.0	1.0	-	**2.0**	
Palmetto	-	1.0	-	**1.0**	
Prine	1.0	1.0	-	**2.0**	
Rogers Garden	1.0	3.0	-	**4.0**	
Samoset	-	1.0	-	**1.0**	
Sea Breeze	-	1.0	-	**1.0**	
Stewart	-	1.0	-	**1.0**	
Tara	-	1.0	-	**1.0**	
Tillman	-	-	1.0	**1.0**	
Williams	1.0	1.0	-	**2.0**	
Willis	-	1.0	-	**1.0**	
Witt	1.0	1.0	-	**2.0**	
Total Elem.	**11.0**	**25.0**	**7.0**	**43.0**	**-**

* Nurses are shared by the schools.

K-8 School	Nurse	LPN	Health Aide	24-25 TOTAL	23-24 TOTAL
Johnson	1.0	1.0	-	**2.0**	
Palm View	1.0	1.0	-	**2.0**	
Total K-8	**2.0**	**2.0**	**-**	**4.0**	**-**

Middle School	Nurse	LPN	Health Aide	24-25 TOTAL	23-24 TOTAL
Braden River	1.0	1.0	-	**2.0**	
Buffalo Creek	1.0	1.0	-	**2.0**	
Haile	1.0	1.0	-	**2.0**	
Jain	1.0	-	-	**1.0**	
King	1.0	-	-	**1.0**	
Lee	1.0	1.0	-	**2.0**	
Lincoln	-	1.0	-	**1.0**	
Nolan	1.0	-	-	**1.0**	
Sugg	-	-	1.0	**1.0**	
Total MS	**7.0**	**5.0**	**1.0**	**13.0**	**-**

High School	Nurse	LPN	Health Aide	24-25 TOTAL	23-24 TOTAL
Bayshore	1.0	1.0	-	**2.0**	
Braden River	1.0	1.0	-	**2.0**	
Horizons	-	1.0	-	**1.0**	
LWR HS	1.0	1.0	1.0	**3.0**	
Manatee	1.0	1.0	-	**2.0**	
Palmetto	1.0	1.0	-	**2.0**	
Parrish	1.0	1.0	-	**2.0**	
Southeast	-	-	2.0	**2.0**	
Total HS	**6.0**	**7.0**	**3.0**	**16.0**	**-**

SCHOOL LEVEL STAFFING PLAN
FEFP Funded Units - Instructional/School Leadership
FY 2024-25

		K-5	K-8	6-8	9-12	TOTAL
Basic Instructional		887.0	74.0	314.0	540.0	**1,815.0**
Student Services						
ESOL		19.0	-	6.0	11.0	**36.0**
ASD		30.0	-	7.0	4.0	**41.0**
EBD/SC		7.0	1.0	6.0	6.0	**20.0**
Gifted		10.0	4.0	13.0	5.0	**32.0**
InD/SC		12.0	-	12.0	17.0	**41.0**
PI		1.0	-	-	-	**1.0**
PreK		51.0	2.0	-	-	**53.0**
Speech		19.6	1.0	3.8	4.0	**28.4**
VE		55.0	7.0	28.0	33.0	**123.0**
VE/SC		31.0	1.0	4.0	-	**36.0**
ESE OJT/Dept. Chair/TAPP		-	-	-	8.0	**8.0**
	Subtotal:	**235.6**	**16.0**	**79.8**	**88.0**	**419.4**
Enrichment (Elementary & K-8)		**K-5**	**K-8**	**6-8**	**9-12**	**TOTAL**
Art		31.0	2.0	-	-	**33.0**
Music		30.0	2.0	-	-	**32.0**
STEM		31.0	2.0	-	-	**33.0**
Physical Education		45.0	2.0	-	-	**47.0**
	Subtotal:	**137.0**	**8.0**	**-**	**-**	**145.0**
Student Support		**K-5**	**K-8**	**6-8**	**9-12**	**TOTAL**
Media Specialist		30.0	2.0	9.0	8.0	**49.0**
Certified School Counselor		38.0	4.0	19.0	32.0	**93.0**
Student Support Specialist		33.0	4.0	19.0	23.0	**79.0**
Testing Administrator		-	-	-	8.0	**8.0**
Program Support		9.0	9.0	8.0	16.0	**42.0**
Athletic Trainer		-	-	-	6.0	**6.0**
College & Career Advisor		-	-	-	7.0	**7.0**
Dean		-	-	-	5.0	**5.0**
	Subtotal:	**110.0**	**19.0**	**55.0**	**105.0**	**289.0**
School Leadership		**K-5**	**K-8**	**6-8**	**9-12**	**TOTAL**
Principal		31.0	2.0	9.0	8.0	**50.0**
Assistant Principal		35.0	4.0	18.0	23.0	**80.0**
Coordinator		5.0	-	1.0	-	**6.0**
Athletic Director		-	-	-	7.0	**7.0**
	Subtotal:	**71.0**	**6.0**	**28.0**	**38.0**	**143.0**
Grant-funded, Categoricals		**K-5**	**K-8**	**6-8**	**9-12**	**TOTAL**
PreK: VPK/CDA		13.0	1.0	-	1.0	**15.0**
PreK: VPK Integrated		18.0	1.0	-	-	**19.0**
PreK: VPK (Title I)		9.0	-	-	-	**9.0**
PreK: VPK Integrated (Title I)		16.0	-	-	-	**16.0**
ROTC		-	-	-	18.0	**18.0**
Guidance Counselor		-	-	-	-	**-**
Resource Teacher		10.0	-	8.0	2.0	**20.0**
ESOL Resource Teacher		-	1.0	2.0	-	**3.0**
Academic Coach		16.0	1.0	2.0	4.0	**23.0**
	Subtotal:	**82.0**	**4.0**	**12.0**	**25.0**	**123.0**
TOTAL INSTRUC/SCHOOL LEADERSHIP UNITS		**1,522.6**	**127.0**	**488.8**	**796.0**	**2,934.4**

SCHOOL LEVEL STAFFING PLAN
FEFP Funded Units - Non-Instructional
FY 2024-25

District Funded (Paraprofessionals)	K-5	K-8	6-8	9-12	TOTAL
Basic Paraprofessional	114.0	9.0	19.0	4.0	**146.0**
ESE Paraprofessional	151.0	6.0	30.0	38.0	**225.0**
ESOL Paraprofessional	66.0	4.0	17.0	15.0	**102.0**
Classroom Sub	1.0	0.0	0.0	0.0	**1.0**
P.E. Tech	3.0	1.0	2.0	0.0	**6.0**
Computer Lab Manager	16.0	0.0	3.0	0.0	**19.0**
ISS Teacher Assistant	0.0	2.0	9.0	8.0	**19.0**
Driver's Ed Assistant	0.0	0.0	0.0	7.0	**7.0**
Subtotal:	**351.0**	**22.0**	**80.0**	**72.0**	**525.0**

District Funded (Clerical Staff)	K-5	K-8	6-8	9-12	TOTAL
Guidance Clerk	34.0	2.0	9.0	15.0	**60.0**
Registrar	31.0	3.0	9.0	9.0	**52.0**
Secretary	31.0	2.0	9.0	8.0	**50.0**
Clerk	34.0	4.0	17.0	24.0	**79.0**
'+/- Office pos. based on enrollment	-3.0	0.0	0.0	0.0	**-3.0**
Bookkeeper	0.0	0.0	0.0	7.0	**7.0**
Attendance Clerk	0.0	0.0	0.0	8.0	**8.0**
School Support Technician	14.0	0.0	0.0	0.0	**14.0**
Subtotal:	**141.0**	**11.0**	**44.0**	**71.0**	**267.0**

District Funded (Custodial Services)	K-5	K-8	6-8	9-12	TOTAL
Plant Manager	0.0	0.0	0.0	7.0	**7.0**
Head Custodian	31.0	2.0	9.0	1.0	**43.0**
Lead Custodian	0.0	1.0	9.0	7.0	**17.0**
Custodian	102.0	9.0	41.0	80.0	**232.0**
Subtotal:	**133.0**	**12.0**	**59.0**	**95.0**	**299.0**

Grant-funded, Categoricals (Paraprofessionals)	K-5	K-8	6-8	9-12	TOTAL
IDEA-B ESE 1:1 Aide	0.0	0.0	0.0	0.0	**0.0**
VPK Teacher Aide	13.0	1.0	0.0	1.0	**15.0**
VPK Integrated Aide	18.0	1.0	0.0	0.0	**19.0**
VPK Teacher Aide (Title I)	9.0	0.0	0.0	0.0	**9.0**
VPK Integrated Aide (Title I)	16.0	0.0	0.0	0.0	**16.0**
Teacher Aide	25.0	3.0	0.0	1.0	**29.0**
ESOL Teacher Aide	0.0	0.0	0.0	0.0	**0.0**
Home School Liaison	5.0	0.0	0.0	1.0	**6.0**
Behavior Tech.	0.0	0.0	0.0	0.0	**0.0**
Teacher Assistant	0.0	1.0	2.0	4.0	**7.0**
ESOL Teacher Assistant	0.0	0.0	0.0	0.0	**0.0**
Subtotal:	**86.0**	**6.0**	**2.0**	**7.0**	**101.0**

Grant-funded (Non-Instructional SAMP)	K-5	K-8	6-8	9-12	TOTAL
Graduation Enhancement Tech.	7.0	1.0	2.0	4.0	**14.0**

Health Services	K-5	K-8	6-8	9-12	TOTAL
Nurse	11.0	2.0	7.0	6.0	**26.0**
LPN	25.0	2.0	5.0	7.0	**39.0**
Health Aide	7.0	0.0	1.0	3.0	**11.0**
Subtotal:	**43.0**	**4.0**	**13.0**	**16.0**	**76.0**
TOTAL NON-INSTRUCTIONAL UNITS	**761.0**	**56.0**	**200.0**	**265.0**	**1,282.0**

ELEMENTARY SCHOOL ALLOCATIONS

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/12/2024 - DRAFT

ELEMENTARY SCHOOL: Abel 0621

INSTRUCTIONAL/ADMIN. STAFFING:

	K-3	1:19	16.0
	4-5	1:23	6.0

Basic Instructional				
Kindergarten	4.08		4.0	
1st Grade	3.68		4.0	
2nd Grade	4.47		4.0	Fn. 1
3rd Grade	4.00		4.0	Fn. 1
4th Grade	3.48		3.0	Fn. 1
5th Grade	3.17		3.0	
		SubTotal:	**22.0**	
Student Services				
ESOL Resource			0.0	
ASD			2.0	
EBD/SC			0.0	
Gifted (share .8 w/Johnson)		0.2	0.0	
InD/SC			0.0	
PI/VE			0.0	
PreK		1 EPK, 1 EPK INT	2.0	
Speech (share .4 w/ Daughtrey)		1.6	2.0	
Speech (contracted)		0.0	0.0	
VE			2.0	
VE/SC			1.0	
		SubTotal:	**9.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM			1.0	
Physical Education			1.0	
		SubTotal:	**4.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor			1.0	
Student Support Specialist		Ed. Enrich.	1.0	
Program Support			0.0	
		SubTotal:	**3.0**	
Administration				
Principal			1.0	
Asst. Principal			1.0	
Coordinator		Ed. Enrich.	0.0	
		SubTotal:	**2.0**	
Grant-funded, Categorical				
VPK Teacher		Title I (63%)	0.0	Fn. 3
VPK Integr. Teacher		Title I (53%)	2.0	Fn. 3
Resource Teacher		Title I	0.0	
ESOL Resource Teacher		Title III	0.0	Fn. 1
Reading Coach		Title I	1.0	Fn. 2 & 4
		SubTotal:	**3.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**43.0**	

ENROLLMENT	**Projected**	**10 Day**
EPK	25	0
K	78	0
1	70	0
2	85	0
3	76	0
Total K-3	**309**	**0**
4	80	0
5	73	0
Total 4-5	**153**	**0**
TOTAL K-5	**487**	**0**

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		3.0	
ESE Para		5.0	
ESOL Para		1.0	
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	
* Computer Lab Manager - thru attrition		1.0	
will be repl. with School Support Tech.	**SubTotal:**	**10.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		0.0	
		0.0	
	SubTotal:	**4.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	
ESE 1:1 Aide	IDEA-B	0.0	
VPK Aide	Title I (63%)	0.0	Fn. 3
VPK Integr. Aide	Title I (53%)	2.0	Fn. 3
Teacher Aide	Title I	0.0	
ESOL Teacher Aide		0.0	
Home/School Liaison		0.0	
	SubTotal:	**2.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)	Title I	0.0	
School Health Services			
Nurse		0.0	
LPN		0.0	
Health Aide	1 (IDEA-B)	2.0	
	SubTotal:	**2.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Custodian		3.0	
	SubTotal:	**4.0**	
TOTAL NON-INSTRUCTIONAL		**22.0**	

Footnotes:

1) 3/1/24 - Remove 3 Basic Teachers. Remove 1 Classroom Sub. Remove ESOL Resource Teacher (Title III).
2) 3/13/24 - Remove Title I Reading Coach.
3) 4/8/24 - Convert the VPK unit (Teacher and Aide) to a VPK Integrated unit (Teacher and Aide).
4) 4/12/24 - Add 1 Reading Coach (Title I).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

3/1/2024 - DRAFT

ELEMENTARY SCHOOL: Anna Maria 0031

INSTRUCTIONAL/ADMIN. STAFFING:

K-3	1:19	7.0
4-5	1:23	3.0

Basic Instructional				
Kindergarten	1.71		2.0	
1st Grade	1.63		2.0	
2nd Grade	1.84		2.0	
3rd Grade	1.42		1.0	Fn. 1
4th Grade	1.57		2.0	Fn. 1
5th Grade	0.83		1.0	Fn. 1
		SubTotal:	**10.0**	
Student Services				
ESOL Resource			0.0	
ASD			0.0	
EBD/SC			0.0	
Gifted (Ballard & Blackburn)		0.6	1.0	
InD/SC			0.0	
PI/VE			0.0	
PreK			0.0	
Speech (s/w Miller)		0.4	0.0	
VE			1.0	
VE/SC			0.0	
		SubTotal:	**2.0**	
Enrichment				
Art			1.0	
Music			0.0	
STEM		Tax Referendum	1.0	
Physical Education			1.0	
		SubTotal:	**3.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor			1.0	
Student Support Specialist		Ed. Enrich.	1.0	
Program Support			0.0	
		SubTotal:	**3.0**	
Administration				
Principal			1.0	
Asst. Principal			0.0	
Coordinator		Ed. Enrich.	0.0	
		SubTotal:	**1.0**	
Grant-funded, Categorical				
VPK/CDA			1.0	
VPK Integrated Teacher			0.0	
		SubTotal:	**1.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**20.0**	

ENROLLMENT	Projected	10 Day
EPK	0	0
K	33	0
1	31	0
2	35	0
3	27	0
Total K-3	**126**	**0**
4	36	0
5	19	0
Total 4-5	**55**	**0**
TOTAL K-5	**181**	**0**

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		2.0	
ESE Para		0.0	
ESOL Para		0.0	
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	
	SubTotal:	**2.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		0.0	
Remove 1 position (Principal's choice)		-1.0	Fn. 1
	SubTotal:	**3.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	
ESE 1:1 Aide	IDEA-B	0.0	
VPK Aide		1.0	
VPK Integrated Aide		0.0	
	SubTotal:	**1.0**	
Non-Instructional (Grant-funded)			
School Health Services			
Nurse (s/w Palma Sola & Stewart)	0.3	0.0	
LPN		1.0	
Health Aide		0.0	
	SubTotal:	**1.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	1.0		
Guardian	0.0		
Custodial Services			
Head Custodian		1.0	
Custodian		2.0	
	SubTotal:	**3.0**	
TOTAL NON-INSTRUCTIONAL		**10.0**	

Footnotes:

1) 3/1/24 - Remove 1 Basic Teacher. Remove 1 Classroom Sub. Remove 1 Clerical position (Principal's choice).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/12/2024 - DRAFT

ELEMENTARY SCHOOL: Ballard 0051

ENROLLMENT	Projected	10 Day
EPK	16	0
K	63	0
1	66	0
2	59	0
3	52	0
Total K-3	**240**	**0**
4	80	0
5	63	0
Total 4-5	**143**	**0**
TOTAL K-5	**399**	**0**

INSTRUCTIONAL/ADMIN. STAFFING:

K-3	1:19	12.0	
4-5	1:23	6.0	

Basic Instructional				
Kindergarten	3.29		3.0	Fn. 1
1st Grade	3.47		3.0	
2nd Grade	3.11		3.0	
3rd Grade	2.74		3.0	Fn. 1
4th Grade	3.48		3.0	
5th Grade	2.74		3.0	
		SubTotal:	**18.0**	
Student Services				
ESOL Resource			1.0	Fn. 1
ASD			1.0	
EBD/SC			0.0	
Gifted (AME)		0.2	0.0	
InD/SC			0.0	
PI/VE			0.0	
PreK		1 EPK	1.0	
Speech			0.0	
Speech (contracted) *		0.8	0.0	
VE			1.0	
VE/SC			1.0	
		SubTotal:	**5.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM			1.0	
Physical Education			1.0	
		SubTotal:	**4.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor			1.0	
Student Support Specialist		Ed. Enrich.	1.0	Fn. 1
Program Support			0.0	
		SubTotal:	**3.0**	
Administration				
Principal			1.0	
Asst. Principal			1.0	
Coordinator		Ed. Enrich.	0.0	
		SubTotal:	**2.0**	
Grant-funded, Categorical				
VPK Teacher		Title I (63%)	1.0	
VPK Integr. Teacher		Title I (53%)	1.0	
Resource Teacher		1 Millage, 1 Title I	2.0	Fn. 4
ESOL Resource Teacher		Title III	0.0	Fn. 1
Reading Coach		Title I	1.0	Fn. 2 & 4
		SubTotal:	**5.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**37.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		2.0	Fn. 1
ESE Para		3.0	
ESOL Para		1.0	
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	
* Computer Lab Manager - thru attrition		1.0	
will be repl. with School Support Tech.	**SubTotal:**	**7.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		0.0	
Remove 1 position (Principal's choice)	+1	0.0	Fn. 1 & 3
	SubTotal:	**4.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	
ESE 1:1 Aide	IDEA-B	0.0	
VPK Aide	Title I (63%)	1.0	
VPK Integr. Aide	Title I (53%)	1.0	
Teacher Aide	Title I	0.0	Fn. 1
ESOL Teacher Aide		0.0	
Home/School Liaison	Title I	1.0	Fn. 1 & 4
Teacher Assistant		0.0	
	SubTotal:	**3.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)	Title I	0.0	
School Health Services			
Nurse	1 - Health Dept.	0.0	
LPN		1.0	
Health Aide		0.0	
	SubTotal:	**1.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Custodian		2.0	
	SubTotal:	**3.0**	
TOTAL NON-INSTRUCTIONAL		**18.0**	

Footnotes:

1) 3/1/24 - Remove 2 Basic Teachers. Add 1 ESOL Resource Teacher. Remove 1 Student Support Specialist. Remove 1 Basic Para. Remove 1 Classroom Sub. Remove 1 Clerical position (Principal's choice). Remove grant-funded positions.

2) 3/13/24 - Remove Title I Reading Coach.

3) 3/21/24 - Restore 1 clerical position.

4) 4/12/24 - Add Title I positions (1 Resource Teacher, 1 Reading Coach and 1 Home/School Liaison).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/12/2024 - DRAFT

ELEMENTARY SCHOOL: Bashaw 0641

INSTRUCTIONAL/ADMIN. STAFFING:

	K-3	1:19	23.0	
	4-5	1:23	10.0	
Basic Instructional		Adj.		
Kindergarten	5.61		6.0	
1st Grade	5.53	-1	5.0	Fn. 1
2nd Grade	5.74		6.0	Fn. 1
3rd Grade	5.89		6.0	
4th Grade	5.57	-1	5.0	Fn. 1
5th Grade	4.74		5.0	Fn. 1
		SubTotal:	**33.0**	
Student Services				
ESOL Resource			1.0	Fn. 1
ASD			0.0	
EBD/SC		move from Tara	1.0	Fn. 1
Gifted (Witt)		0.2	0.0	
InD/SC			1.0	
PI/VE			0.0	
PreK		1 EPK, 1 EPK INT	2.0	Fn. 1
Speech *		1.0 IDEA	0.0	
Speech (contracted)		1.0	0.0	
VE			2.0	
VE/SC			1.0	
* alloc. To Dept. 9317 Student Svcs.		**SubTotal:**	**8.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM			1.0	
Physical Education			2.0	
		SubTotal:	**5.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor			1.0	
Student Support Specialist		Ed. Enrich.	1.0	
Program Support			0.0	
		SubTotal:	**3.0**	
Administration				
Principal			1.0	
Asst. Principal			1.0	
Coordinator		Ed. Enrich.	0.0	
		SubTotal:	**2.0**	
Grant-funded, Categorical				
VPK/CDA			0.0	Fn. 2
VPK Teacher		Title I (63%)	1.0	Fn. 2
VPK Integrated Teacher		Title I (53%)	1.0	
Resource Teacher			0.0	
ESOL Resource Teacher		Title III	0.0	Fn. 1
Reading Coach		ESSER III	0.0	Fn. 1
		SubTotal:	**2.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**53.0**	

ENROLLMENT	Projected	10 Day
EPK	25	0
K	107	0
1	105	0
2	109	0
3	112	0
Total K-3	**433**	**0**
4	128	0
5	109	0
Total 4-5	**237**	**0**
TOTAL K-5	**695**	**0**

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		4.0	
ESE Para		5.0	Fn. 1
ESOL Para		2.0	Fn. 1
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	
	SubTotal:	**11.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		1.0	
		0.0	
	SubTotal:	**5.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
VPK Aide	Title I (63%)	1.0	
VPK Integrated Aide	Title I (53%)	1.0	
Teacher Aide	Title I	2.0	Fn. 1 & 3
Teacher Assistant		0.0	
	SubTotal:	**4.0**	
Non-Instructional (Grant-funded)			
School Health Services			
Nurse (s/w McNeal)	0.5	1.0	
LPN		0.0	
Health Aide		0.0	
	SubTotal:	**1.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Custodian		3.0	
	SubTotal:	**4.0**	
TOTAL NON-INSTRUCTIONAL		**25.0**	

Footnotes:

1) 3/1/24 - Add 2 Basic Teachers. Add 1 ESOL Resource Teacher. Add 1 EBD unit (Teacher and ESE Para) - unit moving from Tara Elementary. Add 1 ESE PreK unit (Teacher and ESE Para). Add 1 ESOL Para. Remove 1 Classroom Sub. Remove grant-funded positions.
2) 3/21/24 - Replace VPK/CDA with a VPK Teacher.
3) 4/12/24 - Add 2 Teacher Aides (Title I).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/12/2024 - DRAFT

ELEMENTARY SCHOOL: Bayshore 0061

INSTRUCTIONAL/ADMIN. STAFFING:

K-3	1:19	23.0
4-5	1:23	10.0

Basic Instructional				
Kindergarten	5.84		6.0	
1st Grade	6.11		6.0	Fn. 1
2nd Grade	5.58		6.0	
3rd Grade	5.32		5.0	Fn. 1
4th Grade	4.83		5.0	Fn. 1
5th Grade	4.74		5.0	
		SubTotal:	**33.0**	
Student Services				
ESOL Resource			2.0	Fn. 1
ASD			1.0	
EBD/SC			1.0	
Gifted (Kinnan)		0.2	0.0	
InD/SC			0.0	
PI/VE			0.0	
PreK		3 EPK	3.0	Fn. 1
Speech			1.0	
Speech (contracted)		1.0	0.0	
VE			2.0	
VE/SC			1.0	
		SubTotal:	**11.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM		Tax Referendum	1.0	
Physical Education			2.0	
		SubTotal:	**5.0**	
Student Support				
Media Specialist		-1	0.0	Fn. 3
Certified School Counselor		+1	2.0	Fn. 1 & 3
Student Support Specialist		Ed. Enrich.	1.0	Fn. 1
Program Support (AVID)			1.0	
		SubTotal:	**4.0**	
Administration				
Principal			1.0	
Asst. Principal			1.0	
Coordinator		Ed. Enrich.	0.0	
		SubTotal:	**2.0**	
Grant-funded, Categorical				
VPK Teacher		Title I (63%)	1.0	
VPK Integr. Teacher		Title I (53%)	1.0	
Resource Teacher		Title I	1.0	Fn. 1 & 4
ESOL Resource Teacher		Title I	0.0	Fn. 1
Reading Coach		Title I	1.0	Fn. 2 & 4
		SubTotal:	**4.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**59.0**	

ENROLLMENT	**Projected**	**10 Day**
EPK	48	0
K	111	0
1	116	0
2	106	0
3	101	0
Total K-3	**434**	**0**
4	111	0
5	109	0
Total 4-5	**220**	**0**
TOTAL K-5	**702**	**0**

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		4.0	
ESE Para		6.0	Fn. 1
ESOL Para		2.0	Fn. 1
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	
	SubTotal:	**12.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		1.0	
		0.0	
	SubTotal:	**5.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	Fn. 1
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
VPK Aide	Title I (63%)	1.0	
VPK Integr. Aide	Title I (53%)	1.0	
Teacher Aide	Title I	1.0	Fn. 4
ESOL Teacher Aide		0.0	
Home/School Liaison	Title I	1.0	Fn. 1 & 4
Teacher Assistant		0.0	
	SubTotal:	**4.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)	Title I	0.0	
School Health Services			
Nurse (s/w Lee MS)	0.5	0.0	
LPN		1.0	
Health Aide		0.0	
	SubTotal:	**1.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Custodian		4.0	
	SubTotal:	**5.0**	
TOTAL NON-INSTRUCTIONAL		**27.0**	

Footnotes:

1) 3/1/24 - Remove 1 Basic Teacher. Add 1 ESOL Resource Teacher. Remove 1 ESOL Para. Add 1 ESE PreK unit (Teacher and ESE Para). Remove 1 Counselor. Remove 1 Student Support Specialist. Remove 1 Classroom Sub. Remove grant-funded positions.

2) 3/13/24 - Remove Title I Reading Coach.

3) 3/21/24 - Exchange 1 Media Specialist with 1 Certified School Counselor (Principal's request).

4) 4/12/24 - Add Title I positions (1 Resource Teacher, 1 Reading Coach, 1 Teacher Aide and 1 Home/School Liaison).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/12/2024 - DRAFT

ELEMENTARY SCHOOL: Blackburn 0541

INSTRUCTIONAL/ADMIN. STAFFING:

	K-3	1:19	13.0	
	4-5	1:23	6.0	
Basic Instructional				
Kindergarten	2.97		3.0	
1st Grade	3.11		3.0	
2nd Grade	2.84		3.0	Fn. 1
3rd Grade	4.11		4.0	Fn. 1
4th Grade	3.09		3.0	
5th Grade	3.35		3.0	
		SubTotal:	**19.0**	
Student Services				
ESOL Resource			0.0	
ASD			0.0	
EBD/SC			0.0	
Gifted (AME)		0.2	0.0	
InD/SC			3.0	
PI/VE			0.0	
PreK		1 EPK, 2 EPK INT	3.0	
Speech			0.6	
Speech (contracted)		2.0	0.0	
VE			2.0	
VE/SC			1.0	
		SubTotal:	**9.6**	
Enrichment				
Art			1.0	
Music			1.0	
STEM		Tax Referendum	1.0	
Physical Education			1.0	Fn. 1
		SubTotal:	**4.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor			1.0	
Student Support Specialist		Ed. Enrich.	1.0	Fn. 1
Program Support (AICE)			1.0	
		SubTotal:	**4.0**	
Administration				
Principal			1.0	
Asst. Principal			2.0	
Coordinator		Ed. Enrich.	0.0	Fn. 1
		SubTotal:	**3.0**	
Grant-funded, Categorical				
VPK Teacher		Title I (63%)	2.0	
VPK Integr. Teacher		Title I (53%)	1.0	
Resource Teacher			0.0	
ESOL Res. Teacher		Title III	0.0	Fn. 1
Reading Coach		Title I	1.0	Fn. 3 & 4
		SubTotal:	**4.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**43.6**	

ENROLLMENT	Projected	10 Day
EPK	34	0
K	57	0
1	59	0
2	54	0
3	78	0
Total K-3	**248**	**0**
4	71	0
5	77	0
Total 4-5	**148**	**0**
TOTAL K-5	**430**	**0**

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		2.0	Fn. 1
ESE Para	1 EPK (IDEA)	8.0	
ESOL Para		1.0	
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	
* Computer Lab Manager - thru attrition		1.0	
will be repl. with School Support Tech.	**SubTotal:**	**12.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		0.0	
Remove 1 position (Principal's choice)		0.0	Fn. 1 & 2
	SubTotal:	**4.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	Fn. 1
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
VPK Aide	Title I (63%)	2.0	
VPK Integr. Aide	Title I (53%)	1.0	
Teacher Aide	Title I	4.0	Fn. 1 & 4
ESOL Teacher Aide		0.0	
Home/School Liaison		0.0	
	SubTotal:	**7.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)	Title I	0.0	Fn. 1
School Health Services			
Nurse (share w/Palm View)	0.5	0.0	
LPN		0.0	
Health Aide		1.0	
	SubTotal:	**1.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Custodian		3.0	
	SubTotal:	**4.0**	
TOTAL NON-INSTRUCTIONAL		**28.0**	

Footnotes:

1) 3/1/24 - Remove 3 Basic Teachers. Remove 1 PE Teacher. Remove 1 Student Support Specialist. Remove 1 Coordinator. Remove 1 Basic Para. Remove 1 Classroom Sub. Remove 1 Clerical position (Principal's choice). Remove grant-funded positions.

2) 3/12/24 - EPK student counts added, bringing total enrollment to 400+. School will not lose a clerical position.

3) 3/13/24 - Remove Title I Reading Coach.

4) 4/12/24 - Add Title I positions (1 Reading Coach and 4 Teacher Aides).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

3/21/2024 - DRAFT

ELEMENTARY SCHOOL: Braden River 0651

INSTRUCTIONAL/ADMIN. STAFFING:

	K-3	1:19	17.0
	4-5	1:23	9.0

Basic Instructional				
Kindergarten	4.26		4.0	Fn. 1
1st Grade	3.95		4.0	Fn. 1
2nd Grade	4.58		5.0	Fn. 1
3rd Grade	4.37		4.0	Fn. 1
4th Grade	4.57		5.0	Fn. 1
5th Grade	3.87		4.0	Fn. 1
		SubTotal:	**26.0**	
Student Services				
ESOL Resource			0.0	
ASD			3.0	
EBD/SC			0.0	
Gifted (Tara)		0.4	0.0	
InD/SC			0.0	
PI/VE			0.0	
PreK		1 EPK, 1 EPK INT	2.0	Fn. 1
Speech			0.0	
Speech (contracted)		1.8	0.0	
VE			1.0	
VE/SC			1.0	
		SubTotal:	**7.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM			1.0	
Physical Education			1.0	Fn. 1
		SubTotal:	**4.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor			1.0	
Student Support Specialist		Ed. Enrich.	1.0	
Program Support (dual language)			1.0	
		SubTotal:	**4.0**	
Administration				
Principal			1.0	
Asst. Principal			1.0	
Coordinator		Ed. Enrich.	0.0	
		SubTotal:	**2.0**	
Grant-funded, Categorical				
VPK/CDA			1.0	Fn. 1 & 2
VPK Integrated Teacher			1.0	
		SubTotal:	**2.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**45.0**	

ENROLLMENT	Projected	10 Day
EPK	66	0
K	81	0
1	75	0
2	87	0
3	83	0
Total K-3	**326**	**0**
4	105	0
5	89	0
Total 4-5	**194**	**0**
TOTAL K-5	**586**	**0**

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		3.0	
ESE Para		6.0	Fn. 1
ESOL Para (2 dual language)		3.0	
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	
* Computer Lab Manager - thru attrition		1.0	
will be repl. with School Support Tech.	**SubTotal:**	**13.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		0.0	
		0.0	
	SubTotal:	**4.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
VPK Aide		1.0	Fn. 1 & 2
VPK Integrated Aide		1.0	
	SubTotal:	**2.0**	
Non-Instructional (Grant-funded)			
School Health Services			
Nurse (s/w BRMS)	0.5	0.0	
LPN		1.0	
Health Aide		0.0	
	SubTotal:	**1.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Custodian		3.0	
	SubTotal:	**4.0**	
TOTAL NON-INSTRUCTIONAL		**24.0**	

Footnotes:

1) 3/1/24 - Remove 1 Basic Teacher. Add 1 ESE PreK unit (Teacher and ESE Para), unit moving from McNeal ES. Remove 1 PE Teacher. Add 1 VPK Unit (CDA and Aide). Remove 1 Classroom Sub. Remove 1 ESE 1:1 Aide.

2) 3/21/24 - Remove 1 VPK unit (CDA and Aide) that was added on 3/1/24, will be at McNeal ES instead.

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/30/2024 - DRAFT

ELEMENTARY SCHOOL: Daughtrey 0411

ENROLLMENT	Projected	10 Day
EPK	16	0
K	116	0
1	118	0
2	113	0
3	133	0
Total K-3	**480**	**0**
4	121	0
5	111	0
Total 4-5	**232**	**0**
TOTAL K-5	**728**	**0**

INSTRUCTIONAL/ADMIN. STAFFING:

	K-3	1:19	25.0	
	4-5	1:23	10.0	
Basic Instructional				
Kindergarten	6.11		6.0	Fn. 1
1st Grade	6.21		6.0	
2nd Grade	5.95		6.0	Fn. 1
3rd Grade	7.00		7.0	
4th Grade	5.26		5.0	
5th Grade	4.83		5.0	Fn. 1
		SubTotal:	**35.0**	
Student Services				
ESOL Resource			3.0	Fn. 1
ASD			1.0	
EBD/SC			0.0	
Gifted (Mills)		0.2	0.0	
InD/SC			0.0	
PI/VE			0.0	
PreK		1 EPK	1.0	
Speech		1.4 (.4 share with Abel)	1.0	
Speech (contracted)		0.0	0.0	
VE			3.0	
VE/SC			1.0	
		SubTotal:	**10.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM		Tax Referendum	1.0	
Physical Education			2.0	
		SubTotal:	**5.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor			1.0	Fn. 1
Student Support Specialist		Ed. Enrich.	1.0	Fn. 1
Program Support (dual language)			1.0	
		SubTotal:	**4.0**	
Administration				
Principal			1.0	
Asst. Principal			2.0	
Coordinator		Ed. Enrich.	0.0	
		SubTotal:	**3.0**	
Grant-funded, Categorical				
VPK Teacher		Title I (63%)	0.0	
VPK Integr. Teacher		Title I (53%)	0.0	
Resource Teacher		Title I	0.0	Fn. 1
ESOL Res. Teacher			0.0	
Reading Coach		Title I	1.0	Fn. 2 & 3
		SubTotal:	**1.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**58.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		4.0	Fn. 1
ESE Para		4.0	
ESOL Para (5 dual language)		9.0	Fn. 1
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	Fn. 1
* Computer Lab Manager - thru attrition		1.0	
will be repl. with School Support Tech.	**SubTotal:**	**18.0**	
Clerical			
Guidance Clerk		1.0	Fn. 1
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		0.0	
		0.0	
	SubTotal:	**4.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	Fn. 1
ESE 1:1 Aide	IDEA-B	0.0	
VPK Aide	Title I (63%)	0.0	
VPK Integr. Aide	Title I (53%)	0.0	
Teacher Aide	1 Title I, 1 UWS	2.0	Fn. 1, 3 & 4
ESOL Teacher Aide		0.0	
Home/School Liaison		0.0	
Teacher Assistant		0.0	
	SubTotal:	**2.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)	Title I	1.0	Fn. 1 & 3
School Health Services			
Nurse	1 - Health Dept.	0.0	
LPN		1.0	
Health Aide		0.0	
	SubTotal:	**1.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Custodian		4.0	
	SubTotal:	**5.0**	
TOTAL NON-INSTRUCTIONAL		**31.0**	

Footnotes:

1) 3/1/24 - Remove 1 Basic Teacher. Add 1 ESOL Resource Teacher. Remove 1 Counselor. Remove 1 Student Support Specialist. Remove 1 Basic Para. Add 1 ESOL Para. Remove 1 Classroom Sub. Remove 1 PE Tech. Remove 1 Guidance Clerk. Remove grant-funded positions.
2) 3/13/24 - Remove Title I Reading Coach.
3) 4/12/24 - Add Title I positions (1 Reading Coach, 1 Teacher Aide and 1 GET - Graduation Tech).
4) 4/30/24 - Add 1 Teacher Aide (United Way Suncoast).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/25/2024 - DRAFT

ELEMENTARY SCHOOL: Freedom 0781

INSTRUCTIONAL/ADMIN. STAFFING:

	K-3	1:19	18.0
	4-5	1:23	7.0

Basic Instructional				
Kindergarten	4.42		4.0	Fn. 1
1st Grade	4.63		5.0	Fn. 1
2nd Grade	4.21		4.0	Fn. 1
3rd Grade	4.79		5.0	Fn. 1
4th Grade	4.39		4.0	
5th Grade	3.43		3.0	Fn. 1
		SubTotal:	**25.0**	

Student Services			
ESOL Resource		0.0	
ASD		1.0	
EBD/SC		0.0	
Gifted (s/w Williams)	0.4	1.0	
InD/SC		1.0	
PI/VE		0.0	
PreK	2 EPK, 2 EPK INT	4.0	
Speech		2.0	
Speech (contracted)	0.6	0.0	
VE		1.0	
VE/SC		1.0	
	SubTotal:	**11.0**	

Enrichment			
Art		1.0	
Music		1.0	
STEM		1.0	
Physical Education		1.0	Fn. 1
	SubTotal:	**4.0**	

Student Support			
Media Specialist		1.0	
Certified School Counselor		1.0	
Student Support Specialist	Ed. Enrich.	1.0	
Program Support		0.0	
	SubTotal:	**3.0**	

Administration			
Principal		1.0	
Asst. Principal		1.0	
Coordinator	Ed. Enrich.	0.0	
	SubTotal:	**2.0**	

Grant-funded, Categorical			
VPK/CDA		0.0	
VPK Integrated Teacher		3.0	
	SubTotal:	**3.0**	

TOTAL INSTRUCTIONAL/ADMIN.	**48.0**

ENROLLMENT	Projected	10 Day
EPK	9	0
K	84	0
1	88	0
2	80	0
3	91	0
Total K-3	**343**	**0**
4	101	0
5	79	0
Total 4-5	**180**	**0**
TOTAL K-5	**532**	**0**

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		3.0	
ESE Para	1 EPK (IDEA)	8.0	
ESOL Para		1.0	
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	
Computer Lab Manager		0.0	Fn. 2
	SubTotal:	**12.0**	

Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		1.0	Fn. 2
		0.0	
	SubTotal:	**5.0**	

Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
VPK Aide		0.0	
VPK Integrated Aide		3.0	
	SubTotal:	**3.0**	

Non-Instructional (Grant-funded)		
School Health Services		
Nurse (s/w Haile MS)	0.5	0.0
LPN		1.0
Health Aide		0.0
	SubTotal:	**1.0**

School Safety (Dept. 9531 - Security)	
Resource officer	0.0
Guardian	1.0

Custodial Services	
Head Custodian	1.0
Custodian	4.0
SubTotal:	**5.0**

TOTAL NON-INSTRUCTIONAL	**26.0**

Footnotes:

1) 3/1/24 - Remove 3 Basic Teachers. Remove 1 PE Teacher. Remove 1 Classroom Sub. Remove 6 ESE 1:1 Aides.
2) 4/25/24 - Replace Computer Lab Manager with Student Support Technician.

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/15/2024 - DRAFT

ELEMENTARY SCHOOL: Gullett 0821

ENROLLMENT	Projected	10 Day
EPK	0	0
K	184	0
1	181	0
2	186	0
3	231	0
Total K-3	**782**	**0**
4	236	0
5	279	0
Total 4-5	**515**	**0**
TOTAL K-5	**1,297**	**-**

INSTRUCTIONAL/ADMIN. STAFFING:

K-3	1:19	42.0	
4-5	1:23	24.0	
Basic Instructional		Adj.	
Kindergarten	9.68	-1	9.0
1st Grade	9.53		10.0
2nd Grade	9.79		10.0 Fn. 3
3rd Grade	12.16	+1	13.0 Fn. 3
4th Grade	10.26	+1	11.0 Fn. 3
5th Grade	12.13	+1	13.0 Fn. 3
		SubTotal:	**66.0**
Student Services			
ESOL Resource			0.0
ASD			0.0
EBD/SC			0.0
Gifted			1.0
InD/SC			0.0
PI/VE			0.0
PreK			0.0
Speech (share w/McNeal)		0.8	1.0
Speech (contracted)		1.0	0.0
VE			2.0
VE/SC			1.0
		SubTotal:	**5.0**
Enrichment			
Art			1.0
Music			1.0
STEM			1.0
Physical Education			3.0
		SubTotal:	**6.0**
Student Support			
Media Specialist			1.0
Certified School Counselor			2.0
Student Support Specialist		Ed. Enrich.	2.0
Program Support			0.0
		SubTotal:	**5.0**
Administration			
Principal			1.0
Asst. Principal			1.0
Coordinator		Ed. Enrich.	1.0
		SubTotal:	**3.0**
Grant-funded, Categorical			
VPK/CDA			0.0
VPK Integrated Teacher			0.0
		SubTotal:	**0.0**
TOTAL INSTRUCTIONAL/ADMIN.			**85.0**

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		+4	11.0 Fn. 2
ESE Para			1.0
ESOL Para			1.0
Classroom Sub			0.0 Fn. 1
Teacher Assistant, PE (PE Tech)			1.0
		SubTotal:	**14.0**
Clerical			
Guidance Clerk			2.0
Registrar I			1.0
Sr. School Secretary			1.0
Clerk (Asst, School Clerical - 10 mo.)			2.0
School Support Technician (11 mo.)			1.0
Add'l Clerical Position (Principal's choice)		-1	0.0 Fn. 1 & 2
		SubTotal:	**7.0**
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide			0.0
ESE 1:1 Aide		IDEA-B	0.0 Fn. 1
VPK Aide			0.0
VPK Integrated Aide			0.0
		SubTotal:	**0.0**
Non-Instructional (Grant-funded)			
School Health Services			
Nurse			1.0
LPN			1.0
Health Aide			0.0
		SubTotal:	**2.0**
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	2.0		
Custodial Services			
Head Custodian			1.0
Custodian			5.0
		SubTotal:	**6.0**
TOTAL NON-INSTRUCTIONAL			**29.0**

Footnotes:

1) 3/1/24 - Remove 2 Classroom Subs. Add 1 Clerical position (Principal's choice). Remove ESE 1:1 Aide.
2) 3/21/24 - Exchange 1 clerical position with 1 Basic Para (Principal's request).
3) 4/15/24 - Change the # of units for 2nd, 3rd, 4th & 5th grades (total # of teachers remains the same).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

3/21/2024 - DRAFT

ELEMENTARY SCHOOL: Harvey 0857

ENROLLMENT	Projected	10 Day
EPK	0	0
K	203	0
1	183	0
2	222	0
3	221	0
Total K-3	**829**	**0**
4	277	0
5	211	0
Total 4-5	**488**	**0**
TOTAL K-5	**1,317**	**-**

INSTRUCTIONAL/ADMIN. STAFFING:

K-3	1:19	45.0	
4-5	1:23	21.0	

Basic Instructional				
Kindergarten	10.68		11.0	Fn. 1
1st Grade	9.63		10.0	Fn. 1
2nd Grade	11.68		12.0	Fn. 1
3rd Grade	11.63		12.0	Fn. 1
4th Grade	12.04		12.0	Fn. 1
5th Grade	9.17		9.0	Fn. 1
		SubTotal:	**66.0**	

Student Services			
ESOL Resource		0.0	
ASD		2.0	
EBD/SC		0.0	
Gifted (Kinnan)	0.4	0.0	
InD/SC		0.0	
PI/VE		0.0	
PreK		0.0	
Speech		0.0	
Speech (contracted)	1.6	0.0	
VE		2.0	
VE/SC		1.0	
	SubTotal:	**5.0**	

Enrichment			
Art		1.0	
Music		1.0	
STEM	Tax Referendum	1.0	
Physical Education		3.0	
	SubTotal:	**6.0**	

Student Support			
Media Specialist		1.0	
Certified School Counselor		2.0	
Student Support Specialist	Ed. Enrich.	2.0	
Program Support		0.0	
	SubTotal:	**5.0**	

Administration			
Principal		1.0	
Asst. Principal		2.0	
Coordinator	Ed. Enrich.	0.0	
	SubTotal:	**3.0**	

Grant-funded, Categorical			
VPK/CDA		0.0	
VPK Integrated Teacher		0.0	
	SubTotal:	**0.0**	

TOTAL INSTRUCTIONAL/ADMIN.	**85.0**

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals				
Basic Para	+3	10.0		
ESE Para		6.0		
ESOL Para		1.0		
Classroom Sub	+1	1.0	Fn. 1 & 2	
Teacher Assistant, PE (PE Tech)		1.0		
* Computer Lab Manager - thru attrition		1.0		
will be repl. with School Support Tech.	**ibTotal:**	**20.0**		

Clerical			
Guidance Clerk		2.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		2.0	
School Support Technician (11 mo.)		0.0	
Add'l Clerical Position (Principal's choice)	-1	0.0	Fn. 1 & 2
	SubTotal:	**6.0**	

Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
VPK Aide		0.0	
VPK Integrated Aide		0.0	
	SubTotal:	**0.0**	

Non-Instructional (Grant-funded)		
School Health Services		
Nurse		1.0
LPN		1.0
Health Aide		0.0
	SubTotal:	**2.0**

School Safety (Dept. 9531 - Security)	
Resource officer	0.0
Guardian	2.0

Custodial Services		
Head Custodian		1.0
Custodian		5.0
	SubTotal:	**6.0**

TOTAL NON-INSTRUCTIONAL	**34.0**

Footnotes:

1) 3/1/24 - Add 3 Basic Teachers. Remove 2 Classroom Subs. Add 1 Clerical position (Principal's choice). Remove 6 ESE 1:1 Aides.

2) 3/21/24 - Exchange 1 clerical position with 1 Classroom Sub (Principal's request).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/12/2024 - DRAFT

ELEMENTARY SCHOOL: Kinnan 0741

ENROLLMENT	Projected	10 Day
EPK	0	0
K	72	0
1	73	0
2	71	0
3	57	0
Total K-3	**273**	**0**
4	89	0
5	78	0
Total 4-5	**167**	**0**
TOTAL K-5	**440**	**0**

INSTRUCTIONAL/ADMIN. STAFFING:

K-3	1:19	15.0	
4-5	1:23	7.0	

Basic Instructional				
Kindergarten	3.79		4.0	
1st Grade	3.84		4.0	
2nd Grade	3.74		4.0	Fn. 1
3rd Grade	3.00		3.0	Fn. 1
4th Grade	3.87		4.0	
5th Grade	3.39		3.0	Fn. 1
		SubTotal:	**22.0**	
Student Services				
ESOL Resource			1.0	Fn. 1
ASD			0.0	
EBD/SC			0.0	
Gifted (share w/Bayshore, Harvey & Prine)		0.2	1.0	
InD/SC			2.0	
PI/VE			0.0	
PreK		1 EPK, 2 EPK INT	3.0	
Speech (share w/Tara)		0.4	1.0	
Speech (contracted)		1.8	0.0	
VE			2.0	
VE/SC			1.0	
		SubTotal:	**11.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM		Tax Referendum	1.0	
Physical Education			1.0	
		SubTotal:	**4.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor			1.0	
Student Support Specialist		Ed. Enrich.	1.0	
Program Support			0.0	
		SubTotal:	**3.0**	
Administration				
Principal			1.0	
Asst. Principal			1.0	
Coordinator		Ed. Enrich.	0.0	
		SubTotal:	**2.0**	
Grant-funded, Categorical				
VPK/CDA			0.0	Fn. 2
VPK Teacher		Title I (63%)	0.0	Fn. 2 & 3
VPK Integrated Teacher		Title I (53%)	2.0	Fn. 3
ESOL Res. Teacher		Title III	0.0	Fn. 1
Reading Coach		ESSER III	0.0	Fn. 1
		SubTotal:	**2.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**44.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		3.0	
ESE Para	1 EPK (IDEA)	7.0	
ESOL Para		2.0	
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	
	SubTotal:	**12.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		1.0	
		0.0	
	SubTotal:	**5.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
VPK Aide	Title I (63%)	0.0	Fn. 3
VPK Integrated Aide	Title I (53%)	2.0	Fn. 3
Teacher Aide	Title I	1.0	Fn. 1 & 4
	SubTotal:	**3.0**	
Non-Instructional (Grant-funded)			
School Health Services			
Nurse (s/w Oneco)	0.5	1.0	
LPN		1.0	
Health Aide		0.0	
	SubTotal:	**2.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Custodian		3.0	
	SubTotal:	**4.0**	
TOTAL NON-INSTRUCTIONAL		**26.0**	

Footnotes:

1) 3/1/24 - Remove 2 Basic Teachers. Add 1 ESOL Resource Teacher. Remove 1 Classroom Sub. Remove grant-funded positions.
2) 3/21/24 - Replace VPK/CDA with a VPK Teacher.
3) 4/8/24 - Convert the VPK unit (Teacher and Aide) to a VPK Integrated unit (Teacher and Aide).
4) 4/12/24 - Add 1 Teacher Aide (Title I).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/30/2024 - DRAFT

ELEMENTARY SCHOOL: Manatee 0151

ENROLLMENT	Projected	10 Day
EPK	25	0
K	74	0
1	71	0
2	76	0
3	85	0
Total K-3	**306**	**0**
4	96	0
5	65	0
Total 4-5	**161**	**0**
TOTAL K-5	**492**	**0**

INSTRUCTIONAL/ADMIN. STAFFING:

K-3	1:19	16.0
4-5	1:23	7.0

Basic Instructional				
Kindergarten	3.87		4.0	
1st Grade	3.74		4.0	
2nd Grade	4.00		4.0	
3rd Grade	4.47		4.0	Fn. 1
4th Grade	4.17		4.0	Fn. 1
5th Grade	2.83		3.0	Fn. 1
		SubTotal:	**23.0**	
Student Services				
ESOL Resource			1.0	
ASD			0.0	
EBD/SC			0.0	
Gifted (Palm View)		0.2	0.0	
InD/SC			0.0	
PI/VE			0.0	
PreK		1 EPK, 1 EPK INT	2.0	
Speech			1.0	
Speech (contracted)		0.6	0.0	
VE			2.0	
VE/SC			1.0	
		SubTotal:	**7.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM		Tax Referendum	1.0	
Physical Education			1.0	Fn. 1
		SubTotal:	**4.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor			1.0	
Student Support Specialist		Ed. Enrich.	1.0	Fn. 1
Program Support (performing arts)			0.0	Fn. 1
		SubTotal:	**3.0**	
Administration				
Principal			1.0	
Asst. Principal			1.0	
Coordinator		Title I	1.0	
		SubTotal:	**3.0**	
Grant-funded, Categorical				
VPK Teacher		Title I (63%)	1.0	
VPK Integr. Teacher		Title I (53%)	1.0	
Resource Teacher		UniSIG	0.0	Fn. 1
ESOL Res. Teacher			0.0	
Reading Coach		Title I	1.0	Fn. 2 & 3
Guidance Counselor		Title I	0.0	Fn. 1
		SubTotal:	**3.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**43.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		3.0	Fn. 1
ESE Para		3.0	
ESOL Para		3.0	Fn. 1
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	
	SubTotal:	**9.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		1.0	
		0.0	
	SubTotal:	**5.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	Fn. 1
ESE 1:1 Aide	IDEA-B	0.0	
VPK Aide	Title I (63%)	1.0	
VPK Integr. Aide	Title I (53%)	1.0	
Teacher Aide	3 Title I, 1 UWS	4.0	Fn. 1, 3 & 4
ESOL Teacher Aide		0.0	
Home/School Liaison	Title I	0.0	Fn. 1
Teacher Assistant			
	SubTotal:	**6.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)	Title I	1.0	Fn. 1 & 3
School Health Services			
Nurse	1 - Health Dept.	0.0	
LPN		0.0	
Health Aide		1.0	
	SubTotal:	**1.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	1.0		
Guardian	0.0		
Custodial Services			
Head Custodian		1.0	
Custodian		3.0	
	SubTotal:	**4.0**	
TOTAL NON-INSTRUCTIONAL		**26.0**	

Footnotes:

1) 3/1/24 - Remove 2 Basic Teachers. Remove 1 PE Teacher. Remove 1 Student Support Specialist. Remove Program Support position. Remove 1 Basic Para. Add 1 ESOL Para. Remove 1 Classroom Sub. Remove grant-funded positions.

2) 3/13/24 - Remove Title I Reading Coach.

3) 4/12/24 - Add Title I positions (1 Reading Coach, 3 Teacher Aides and 1 GET - Graduation Tech.)

4) 4/30/24 - Add 1 Teacher Aide (United Way Suncoast).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/4/2024 - DRAFT

ELEMENTARY SCHOOL: McNeal 0771

INSTRUCTIONAL/ADMIN. STAFFING:

K-3	1:19	21.0
4-5	1:23	10.0

Basic Instructional				
Kindergarten	5.79		6.0	Fn. 1
1st Grade	4.42		4.0	Fn. 1
2nd Grade	5.16		5.0	Fn. 1
3rd Grade	6.05		6.0	Fn. 1
4th Grade	4.61		5.0	
5th Grade	4.74		5.0	Fn. 1
		SubTotal:	**31.0**	
Student Services				
ESOL Resource			0.0	
ASD			0.0	
EBD/SC			0.0	
Gifted (s/w Myakka ES)		0.8	1.0	
InD/SC			0.0	
PI/VE			0.0	
PreK		1 EPK	1.0	Fn. 1
Speech (.2 shared w/Gullett)		1.2	1.0	
Speech (contracted)		0.4	0.0	
VE			2.0	
VE/SC			1.0	
		SubTotal:	**6.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM			1.0	
Physical Education		-1	1.0	Fn. 3
		SubTotal:	**4.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor		+1	2.0	Fn. 1 & 3
Student Support Specialist		Ed. Enrich.	1.0	
Program Support			0.0	
		SubTotal:	**4.0**	
Administration				
Principal			1.0	
Asst. Principal			1.0	
Coordinator		Ed. Enrich.	0.0	
		SubTotal:	**2.0**	
Grant-funded, Categorical				
VPK/CDA			1.0	Fn. 2 & 4
VPK Integrated Teacher			2.0	Fn. 4
		SubTotal:	**3.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**50.0**	

ENROLLMENT	Projected	10 Day
EPK	16	0
K	110	0
1	84	0
2	98	0
3	115	0
Total K-3	**407**	**0**
4	106	0
5	109	0
Total 4-5	**215**	**0**
TOTAL K-5	**638**	**0**

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		4.0	
ESE Para		2.0	Fn. 1
ESOL Para		1.0	
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	
Computer Lab Manager		0.0	
	SubTotal:	**7.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		1.0	
		0.0	
	SubTotal:	**5.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
VPK Aide		1.0	Fn. 2 & 4
VPK Integrated Aide		2.0	Fn. 4
	SubTotal:	**3.0**	
Non-Instructional (Grant-funded)			
School Health Services			
Nurse (s/w Bashaw)	0.5	0.0	
LPN		1.0	
Health Aide		0.0	
	SubTotal:	**1.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Custodian		4.0	
	SubTotal:	**5.0**	
TOTAL NON-INSTRUCTIONAL		**21.0**	

Footnotes:

1) 3/1/24 - Total number of Basic Teachers remains the same as 2023-24: +2 (KG), -1 (1st), -1 (2nd), +1 (3rd), -1 (5th). Remove 1 ESE PreK unit (Teacher and ESE Para), unit moving to Braden River ES. Remove 1 Counselor. Remove 1 Classroom Sub. Remove 2 ESE 1:1 Aides.
2) 3/20/24 - Add 1 VPK unit (VPK/CDA and VPK Aide), new unit from BRE.
3) 3/21/24 - Exchange 1 PE Teacher for 1 Certified School Counselor (Principal's request).
4) 4/4/24 - Convert the new VPK unit from VPK/CDA to VPK Integrated (Teacher and Aide).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

3/1/2024 - DRAFT

ELEMENTARY SCHOOL: Miller 0221

INSTRUCTIONAL/ADMIN. STAFFING:

	K-3	1:19	16.0
	4-5	1:23	8.0

Basic Instructional				
Kindergarten	4.18		4.0	Fn. 1
1st Grade	4.26		4.0	
2nd Grade	4.11		4.0	Fn. 1
3rd Grade	4.47		4.0	Fn. 1
4th Grade	4.17		4.0	
5th Grade	3.57		4.0	
		SubTotal:	**24.0**	
Student Services				
ESOL Resource			0.0	
ASD			2.0	
EBD/SC			0.0	
Gifted (Stewart)		0.2	0.0	
InD/SC			0.0	
PI/VE			0.0	
PreK		2 EPK, 1 EPK INT	3.0	
Speech (share .4 w/AME)		1.6	2.0	
Speech (contracted)		0.4	0.0	
VE			2.0	
VE/SC			1.0	
		SubTotal:	**10.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM		Tax Referendum	1.0	
Physical Education			1.0	Fn. 1
		SubTotal:	**4.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor			1.0	Fn. 1
Student Support Specialist		Ed. Enrich.	1.0	
Program Support			0.0	
		SubTotal:	**3.0**	
Administration				
Principal			1.0	
Asst. Principal			1.0	
Coordinator		Ed. Enrich.	0.0	
		SubTotal:	**2.0**	
Grant-funded, Categorical				
VPK/CDA			0.0	
VPK Integrated Teacher			3.0	
Resource Teacher			0.0	
ESOL Res. Teacher			0.0	
Reading Coach		ESSER III	0.0	Fn. 1
		SubTotal:	**3.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**46.0**	

ENROLLMENT	**Projected**	**10 Day**
EPK	41	0
K	80	0
1	81	0
2	78	0
3	85	0
Total K-3	**324**	**0**
4	96	0
5	82	0
Total 4-5	**178**	**0**
TOTAL K-5	**543**	**0**

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		3.0	
ESE Para	1 EPK (IDEA)	7.0	
ESOL Para		2.0	
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	
* Computer Lab Manager - thru attrition		1.0	
will be repl. with School Support Tech.	**SubTotal:**	**13.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		0.0	
		0.0	
	SubTotal:	**4.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
VPK Aide		0.0	
VPK Integrated Aide		3.0	
	SubTotal:	**3.0**	
Non-Instructional (Grant-funded)			
School Health Services			
Nurse	1 - Health Dept.	0.0	
LPN		1.0	
Health Aide		0.0	
	SubTotal:	**1.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Custodian		3.0	
	SubTotal:	**4.0**	
TOTAL NON-INSTRUCTIONAL		**25.0**	

Footnotes:

1) 3/1/24 - Remove 3 Basic Teachers. Remove 1 PE Teacher. Remove 1 Certified Counselor. Remove 1 Classroom Sub. Remove grant-funded positions.

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

3/21/2024 - DRAFT

ELEMENTARY SCHOOL: Mills 0791

ENROLLMENT	Projected	10 Day
EPK	41	0
K	109	0
1	106	0
2	112	0
3	112	0
Total K-3	**439**	**0**
4	138	0
5	130	0
Total 4-5	**268**	**0**
TOTAL K-5	**748**	**0**

INSTRUCTIONAL/ADMIN. STAFFING:

K-3	1:19	24.0	
4-5	1:23	12.0	

Basic Instructional				
Kindergarten	5.74		6.0	
1st Grade	5.58		6.0	
2nd Grade	5.89		6.0	
3rd Grade	5.89		6.0	Fn. 1
4th Grade	6.00		6.0	
5th Grade	5.65		6.0	
		SubTotal:	**36.0**	
Student Services				
ESOL Resource			0.0	
ASD			0.0	
EBD/SC	move from Williams		1.0	Fn. 1
Gift (Dau.,PES,Sam. & Til.)	0.2		1.0	
InD/SC			0.0	
PI/VE			0.0	
PreK	2 EPK, 1 EPK INT		3.0	Fn. 1
Speech			1.0	
Speech (contracted)	1.4		0.0	
VE			2.0	
VE/SC			1.0	
		SubTotal:	**9.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM	Tax Referendum		1.0	
Physical Education			2.0	
		SubTotal:	**5.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor	+1		2.0	Fn. 1 & 2
Student Support Specialist	Ed. Enrich.		1.0	Fn. 1
Program Support			0.0	
		SubTotal:	**4.0**	
Administration				
Principal			1.0	
Asst. Principal			1.0	
Coordinator	Ed. Enrich.		0.0	
		SubTotal:	**2.0**	
Grant-funded, Categorical				
VPK/CDA			1.0	
VPK Integrated Teacher			3.0	
		SubTotal:	**4.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**60.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		4.0	
ESE Para	1 EPK (IDEA)	6.0	Fn. 1
ESOL Para		1.0	
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	Fn. 1
* Computer Lab Manager - thru attrition		1.0	
will be repl. with School Support Tech.	**SubTotal:**	**12.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		0.0	
		0.0	
	SubTotal:	**4.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
VPK Aide		1.0	
VPK Integrated Aide		3.0	
	SubTotal:	**4.0**	
Non-Instructional (Grant-funded)			
School Health Services			
Nurse (s/w PES & Lincoln)	0.3	1.0	
LPN		0.0	
Health Aide		1.0	
	SubTotal:	**2.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Custodian		4.0	
	SubTotal:	**5.0**	
TOTAL NON-INSTRUCTIONAL		**27.0**	

Footnotes:

1) 3/1/24 - Remove 1 Basic Teacher (3rd Grade). Add 1 EBD unit (Teacher and ESE Para) - unit moving from Williams Elementary. Remove 1 ESE PreK unit (Teacher and ESE Para), unit moving to Palm View. Remove 1 Counselor. Remove 1 Student Support Specialist. Remove 1 Classroom Sub. Remove 1 PE Tech. Remove 2 ESE 1:1 Aides.

2) 3/21/24 - Restore 1 Certified School Counselor.

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/12/2024 - DRAFT

ELEMENTARY SCHOOL: Moody 0601

ENROLLMENT	Projected	10 Day
EPK	16	0
K	94	0
1	95	0
2	92	0
3	100	0
Total K-3	**381**	**0**
4	95	0
5	111	0
Total 4-5	**206**	**0**
TOTAL K-5	**603**	**0**

INSTRUCTIONAL/ADMIN. STAFFING:

K-3	1:19	20.0	
4-5	1:23	9.0	

Basic Instructional				
Kindergarten	4.92		5.0	
1st Grade	5.00		5.0	
2nd Grade	4.84		5.0	
3rd Grade	5.26		5.0	
4th Grade	4.13		4.0	Fn. 1
5th Grade	4.83		5.0	Fn. 1
		SubTotal:	**29.0**	
Student Services				
ESOL Resource			2.0	Fn. 1
ASD			1.0	
EBD/SC			1.0	
Gifted (Palm View)		0.2	0.0	
InD/SC			0.0	
PI/VE			0.0	
PreK		1 EPK	1.0	
Speech			1.0	
Speech (contracted)		1.0	0.0	
VE			2.0	
VE/SC			2.0	
		SubTotal:	**10.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM	Tax Referendum		1.0	
Physical Education			2.0	Fn. 1 & 2
		SubTotal:	**5.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor			1.0	
Student Support Specialist	Ed. Enrich.		1.0	Fn. 1
Program Support			0.0	
		SubTotal:	**3.0**	
Administration				
Principal			1.0	
Asst. Principal			1.0	
Coordinator	Ed. Enrich.		0.0	
		SubTotal:	**2.0**	
Grant-funded, Categorical				
VPK Teacher	Title I (63%)		0.0	
VPK Integr. Teacher	Title I (53%)		0.0	
Resource Teacher	Title I		1.0	Fn. 1 & 4
ESOL Res. Teacher			0.0	
Reading Coach	Title I		1.0	Fn. 3 & 4
		SubTotal:	**2.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**51.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		4.0	
ESE Para		6.0	
ESOL Para		3.0	
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	
	SubTotal:	**13.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		1.0	
		0.0	
	SubTotal:	**5.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	Fn. 1
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
VPK Aide	Title I (63%)	0.0	
VPK Integr. Aide	Title I (53%)	0.0	
Teacher Aide	Title I	2.0	Fn. 1 & 4
ESOL Teacher Aide		0.0	
Home/School Liaison		0.0	
	SubTotal:	**2.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)	Title I	1.0	Fn. 1 & 4
School Health Services			
Nurse		1.0	
LPN		0.0	
Health Aide		0.0	
	SubTotal:	**1.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Custodian		3.0	
	SubTotal:	**4.0**	
TOTAL NON-INSTRUCTIONAL		**26.0**	

Footnotes:

1) 3/1/24 - Total number of Basic Teachers remains the same as 2023-24: -1 (4th), +1 (5th). Add 1 ESOL Resource Teacher. Remove 1 PE Teacher. Remove 1 Student Support Specialist. Remove 1 Classroom Sub. Remove grant-funded positions.

2) 3/12/24 - EPK student counts added, bringing total enrollment to 600+. School will not lose a PE Teacher.

3) 3/13/24 - Remove Title I Reading Coach.

4) 4/12/24 - Add Title I positions (1 Resource Teacher, 1 Reading Coach, 2 Teacher Aides, and 1 GET - Graduation Tech).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/12/2024 - DRAFT

ELEMENTARY SCHOOL: Myakka 0231

INSTRUCTIONAL/ADMIN. STAFFING:

K-3	1:19	10.0
4-5	1:23	5.0

Basic Instructional				
Kindergarten	2.50		3.0	
1st Grade	2.16		2.0	Fn. 1
2nd Grade	2.84		3.0	
3rd Grade	2.32		2.0	
4th Grade	2.00		2.0	Fn. 1
5th Grade	2.65		3.0	Fn. 1
		SubTotal:	**15.0**	
Student Services				
ESOL Resource			0.0	
ASD			0.0	
EBD/SC			0.0	
Gifted (McNeal)		0.2	0.0	
InD/SC			0.0	
PI/VE			0.0	
PreK			0.0	Fn. 2
Speech			0.0	
Speech (contracted)		0.4	0.0	
VE			1.0	
VE/SC			1.0	
		SubTotal:	**2.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM	Tax Referendum		1.0	
Physical Education			1.0	
		SubTotal:	**4.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor			1.0	
Student Support Specialist	Ed. Enrich.		1.0	
Program Support Unit (dual language)			0.0	Fn. 3
		SubTotal:	**3.0**	
Administration				
Principal			1.0	
Asst. Principal			1.0	
Coordinator	Ed. Enrich.		0.0	
		SubTotal:	**2.0**	
Grant-funded, Categorical				
VPK/CDA			0.0	Fn. 2
VPK Teacher	Title I (63%)		0.0	
VPK Integrated Teacher	Title I (53%)		1.0	Fn. 2
Res. Teacher (Agri. 11-mo.)	Millage $		1.0	
ESOL Res. Tchr.	Title III/Pt. C Migrant		0.0	Fn. 1
Reading Coach	ESSER III		0.0	Fn. 1
		SubTotal:	**2.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**28.0**	

Pt. C Migrant chart string = 42101.51010.413401.**9305**.15001 (Dept. = 0231)

ENROLLMENT	Projected	10 Day
EPK	16	0
K	48	0
1	41	0
2	54	0
3	44	0
Total K-3	**187**	**0**
4	46	0
5	61	0
Total 4-5	**107**	**0**
TOTAL K-5	**310**	**0**

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		2.0	
ESE Para		2.0	Fn. 2
ESOL Para (1 migrant)		2.0	Fn. 1 & 3
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	
* Computer Lab Manager - thru attrition		1.0	
will be repl. with School Support Tech.	**SubTotal:**	**7.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		0.0	
Remove 1 position (Principal's choice)		-1.0	Fn. 1
	SubTotal:	**3.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	
ESE 1:1 Aide	IDEA-B	0.0	
VPK Aide	Title I (63%)	0.0	Fn. 2
VPK Integr. Aide	Title I (53%)	1.0	Fn. 2
Home/School Liaison	Title I	1.0	Fn. 4
	SubTotal:	**2.0**	
Non-Instructional (Grant-funded)			
School Health Services			
Nurse (Witt Elem.)	0.5	0.0	
LPN		1.0	
Health Aide		0.0	
	SubTotal:	**1.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Custodian		3.0	
	SubTotal:	**4.0**	
TOTAL NON-INSTRUCTIONAL		**17.0**	

Footnotes:

1) 3/1/24 - Remove 1 Basic Teacher. Add 1 ESOL Para. Remove 1 Classroom Sub. Remove 1 Clerical position (Principal's choice). Remove grant-funded positions.
2) 3/20/24 - Remove ESE PreK unit (ESE PreK Teacher and ESE Para), replace with a VPK Integrated unit (VPK Integrated Teacher and VPK Integrated Aide). Remove VPK unit (VPK/CDA and VPK Aide).
3) 3/21/24 - Remove Dual Language (1 Teacher and 2 ESOL Paras). Add 1 ESOL Para (Migrant).
4) 4/12/24 - Add 1 Home/School Liaison (Title I).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/30/2024 - DRAFT

ELEMENTARY SCHOOL: Oneco 0261

INSTRUCTIONAL/ADMIN. STAFFING:

	K-3	1:19	19.0	
	4-5	1:23	9.0	
Basic Instructional				
Kindergarten	4.89		5.0	Fn. 1
1st Grade	4.47		4.0	Fn. 1
2nd Grade	5.26		5.0	Fn. 1
3rd Grade	5.26		5.0	Fn. 1
4th Grade	4.87		5.0	
5th Grade	4.43		4.0	
		SubTotal:	**28.0**	
Student Services				
ESOL Resource			1.0	Fn. 1
ASD			1.0	
EBD/SC			1.0	
Gifted (Johnson K-5)		0.2	0.0	
InD/SC			0.0	
PI/VE			0.0	
PreK		2 EPK	2.0	
Speech			1.0	
Speech (contracted)		0.6	0.0	
VE			2.0	
VE/SC			1.0	
		SubTotal:	**9.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM		Tax Referendum	1.0	
Physical Education			2.0	Fn. 1 & 2
		SubTotal:	**5.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor			1.0	
Student Support Specialist		Ed. Enrich.	1.0	
Program Support			0.0	
		SubTotal	**3.0**	
Administration				
Principal			1.0	
Asst. Principal			2.0	
Coordinator		Ed. Enrich.	0.0	
		SubTotal	**3.0**	
Grant-funded, Categorical				
VPK Teacher		Title I (63%)	0.0	
VPK Integr. Teacher		Title I (53%)	0.0	
Resource Teacher		.5 Title I, 1.5 UniSIG	0.0	Fn. 1
ESOL Res. Teacher		Title III	0.0	Fn. 1
Reading Coach, Math Coach		Title I	2.0	Fn. 3 & 4
Guidance Counselor		Title I	0.0	Fn. 1
		SubTotal:	**2.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**50.0**	

ENROLLMENT	Projected	10 Day
EPK	32	0
K	93	0
1	85	0
2	100	0
3	100	0
Total K-3	**378**	**0**
4	112	0
5	102	0
Total 4-5	**214**	**0**
TOTAL K-5	**624**	**0**

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		4.0	
ESE Para		6.0	
ESOL Para		3.0	Fn. 1
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	
	SubTotal:	**13.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		1.0	
		0.0	
	SubTotal:	**5.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	Fn. 1
ESE 1:1 Aide	IDEA-B	0.0	
VPK Aide	Title I (63%)	0.0	
VPK Integr. Aide	Title I (53%)	0.0	
Teacher Aide	1 Title I, 1 UWS	2.0	Fn. 1, 4 & 5
ESOL Teacher Aide		0.0	
Home/School Liaison	Title I	0.0	Fn. 1
Teacher Assistant		0.0	
Behavior Tech	UniSIG	0.0	Fn. 1
	SubTotal:	**2.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)	Title I	1.0	Fn. 1 & 4
School Health Services			
Nurse (s/w Kinnan)	0.5	0.0	
LPN		0.0	
Health Aide		1.0	
	SubTotal:	**1.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Custodian		3.0	
	SubTotal:	**4.0**	
TOTAL NON-INSTRUCTIONAL		**26.0**	

Footnotes:

1) 3/1/24 - Remove 3 Basic Teachers. Add 1 ESOL Res. Teacher. Remove 1 PE Teacher. Add 1 ESOL Para. Remove 1 Classroom Sub. Remove grant-funded positions.
2) 3/12/24 - EPK student counts added, bringing total enrollment to 600+. School will not lose a PE Teacher.
3) 3/13/24 - Remove Title I Reading Coach.
4) 4/12/24 - Add Title I positions (1 Reading Coach, 1 Math Coach, 1 Teacher Aide and 1 GET - Graduation Tech).
5) 4/30/24 - Add 1 Teacher Aide (United Way Suncoast).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

3/1/2024 - DRAFT

ELEMENTARY SCHOOL: Palma Sola 0291

ENROLLMENT	Projected	10 Day
EPK	25	0
K	50	0
1	45	0
2	54	0
3	55	0
Total K-3	**204**	**0**
4	70	0
5	69	0
Total 4-5	**139**	**0**
TOTAL K-5	**368**	**0**

INSTRUCTIONAL/ADMIN. STAFFING:

K-3	1:19	11.0	
4-5	1:23	6.0	

Basic Instructional				
Kindergarten	2.61		3.0	
1st Grade	2.37		2.0	Fn. 1
2nd Grade	2.84		3.0	
3rd Grade	2.89		3.0	Fn. 1
4th Grade	3.04		3.0	
5th Grade	3.00		3.0	
		SubTotal:	**17.0**	
Student Services				
ESOL Resource			0.0	
ASD	move from Sea Breeze		1.0	Fn. 1
EBD/SC			0.0	
Gifted (Palm View)	0.4		0.0	
InD/SC			1.0	
PI/VE			0.0	
PreK	1 EPK, 1 EPK INT		2.0	
Speech			0.0	
Speech (contracted)	1.4		0.0	
VE			1.0	
VE/SC			1.0	
		SubTotal:	**6.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM	Tax Referendum		1.0	
Physical Education			1.0	
		SubTotal:	**4.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor			1.0	
Student Support Specialist	Ed. Enrich.		1.0	
Program Support			0.0	
		SubTotal:	**3.0**	
Administration				
Principal			1.0	
Asst. Principal			1.0	
Coordinator	Ed. Enrich.		0.0	
		SubTotal:	**2.0**	
Grant-funded, Categorical				
VPK/CDA			1.0	
VPK Integrated Teacher			1.0	
		SubTotal:	**2.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**34.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		2.0	Fn. 1
ESE Para		6.0	Fn. 1
ESOL Para		1.0	
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	
* Computer Lab Manager - thru attrition		1.0	
will be repl. with School Support Tech.	**SubTotal:**	**10.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		0.0	
Remove 1 position (Principal's choice)		-1.0	Fn. 1
	SubTotal:	**3.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
VPK Aide		1.0	
VPK Integrated Aide		1.0	
	SubTotal:	**2.0**	
Non-Instructional (Grant-funded)			
School Health Services			
Nurse (s/w AME & Stewart)	0.3	1.0	
LPN		1.0	
Health Aide		0.0	
	SubTotal:	**2.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Custodian		3.0	
	SubTotal:	**4.0**	
TOTAL NON-INSTRUCTIONAL		**21.0**	

Footnotes:

1) 3/1/24 - Remove 2 Basic Teachers. Add 1 ASD unit (Teacher and ESE Para) - unit moving from Sea Breeze Elementary. Remove 1 Basic Para. Remove 1 Classroom Sub. Remove 1 Clerical position (Principal's choice). Remove 2 ESE 1:1 Aides.

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/30/2024 - DRAFT

ELEMENTARY SCHOOL: Palmetto 0301

INSTRUCTIONAL/ADMIN. STAFFING:

K-3	1:19	16.0
4-5	1:23	8.0

Basic Instructional				
Kindergarten	4.03		4.0	Fn. 1
1st Grade	4.37		4.0	
2nd Grade	3.68		4.0	
3rd Grade	3.79		4.0	Fn. 1
4th Grade	3.91		4.0	
5th Grade	3.70		4.0	
		SubTotal:	**24.0**	
Student Services				
ESOL Resource			1.0	
ASD			1.0	
EBD/SC			0.0	
Gifted (Mills)		0.2	0.0	
InD/SC			0.0	
PI/VE			0.0	
PreK		1 EPK	1.0	Fn. 4
Speech (s/w Tillman)		0.6	1.0	
Speech (contracted)		1.0	0.0	
VE			2.0	
VE/SC			1.0	
		SubTotal:	**7.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM		Tax Referendum	1.0	
Physical Education			1.0	Fn. 1
		SubTotal:	**4.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor			2.0	Fn. 1 & 3
Student Support Specialist		Ed. Enrich.	0.0	Fn. 3
Program Support (dual language)			1.0	
		SubTotal:	**4.0**	
Administration				
Principal			1.0	
Asst. Principal			1.0	
Coordinator		Title I	1.0	
		SubTotal:	**3.0**	
Grant-funded, Categorical				
VPK Teacher		Title I (63%)	1.0	
VPK Integr. Teacher		Title I (53%)	2.0	
Resource Teacher			0.0	
ESOL Res. Teacher			0.0	
Reading Coach		Title I	1.0	Fn. 2 & 5
		SubTotal:	**4.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**46.0**	

ENROLLMENT	Projected	10 Day
EPK	25	0
K	77	0
1	83	0
2	70	0
3	72	0
Total K-3	**302**	**0**
4	90	0
5	85	0
Total 4-5	**175**	**0**
TOTAL K-5	**502**	**0**

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		3.0	
ESE Para		3.0	Fn. 4
ESOL Para (2 dual language)		4.0	Fn. 1
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	
* Computer Lab Manager - thru attrition		1.0	
will be repl. with School Support Tech.	**SubTotal:**	**11.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		0.0	
		0.0	
	SubTotal:	**4.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	Fn. 1
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
VPK Aide	Title I (63%)	1.0	
VPK Integr. Aide	Title I (53%)	2.0	
Teacher Aide	1 Title I, 1 UWS	2.0	Fn. 1, 5 & 6
ESOL Teacher Aide		0.0	
Home/School Liaison	Title I	0.0	Fn. 1
Teacher Assistant		0.0	
	SubTotal:	**5.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)	Title I	1.0	Fn. 1 & 5
School Health Services			
Nurse (s/w Mills & Lincoln)	0.3	0.0	
LPN		1.0	
Health Aide		0.0	
	SubTotal:	**1.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Custodian		3.0	
	SubTotal:	**4.0**	
TOTAL NON-INSTRUCTIONAL		**26.0**	

Footnotes:

1) 3/1/24 - Remove 3 Basic Teachers. Remove 1 PE Teacher. Remove 1 Counselor. Add 1 ESOL Para. Remove 1 Classroom Sub. Remove grant-funded positions.
2) 3/13/24 - Remove Title I Reading Coach.
3) 3/22/24 - Exchange 1 Student Support Specialist for 1 Counselor (Principal's request).
4) 4/8/24 - Remove 1 ESE PreK unit (Teacher and ESE Para), the ASD (EPK INT) unit is moving to Palm View.
5) 4/12/24 - Add Title I positions (1 Reading Coach, 1 Teacher Aide and 1 GET - Graduation Tech).
6) 4/30/24 - Add 1 Teacher Aide (United Way Suncoast).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/12/2024 - DRAFT

ELEMENTARY SCHOOL: Prine 0381

INSTRUCTIONAL/ADMIN. STAFFING:

	K-3	1:19	23.0
	4-5	1:23	11.0

Basic Instructional				
Kindergarten	5.66		6.0	
1st Grade	5.84		6.0	
2nd Grade	5.47		5.0	Fn. 1
3rd Grade	6.00		6.0	Fn. 1
4th Grade	5.78		6.0	Fn. 1
5th Grade	5.00		5.0	
		SubTotal:	**34.0**	
Student Services				
ESOL Resource			2.0	Fn. 1
ASD			1.0	
EBD/SC			0.0	
Gifted (Kinnan)		0.2	0.0	
InD/SC			2.0	
PI/VE			0.0	
PreK		2 EPK, 1 EPK INT	3.0	
Speech			0.0	
Speech (contracted)		2.0	0.0	
VE			2.0	
VE/SC			1.0	
		SubTotal:	**11.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM			1.0	
Physical Education			2.0	
		SubTotal:	**5.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor			1.0	Fn. 1
Student Support Specialist		Ed. Enrich.	1.0	Fn. 1
Program Support (dual language)			1.0	
		SubTotal:	**4.0**	
Administration				
Principal			1.0	
Asst. Principal			1.0	
Coordinator		Ed. Enrich.	0.0	
		SubTotal:	**2.0**	
Grant-funded, Categorical				
VPK Teacher		Title I (63%)	0.0	
VPK Integr. Teacher		Title I (53%)	2.0	
Resource Teacher		Title I	3.0	Fn. 1 & 3
ESOL Res. Teacher			0.0	
Reading Coach		Title I	1.0	Fn. 2 & 3
		SubTotal:	**6.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**62.0**	

ENROLLMENT	Projected	10 Day
EPK	41	0
K	108	0
1	111	0
2	104	0
3	114	0
Total K-3	**437**	**0**
4	133	0
5	115	0
Total 4-5	**248**	**0**
TOTAL K-5	**726**	**0**

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		4.0	
ESE Para		7.0	
ESOL Para (1 dual language)		4.0	Fn. 1
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	Fn. 1
* Computer Lab Manager - thru attrition		1.0	
will be repl. with School Support Tech.	**SubTotal:**	**16.0**	
Clerical			
Guidance Clerk		1.0	Fn. 1
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		0.0	
		0.0	
	SubTotal:	**4.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	Fn. 1
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
VPK Aide	Title I (63%)	0.0	
VPK Integr. Aide	Title I (53%)	2.0	
Teacher Aide		0.0	
ESOL Teacher Aide		0.0	
Home/School Liaison		0.0	
Teacher Assistant		0.0	
	SubTotal:	**2.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)	Title I	1.0	Fn. 1 & 3
School Health Services			
Nurse (s/w Tara)	0.5	1.0	
LPN		1.0	
Health Aide		0.0	
	SubTotal:	**2.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Custodian		4.0	
	SubTotal:	**5.0**	
TOTAL NON-INSTRUCTIONAL		**30.0**	

Footnotes:

1) 3/1/24 - Remove 2 Basic Teachers. Add 1 ESOL Resource Teacher. Remove 1 Counselor. Remove 1 Student Support Specialist. Remove 1 ESOL Para. Remove 2 Classroom Subs. Remove 1 PE Tech. Remove 1 Guidance Clerk. Remove grant-funded positions.

2) 3/13/24 - Remove Title I Reading Coach.

3) 4/12/24 - Add Title I positions (3 Resource Teachers, 1 Reading Coach and 1 GET - Graduation Tech).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/30/2024 - DRAFT

ELEMENTARY SCHOOL: Rogers Garden-Bullock 0271

ENROLLMENT	Projected	10 Day
EPK	9	0
K	79	0
1	82	0
2	75	0
3	74	0
Total K-3	**310**	**0**
4	105	0
5	87	0
Total 4-5	**192**	**0**
TOTAL K-5	**511**	**0**

INSTRUCTIONAL/ADMIN. STAFFING:

	K-3	1:19	16.0	
	4-5	1:23	9.0	
Basic Instructional				
Kindergarten	4.13		4.0	
1st Grade	4.32		4.0	
2nd Grade	3.95		4.0	
3rd Grade	3.89		4.0	Fn. 1
4th Grade	4.57		5.0	Fn. 1
5th Grade	3.78		4.0	Fn. 1
		SubTotal:	**25.0**	
Student Services				
ESOL Resource			1.0	
ASD			3.0	
EBD/SC			0.0	
Gifted (Johnson K-5)		0.2	0.0	
InD/SC			2.0	
PI/VE			1.0	
PreK		1 EPK INT, 1 PI	2.0	
Speech			0.0	
Speech (contracted)		2.0	0.0	
VE			2.0	
VE/SC			1.0	
		SubTotal:	**12.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM			1.0	
Physical Education			1.0	
		SubTotal:	**4.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor			1.0	
Student Support Specialist		Ed. Enrich.	1.0	Fn. 1
Program Support (dual language)			1.0	
		SubTotal:	**4.0**	
Administration				
Principal			1.0	
Asst. Principal			2.0	
Coordinator		Ed. Enrich.	0.0	
		SubTotal:	**3.0**	
Grant-funded, Categorical				
VPK Teacher		Title I (63%)	0.0	
VPK Integr. Teacher		Title I (53%)	0.0	
Resource Teacher		Title I	0.0	
ESOL Res. Teacher			0.0	
Reading Coach		Title I	1.0	Fn. 2 & 3
Guidance Counselor			0.0	
		SubTotal:	**1.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**49.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		3.0	
ESE Para		13.0	
ESOL Para (3 dual language)		5.0	
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	Fn. 1
	SubTotal:	**21.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		1.0	
		0.0	
	SubTotal:	**5.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	Fn. 1
ESE 1:1 Aide	IDEA-B	0.0	
VPK Aide	Title I (63%)	0.0	
VPK Integr. Aide	Title I (53%)	0.0	
Teacher Aide	UWS	1.0	Fn. 1 & 4
ESOL Teacher Aide		0.0	
Home/School Liaison		0.0	
Teacher Assistant		0.0	
	SubTotal:	**1.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)	Title I	1.0	Fn. 1 & 3
School Health Services			
Nurse		1.0	
LPN	1 gen. fund; 2 IDEA	3.0	
Health Aide		0.0	
	SubTotal:	**4.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Custodian		3.0	
	SubTotal:	**4.0**	
TOTAL NON-INSTRUCTIONAL		**36.0**	

Footnotes:

1) 3/1/24 - Add 1 Basic Teacher. Remove 1 Student Support Specialist. Remove 1 Classroom Sub. Remove 1 PE Tech. Remove grant-funded positions.
2) 3/13/24 - Remove Title I Reading Coach.
3) 4/12/24 - Add Title I positions (1 Reading Coach and 1 GET - Graduation Tech).
4) 4/30/24 - Add 1 Teacher Aide (United Way Suncoast).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

5/1/2024 - DRAFT

ELEMENTARY SCHOOL: Samoset 0421

ENROLLMENT	Projected	10 Day
EPK	32	0
K	73	0
1	66	0
2	80	0
3	93	0
Total K-3	**312**	**0**
4	100	0
5	96	0
Total 4-5	**196**	**0**
TOTAL K-5	**540**	**0**

INSTRUCTIONAL/ADMIN. STAFFING:

	K-3	1:19	17.0	
	4-5	1:23	8.0	
Basic Instructional		Adj.		
Kindergarten	3.84		4.0	
1st Grade	3.47	+1	4.0	
2nd Grade	4.21		4.0	Fn. 1
3rd Grade	4.89		5.0	
4th Grade	4.35		4.0	Fn. 1
5th Grade	4.17		4.0	Fn. 1
		SubTotal:	**25.0**	
Student Services				
ESOL Resource			2.0	Fn. 1
ASD			0.0	
EBD/SC			0.0	
Gifted (Mills)		0.2	0.0	
InD/SC			0.0	
PI/VE			0.0	
PreK		2 EPK	2.0	
Speech			1.0	
Speech (contracted)		0.4	0.0	
VE			2.0	
VE/SC			1.0	
		SubTotal:	**8.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM			1.0	
Physical Education			1.0	Fn. 1
		SubTotal:	**4.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor			1.0	
Student Support Specialist		Ed. Enrich.	1.0	
Program Support (AICE)			1.0	
		SubTotal:	**4.0**	
Administration				
Principal			1.0	
Asst. Principal			1.0	
Coordinator		Title I	1.0	
		SubTotal:	**3.0**	
Grant-funded, Categorical				
VPK Teacher		Title I (63%)	1.0	Fn. 1 & 3
VPK Integr. Teacher		Title I (53%)	0.0	
Resource Teacher		Title I	1.0	Fn. 1 & 4
ESOL Res. Teacher			0.0	Fn. 1
Reading Coach		1 Title I, 1 Comm. Foundation	2.0	Fn. 1,2,4 & 6
Guidance Counselor		Title I	0.0	Fn. 1
		SubTotal:	**4.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**48.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		3.0	
ESE Para		3.0	
ESOL Para		4.0	
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	
* Computer Lab Manager - thru attrition		1.0	
will be repl. with School Support Tech.	**SubTotal:**	**11.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		0.0	
		0.0	
	SubTotal:	**4.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	Fn. 1
ESE 1:1 Aide	IDEA-B	0.0	
VPK Aide	Title I (63%)	1.0	Fn. 1 & 3
VPK Integr. Aide	Title I (53%)	0.0	
Teacher Aide	1 Title I, 1 UWS	2.0	Fn. 1, 4 & 5
ESOL Teacher Aide		0.0	
Home/School Liaison		1.0	Fn. 4
Teacher Assistant			
	SubTotal:	**4.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)	Title I	0.0	Fn. 1
School Health Services			
Nurse	1 - Health Dept.	0.0	
LPN		1.0	
Health Aide		0.0	
	SubTotal:	**1.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Custodian		3.0	
	SubTotal:	**4.0**	
TOTAL NON-INSTRUCTIONAL		**24.0**	

Footnotes:

1) 3/1/24 - Remove 3 Basic Teachers. Add 1 ESOL Rsource Teacher. Remove 1 PE Teacher. Add 1 VPK unit (Teacher and Aide). Remove 1 Classroom Sub. Remove grant-funded positions.
2) 3/13/24 - Remove Title I Reading Coach.
3) 4/8/24 - Remove the VPK unit (Teacher and Aide) that was added on 3/1/24.
4) 4/12/24 - Add Title I positions (1 Resource Teacher, 1 Reading Coach, 1 Teacher Aide and 1 Home/School Liaison).
5) 4/30/24 - Add 1 Teacher Aide (United Way Suncoast).
6) 5/1/24 - Add 1 Reading Coach (Community Foundation of Sarasota).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/17/2024 - DRAFT

ELEMENTARY SCHOOL: Sea Breeze 0671

INSTRUCTIONAL/ADMIN. STAFFING:

	K-3	1:19	17.0
	4-5	1:23	7.0

Basic Instructional				
Kindergarten	4.32		4.0	
1st Grade	4.58		5.0	Fn. 1
2nd Grade	4.05		4.0	
3rd Grade	3.58		4.0	Fn. 1
4th Grade	4.22		4.0	
5th Grade	3.48		3.0	
		SubTotal:	**24.0**	
Student Services				
ESOL Resource			0.0	
ASD	move 1 to Palma Sola		2.0	Fn. 1
EBD/SC			0.0	
Gifted (Stewart)	0.2		0.0	
InD/SC			0.0	
PI/VE			0.0	
PreK	1 EPK, 1 EPK INT		2.0	
Speech			0.0	
Speech (contracted)	1.6		0.0	
VE			2.0	
VE/SC			1.0	
		SubTotal:	**7.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM			1.0	
Physical Education			1.0	Fn. 1
		SubTotal:	**4.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor			1.0	Fn. 1
Student Support Specialist	Ed. Enrich.		1.0	Fn. 1
Program Support			0.0	
		SubTotal:	**3.0**	
Administration				
Principal			1.0	
Asst. Principal			1.0	
Coordinator	Ed. Enrich.		0.0	
		SubTotal:	**2.0**	
Grant-funded, Categorical				
VPK Teacher	Title I (63%)		1.0	
VPK Integr. Teacher	Title I (53%)		1.0	
Resource Teacher	Title I		1.0	Fn. 1 & 3
ESOL Res. Teacher			0.0	
Reading Coach	Title I		1.0	Fn. 2 & 3
		SubTotal:	**4.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**44.0**	

ENROLLMENT	**Projected**	**10 Day**
EPK	25	0
K	82	0
1	87	0
2	77	0
3	68	0
Total K-3	**314**	**0**
4	97	0
5	80	0
Total 4-5	**177**	**0**
TOTAL K-5	**516**	**0**

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		3.0	
ESE Para		6.0	Fn. 1
ESOL Para (1 Haitian Creole)		3.0	Fn. 4
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	
	SubTotal:	**12.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		1.0	
		0.0	
	SubTotal:	**5.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
VPK Aide	Title I (63%)	1.0	
VPK Integr. Aide	Title I (53%)	1.0	
Teacher Aide	Title I	1.0	Fn. 1 & 3
ESOL Teacher Aide		0.0	
Home/School Liaison	Title I	1.0	Fn. 3
	SubTotal:	**4.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)	Title I	0.0	Fn. 1
School Health Services			
Nurse	1 - Health Dept.	0.0	
LPN		1.0	
Health Aide		0.0	
	SubTotal:	**1.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Custodian		3.0	
	SubTotal:	**4.0**	
TOTAL NON-INSTRUCTIONAL		**26.0**	

Footnotes:

1) 3/1/24 - Total number of Basic Teachers remains the same as 2023-24: +1 (1st), -1 (3rd). Remove 1 ASD unit (Teacher and ESE Para) - unit moving to Palma Sola Elementary. Remove 1 PE Teacher. Remove 1 Counselor. Remove 1 Student Support Specialist. Remove 1 Classroom Sub. Remove grant-funded positions.

2) 3/13/24 - Remove Title I Reading Coach.

3) 4/12/24 - Add Title I positions (1 Resource Teacher, 1 Reading Coach, 1 Teacher Aide and 1 Home/School Liaison).

4) 4/17/24 - Add 1 ESOL Para (Haitian Creole).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

3/12/2024 - DRAFT

ELEMENTARY SCHOOL: Stewart 0631

INSTRUCTIONAL/ADMIN. STAFFING:

K-3	1:19	12.0
4-5	1:23	5.0

Basic Instructional				
Kindergarten	3.16		3.0	
1st Grade	2.89		3.0	Fn. 1
2nd Grade	3.42		3.0	
3rd Grade	3.26		3.0	
4th Grade	2.39		2.0	Fn. 1
5th Grade	3.00		3.0	
		SubTotal:	**17.0**	
Student Services				
ESOL Resource			0.0	
ASD			0.0	
EBD/SC			1.0	
Gifted (SEA & MLR)		0.6	1.0	
InD/SC			0.0	
PI/VE			0.0	
PreK			0.0	
Speech			0.0	
Speech (contracted)		1.0	0.0	
VE			1.0	
VE/SC			0.0	
		SubTotal:	**3.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM	Tax Referendum		1.0	
Physical Education			1.0	
		SubTotal:	**4.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor			1.0	
Student Support Specialist	Ed. Enrich.		1.0	
Program Support			0.0	
		SubTotal:	**3.0**	
Administration				
Principal			1.0	
Asst. Principal			1.0	
Coordinator	Ed. Enrich.		0.0	
		SubTotal:	**2.0**	
Grant-funded, Categorical				
VPK/CDA			1.0	
VPK Integrated Teacher			1.0	
		SubTotal:	**2.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**31.0**	

ENROLLMENT	Projected	10 Day
EPK	50	0
K	60	0
1	55	0
2	65	0
3	62	0
Total K-3	**242**	**0**
4	55	0
5	69	0
Total 4-5	**124**	**0**
TOTAL K-5	**416**	**0**

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals				
Basic Para			2.0	
ESE Para			1.0	
ESOL Para			0.0	
Classroom Sub			0.0	Fn. 1
Teacher Assistant, PE (PE Tech)			0.0	
* Computer Lab Manager - thru attrition			1.0	
will be repl. with School Support Tech.		**SubTotal:**	**4.0**	
Clerical				
Guidance Clerk			1.0	
Registrar I			1.0	
Sr. School Secretary			1.0	
Clerk (Asst, School Clerical - 10 mo.)			1.0	
School Support Technician (11 mo.)			0.0	
Remove 1 position (Principal's choice)			0.0	Fn. 1 & 2
		SubTotal:	**4.0**	
Paraprofessionals (Grant-funded, Categorical)				
Academy Inst Aide			0.0	
ESE 1:1 Aide	IDEA-B		0.0	
VPK Aide			1.0	
VPK Integrated Aide			1.0	
		SubTotal:	**2.0**	
Non-Instructional (Grant-funded)				
School Health Services				
Nurse (s/w AME & Palma Sola)		0.3	0.0	
LPN			1.0	
Health Aide			0.0	
		SubTotal:	**1.0**	
School Safety (Dept. 9531 - Security)				
Resource officer		0.0		
Guardian		1.0		
Custodial Services				
Head Custodian			1.0	
Custodian			2.0	
		SubTotal:	**3.0**	
TOTAL NON-INSTRUCTIONAL			**14.0**	

Footnotes:

1) 3/1/24 - Remove 2 Basic Teachers. Remove 1 Classroom Sub. Remove 1 Clerical position (Principal's choice).
2) 3/12/24 - EPK student counts added, bringing total enrollment to 400+. School will not lose a clerical position.

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

3/1/2024 - DRAFT

ELEMENTARY SCHOOL: Tara 0681

INSTRUCTIONAL/ADMIN. STAFFING:

K-3	1:19	19.0
4-5	1:23	8.0

Basic Instructional				
Kindergarten	4.53		5.0	
1st Grade	4.84		5.0	Fn. 1
2nd Grade	4.21		4.0	Fn. 1
3rd Grade	4.95		5.0	
4th Grade	4.26		4.0	
5th Grade	3.65		4.0	
		SubTotal:	**27.0**	
Student Services				
ESOL Resource			0.0	
ASD			1.0	
EBD/SC		move to Bashaw	0.0	Fn. 1
Gifted (BRE)		0.6	1.0	
InD/SC			0.0	
PI/VE			0.0	
PreK		1 EPK, 1 EPK INT	2.0	
Speech (share with Kinnan)		0.6	0.0	
Speech (contracted)		1.0	0.0	
VE			2.0	
VE/SC			1.0	
		SubTotal:	**7.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM		Tax Referendum	1.0	
Physical Education			1.0	Fn. 1
		SubTotal:	**4.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor			1.0	
Student Support Specialist		Ed. Enrich.	1.0	
Program Support			0.0	
		SubTotal:	**3.0**	
Administration				
Principal			1.0	
Asst. Principal			1.0	
Coordinator		Ed. Enrich.	0.0	
		SubTotal:	**2.0**	
Grant-funded, Categorical				
VPK/CDA			1.0	
VPK Integrated Teacher			2.0	
		SubTotal:	**3.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**46.0**	

ENROLLMENT	**Projected**	**10 Day**
EPK	25	0
K	86	0
1	92	0
2	80	0
3	94	0
Total K-3	**352**	**0**
4	98	0
5	84	0
Total 4-5	**182**	**0**
TOTAL K-5	**559**	**0**

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		3.0	
ESE Para		4.0	Fn. 1
ESOL Para		1.0	
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	
	SubTotal:	**8.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		1.0	
		0.0	
	SubTotal:	**5.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
VPK Aide		1.0	
VPK Integrated Aide		2.0	
	SubTotal:	**3.0**	
Non-Instructional (Grant-funded)			
School Health Services			
Nurse (s/w Prine)	0.5	0.0	
LPN		1.0	
Health Aide		0.0	
	SubTotal:	**1.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Custodian		3.0	
	SubTotal:	**4.0**	
TOTAL NON-INSTRUCTIONAL		**21.0**	

Footnotes:

1) 3/1/24 - Total number of Basic Teachers remains the same as 2023-24: +1 (1st), -1 (2nd). Remove EBD unit (Teacher and ESE Para) - unit moving to Bashaw Elementary. Remove 1 PE Teacher. Remove 1 Classroom Sub. Remove 1 ESE 1:1 Aide.

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/12/2024 - DRAFT

ELEMENTARY SCHOOL: Tillman 0521

ENROLLMENT	Projected	10 Day
EPK	0	0
K	83	0
1	80	0
2	85	0
3	86	0
Total K-3	**334**	**0**
4	99	0
5	91	0
Total 4-5	**190**	**0**
TOTAL K-5	**524**	**0**

INSTRUCTIONAL/ADMIN. STAFFING:

K-3	1:19	17.0	
4-5	1:23	8.0	

Basic Instructional				
Kindergarten	4.34		4.0	
1st Grade	4.21		4.0	
2nd Grade	4.47		4.0	Fn. 1
3rd Grade	4.53		5.0	
4th Grade	4.30		4.0	
5th Grade	3.96		4.0	
		SubTotal:	**25.0**	
Student Services				
ESOL Resource			1.0	
ASD			3.0	
EBD/SC			0.0	
Gifted (Mills)		0.2	0.0	
InD/SC			0.0	
PI/VE			0.0	
PreK		1 EPK	1.0	
Speech (s/w Palmetto ES)		0.4	0.0	
Speech (contracted)		2.2	0.0	
VE			2.0	
VE/SC			2.0	
		SubTotal:	**9.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM	Tax Referendum		1.0	
Physical Education			1.0	Fn. 1
		SubTotal:	**4.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor			1.0	
Student Support Specialist	Ed. Enrich.		1.0	
Program Support			0.0	
		SubTotal:	**3.0**	
Administration				
Principal			1.0	
Asst. Principal			1.0	
Coordinator	Title I		1.0	
		SubTotal:	**3.0**	
Grant-funded, Categorical				
VPK Teacher	Title I (63%)		0.0	
VPK Integr. Teacher	Title I (53%)		1.0	
Resource Teacher			0.0	
ESOL Res. Teacher			0.0	
Reading Coach	Title I		1.0	Fn. 2 & 3
		SubTotal:	**2.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**46.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		3.0	Fn. 1
ESE Para		6.0	
ESOL Para		2.0	
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	
	SubTotal:	**11.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		1.0	
		0.0	
	SubTotal:	**5.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	Fn. 1
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
VPK Aide	Title I (63%)	0.0	
VPK Integr. Aide	Title I (53%)	1.0	
Teacher Aide	Title I	1.0	Fn. 1 & 3
ESOL Teacher Aide		0.0	
Home/School Liaison		0.0	
Teacher Assistant		0.0	
	SubTotal:	**2.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)	Title I	0.0	
School Health Services			
Nurse	1 - Health Dept.	0.0	
LPN		0.0	
Health Aide		1.0	
	SubTotal:	**1.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Custodian		3.0	
	SubTotal:	**4.0**	
TOTAL NON-INSTRUCTIONAL		**23.0**	

Footnotes:

1) 3/1/24 - Remove 1 Basic Teacher (2nd Grade). Remove 1 PE Teacher. Remove 1 Basic Para. Remove 1 Classroom Sub. Remove grant-funded positions.
2) 3/13/24 - Remove Title I Reading Coach.
3) 4/12/24 - Add Title I positions (1 Reading Coach and 1 Teacher Aide).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/23/2024 - DRAFT

ELEMENTARY SCHOOL: Williams 0811

ENROLLMENT	Projected	10 Day
EPK	16	0
K	127	0
1	137	0
2	117	0
3	123	0
Total K-3	**504**	**0**
4	140	0
5	140	0
Total 4-5	**280**	**0**
TOTAL K-5	**800**	**0**

INSTRUCTIONAL/ADMIN. STAFFING:

K-3	1:19	26.0	
4-5	1:23	12.0	

Basic Instructional				
Kindergarten	6.68		7.0	
1st Grade	7.21		7.0	Fn. 1
2nd Grade	6.16		6.0	
3rd Grade	6.47		6.0	Fn. 1
4th Grade	6.09		6.0	
5th Grade	6.09		6.0	
		SubTotal:	**38.0**	
Student Services				
ESOL Resource			0.0	
ASD			1.0	
EBD/SC		move to Mills	0.0	Fn. 1
Gifted (Freedom)		0.6	0.0	
InD/SC			0.0	
PI/VE			0.0	
PreK		2 EPK	2.0	
Speech			1.0	
Speech (contracted)		1.0	0.0	
VE			2.0	
VE/SC			1.0	
		SubTotal:	**7.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM			1.0	
Physical Education			2.0	
		SubTotal:	**5.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor		-1	1.0	Fn. 2
Student Support Specialist		Ed. Enrich.	2.0	
Program Support (Instructional Coach)		+1	1.0	Fn. 2
		SubTotal:	**5.0**	
Administration				
Principal			1.0	
Asst. Principal			1.0	
Coordinator		Ed. Enrich.	0.0	
		SubTotal:	**2.0**	
Grant-funded, Categorical				
VPK/CDA			2.0	
VPK Integrated Teacher			1.0	
		SubTotal:	**3.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**60.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		5.0	Fn. 1
ESE Para		4.0	Fn. 1
ESOL Para		1.0	
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		1.0	Fn. 1
	SubTotal:	**11.0**	
Clerical			
Guidance Clerk		2.0	Fn. 1
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		2.0	Fn. 1
School Support Technician (11 mo.)		1.0	
		0.0	
	SubTotal:	**7.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
VPK Aide		2.0	
VPK Integrated Aide		1.0	
Teacher Assistant		0.0	
	SubTotal:	**3.0**	
Non-Instructional (Grant-funded)			
School Health Services			
Nurse (s/w Willis)	0.5	1.0	
LPN		1.0	
Health Aide		0.0	
	SubTotal:	**2.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Custodian		3.0	
	SubTotal:	**4.0**	
TOTAL NON-INSTRUCTIONAL		**27.0**	

Footnotes:

1) 3/1/24 - Total number of Basic Teachers remains the same as 2023-24: +1 (1st), -1 (3rd). Remove EBD unit (Teacher and ESE Para) - unit moving to Mills Elementary. Add 1 Basic Para. Remove 1 Classroom Sub. Add 1 PE Tech. Add 1 Guidance Clerk. Add 1 Clerk. Remove grant-funded positions.
2) 4/23/24 - Exchange 1 Certified School Counselor for 1 Program Support position (BAS088 Coordinator - Instructional Coach). Principal's request.

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

3/21/2024 - DRAFT

ELEMENTARY SCHOOL: Willis 0801

ENROLLMENT	Projected	10 Day
EPK	0	0
K	117	0
1	119	0
2	115	0
3	130	0
Total K-3	**481**	**0**
4	138	0
5	124	0
Total 4-5	**262**	**0**
TOTAL K-5	**743**	**0**

INSTRUCTIONAL/ADMIN. STAFFING:

K-3	1:19	25.0	
4-5	1:23	11.0	

Basic Instructional				
Kindergarten	6.16		6.0	
1st Grade	6.26		6.0	
2nd Grade	6.05		6.0	Fn. 1
3rd Grade	6.84		7.0	
4th Grade	6.00		6.0	
5th Grade	5.39		5.0	
		SubTotal:	**36.0**	
Student Services				
ESOL Resource			0.0	
ASD			2.0	
EBD/SC			0.0	
Gifted (Witt)		0.2	1.0	
InD/SC			0.0	
PI/VE			0.0	
PreK			0.0	
Speech			0.0	
Speech (contracted)		1.6	0.0	
VE			1.0	
VE/SC			1.0	
		SubTotal:	**5.0**	
Enrichment				
Art			1.0	
Music			1.0	
STEM			1.0	
Physical Education			2.0	
		SubTotal:	**5.0**	
Student Support				
Media Specialist			1.0	
Certified School Counselor		+1	2.0	Fn. 1 & 2
Student Support Specialist		Ed. Enrich.	1.0	Fn. 1
Program Support			0.0	
		SubTotal:	**4.0**	
Administration				
Principal			1.0	
Asst. Principal			1.0	
Coordinator		Ed. Enrich.	0.0	
		SubTotal:	**2.0**	
Grant-funded, Categorical				
VPK/CDA			2.0	
VPK Integrated Teacher			0.0	
		SubTotal:	**2.0**	
TOTAL INSTRUCTIONAL/ADMIN.			**54.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		4.0	
ESE Para		4.0	
ESOL Para		1.0	
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	Fn. 1
* Computer Lab Manager - thru attrition		1.0	
will be repl. with School Support Tech.	**SubTotal:**	**10.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical - 10 mo.)		1.0	
School Support Technician (11 mo.)		0.0	
		0.0	
	SubTotal:	**4.0**	
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
VPK Aide		2.0	
VPK Integrated Aide		0.0	
	SubTotal:	**2.0**	
Non-Instructional (Grant-funded)			
School Health Services			
Nurse (s/w Williams)	0.5	0.0	
LPN		1.0	
Health Aide		0.0	
	SubTotal:	**1.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Custodian		4.0	
	SubTotal:	**5.0**	
TOTAL NON-INSTRUCTIONAL		**22.0**	

Footnotes:

1) 3/1/24 - Remove 1 Basic Teacher (2nd Grade). Remove 1 Counselor. Remove 1 Student Support Specialist. Remove 1 Classroom Sub. Remove 1 PE Tech. Remove 3 ESE 1:1 Aides.

2) 3/21/24 - Restore 1 Certified School Counselor.

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

3/1/2024 - DRAFT

ELEMENTARY SCHOOL: Witt 0701

INSTRUCTIONAL/ADMIN. STAFFING:

	K-3	1:19	24.0
	4-5	1:23	10.0

Basic Instructional			
Kindergarten	5.82		6.0
1st Grade	5.68		6.0
2nd Grade	5.95		6.0
3rd Grade	6.16		6.0
4th Grade	5.39		5.0
5th Grade	5.04		5.0
		SubTotal:	**34.0**
Student Services			
ESOL Resource			0.0
ASD			0.0
EBD/SC			1.0
Gifted (Bashaw & Willis)		0.6	1.0
InD/SC			0.0
PI/VE			0.0
PreK		1 EPK INT	1.0
Speech			1.0
Speech (contracted)		1.0	0.0
VE			2.0
VE/SC			1.0
		SubTotal:	**7.0**
Enrichment			
Art			1.0
Music			1.0
STEM			1.0
Physical Education			2.0
		SubTotal:	**5.0**
Student Support			
Media Specialist			1.0
Certified School Counselor			1.0
Student Support Specialist		Ed. Enrich.	1.0
Program Support			0.0
		SubTotal:	**3.0**
Administration			
Principal			1.0
Asst. Principal			1.0
Coordinator		Ed. Enrich.	0.0
		SubTotal:	**2.0**
Grant-funded, Categorical			
VPK/CDA			2.0
VPK Integrated Teacher			1.0
		SubTotal:	**3.0**
TOTAL INSTRUCTIONAL/ADMIN.			**54.0**

ENROLLMENT	Projected	10 Day
EPK	9	0
K	111	0
1	108	0
2	113	0
3	117	0
Total K-3	**449**	**0**
4	124	0
5	116	0
Total 4-5	**240**	**0**
TOTAL K-5	**698**	**0**

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para			4.0
ESE Para			3.0
ESOL Para			1.0
Classroom Sub			0.0 Fn. 1
Teacher Assistant, PE (PE Tech)			0.0
* Computer Lab Manager - thru attrition			1.0
will be repl. with School Support Tech.		**SubTotal:**	**9.0**
Clerical			
Guidance Clerk			1.0
Registrar I			1.0
Sr. School Secretary			1.0
Clerk (Asst, School Clerical - 10 mo.)			1.0
School Support Technician (11 mo.)			0.0
			0.0
		SubTotal:	**4.0**
Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide			0.0
ESE 1:1 Aide		IDEA-B	0.0 Fn. 1
VPK Aide			2.0
VPK Integrated Aide			1.0
		SubTotal:	**3.0**
Non-Instructional (Grant-funded)			
School Health Services			
Nurse (s/w Myakka)		0.5	1.0
LPN			1.0
Health Aide			0.0
		SubTotal:	**2.0**
School Safety (Dept. 9531 - Security)			
Resource officer		0.0	
Guardian		1.0	
Custodial Services			
Head Custodian			1.0
Custodian			4.0
		SubTotal:	**5.0**
TOTAL NON-INSTRUCTIONAL			**23.0**

Footnotes:

1) 3/1/24 - Remove 1 Classroom Sub. Remove 1 ESE 1:1 Aide.

K-8

SCHOOL

ALLOCATIONS

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

3/22/2024 - DRAFT

K-8 SCHOOL: Johnson 0691

ENROLLMENT	Projected	10 Day
EPK	25	0
K-3	290	0
4-5	170	0
6-8	402	0
TOTAL EPK-8:	**887**	**0**

INSTRUCTIONAL/ADMIN. STAFFING:

Basic Instructional			Adj.		
K-3	1:19	15.24		15.0	Fn. 1
4-5	1:23	7.39	+1	8.0	Fn. 1 & 2
6-8	1:23	17.48	+3	20.0	Fn. 1
		SubTotal:		**43.0**	
Student Services					
ESOL Resource				0.0	
ASD				0.0	
EBD/SC				1.0	
Gifted (.4 s/w Abel, Oneco, RGB)				3.0	
InD/SC				0.0	
PreK				0.0	
Speech				1.0	
Speech (contracted)				0.0	
VE				2.0	
VE/SC				0.0	
		SubTotal:		**7.0**	
Enrichment					
Art, ES				1.0	
Music, ES				1.0	
STEM	Tax Referendum			1.0	
Physical Education, ES				1.0	
		SubTotal:		**4.0**	
Student Support					
Media Specialist				1.0	
Certified School Counselor				2.0	
Student Support Specialist	Ed. Enrich.			2.0	
Program Support (2 IB Coor., 3 World Lang.)				5.0	
		SubTotal:		**10.0**	
Administration					
Principal				1.0	
Asst. Principal				2.0	
Coordinator	Ed. Enrich.			0.0	
		SubTotal:		**3.0**	
Grant-funded, Categoricals					
Acad. Coach	(1 Reading-ESSER, 1 Math-Title I)			0.0	Fn. 1
Resource Teacher				0.0	
ESOL Resource Teacher	Title III			0.0	Fn. 1
VPK/CDA				1.0	
VPK Integrated Teacher				1.0	
		SubTotal:		**2.0**	
TOTAL INSTRUCTIONAL/ADMIN.				**69.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		4.0	
ESE Para		1.0	
ESOL Para		2.0	Fn. 1
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		1.0	Fn. 1
Teacher Assistant, ISS		1.0	
SubTotal:		**9.0**	
Clerical			
Guidance Clerk		1.0	Fn. 1
Registrar I		2.0	
Sr. School Secretary		1.0	
Clerk-10 mo (Asst, School Clerical)		2.0	
SubTotal:		**6.0**	
Paraprofessionals (Grant-funded, Categorical)			
ESE 1:1 Aide	IDEA-B	0.0	
VPK Aide		1.0	
VPK Integrated Aide		1.0	
SubTotal:		**2.0**	
Non-Instructional (Grant-funded)			
School Health Services			
Nurse (share w/Horizons)	0.5	1.0	
LPN		1.0	
Health Aide		0.0	
Subtotal:		**2.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	1.0		
Guardian	0.0		
Custodial Services			
Head Custodian		1.0	
Lead Custodian		1.0	
Custodian		5.0	
SubTotal:		**7.0**	
TOTAL NON-INSTRUCTIONAL		**26.0**	

Footnotes:

1) 3/1/24 - Remove 4 Basic Teachers. Add 1 ESOL Para. Remove 2 Classroom Subs. Add 1 PE Tech. Remove 1 Guidance Clerk. Remove grant-funded positions.
2) 3/22/24 - Add 1 Basic ES Teacher.

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/30/2024 - DRAFT

K-8 SCHOOL: Palm View 0281

ENROLLMENT	Projected	10 Day
EPK	25	0
K-3	217	0
4-5	147	0
6-8	202	0
TOTAL K-8:	**591**	**0**

INSTRUCTIONAL/ADMIN. STAFFING:

Basic Instructional			Adj.		
K-3	1:19	11.39	+1	12.0	Fn. 1 & 3
4-5	1:23	6.39		6.0	
6-8	1:23	8.78	+4	13.0	Fn. 1
			SubTotal:	**31.0**	
Student Services					
ESOL Resource				0.0	
ASD				0.0	
EBD/SC				0.0	
Gifted (.2 w/Man, Moo, PSA; .2 w/Lin.)				1.0	
InD/SC				0.0	
PreK		1 EPK, I EPK INT		2.0	Fn. 1
Speech				0.0	
Speech (contracted)		1.0		0.0	
VE				5.0	
VE/SC				1.0	
			SubTotal:	**9.0**	
Enrichment					
Art, ES				1.0	
Music, ES				1.0	
STEM				1.0	
Physical Education, ES				1.0	
			SubTotal:	**4.0**	
Student Support					
Media Specialist				1.0	
Certified School Counselor				2.0	
Student Support Specialist		Ed. Enrich.		2.0	
Program Support		1 Arts Millage, 1 Millage (WOZ Support)		4.0	
			SubTotal:	**9.0**	
Administration					
Principal				1.0	
Asst. Principal				2.0	
Coordinator		Ed. Enrich.		0.0	
			SubTotal:	**3.0**	
Grant-funded, Categoricals					
Academic Coach (Reading)		Title I		1.0	Fn. 2 & 4
Resource Teacher				0.0	
ESOL Resource Teacher		Title III		1.0	Fn. 2 & 5
			SubTotal:	**2.0**	
TOTAL INSTRUCTIONAL/ADMIN.				**58.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		5.0	
ESE Para		5.0	Fn. 1
ESOL Para		2.0	Fn. 1
Classroom Sub		0.0	Fn. 1
Teacher Assistant, PE (PE Tech)		0.0	Fn. 1
Teacher Assistant, ISS		1.0	
	SubTotal:	**13.0**	
Clerical			
Guidance Clerk		1.0	Fn. 1
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk-10 mo (Asst, School Clerical)		2.0	
	SubTotal:	**5.0**	
Paraprofessionals (Grant-funded, Categorical)			
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
Teacher Aide	2 Title I, 1 UWS	3.0	Fn. 1, 4 & 6
Teacher Asst.	Title I	1.0	Fn. 4
	SubTotal:	**4.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)	Title I	1.0	Fn. 1 & 4
School Health Services			
Nurse (share w/Blackburn)	0.5	1.0	
LPN		1.0	
Health Aide		0.0	
	Subtotal:	**2.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	1.0		
Guardian	1.0		
Custodial Services			
Head Custodian		1.0	
Lead Custodian		0.0	
Custodian		4.0	
	SubTotal:	**5.0**	
TOTAL NON-INSTRUCTIONAL		**30.0**	

Footnotes:

1) 3/1/24 - Remove 5 Basic Teachers. Add 2 ESE PreK units (2 Teachers and 2 ESE Paras), 1 EPK unit from Mills and 1 EPK INT unit from Palmetto ES. Remove 1 ESOL Para. Remove 1 Classroom Sub. Remove 1 PE Tech. Remove 1 Guidance Clerk. Remove grant-funded positions.
2) 3/13/24 - Remove remaining grant-funded positions (Title I Reading Coach, Title I Math Coach and Title III Resource Teacher).
3) 3/21/24 - Add 1 K-3 Basic Teacher.
4) 4/12/24 - Add Title I positions (1 Reading Coach, 2 Teacher Aides, 1 Teacher Assistant and 1 GET - Graduation Tech).
5) 4/19/24 - Add 1 ESOL Resource Teacher (Title III).
6) 4/30/24 - Add 1 Teacher Aide (United Way Suncoast).

MIDDLE SCHOOL ALLOCATIONS

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

3/1/2024 - DRAFT

MIDDLE SCHOOL: Braden River 0652

ENROLLMENT	Projected	10 Day
6	243	-
7	288	-
8	268	-
Total:	**799**	**-**
6 PERIOD DAY STAFFING		1:23

INSTRUCTIONAL/ADMIN. STAFFING:

Basic Instructional		35.0	Fn. 1
Student Services			
ESOL Resource		1.0	Fn. 1
ASD		0.0	
EBD/SC		1.0	
Gifted		2.0	
InD/SC		0.0	
Speech	IDEA	0.8	
Speech (contracted)	0.0	0.0	
VE		4.0	
VE/SC		0.0	
	SubTotal:	**8.8**	
Student Support			
Media Specialist		1.0	
Certified School Counselor		2.0	
Student Support Specialist	Ed. Enrich.	2.0	
Program Support		0.0	
	SubTotal:	**5.0**	
Administration			
Principal		1.0	
Assistant Principal		2.0	
Coordinator		0.0	
	SubTotal:	**3.0**	
Grant-funded, Categoricals			
Counselor		0.0	
Resource Teacher		0.0	
Academic Coach		0.0	
	SubTotal:	**0.0**	
TOTAL INSTRUCTIONAL/ADMIN.		**51.8**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		2.0	Fn. 1
ESE Para		1.0	
ESOL Para		1.0	Fn. 1
Classroom Sub		0.0	Fn. 1
Teacher Asst, PE (PE Tech)		0.0	Fn. 1
Teacher Assistant, ISS		1.0	
Computer Lab Manager (thru attrition,		1.0	
Computer Lab Managers will be replaced			
with Field Service Technicians).	**Subtotal:**	**6.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk-10 mo (Asst, School Clerical)		2.0	
	Subtotal:	**5.0**	
Paraprofessionals (Grant-funded, Categorical)			
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
Teacher Aide		0.0	
Teacher Asst.		0.0	Fn. 1
ESOL Teacher Asst.		0.0	
Home School Liaison		0.0	
	Subtotal:	**0.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)		0.0	
School Health Services			
Nurse (s/w Braden River ES)	0.5	1.0	
LPN		1.0	
Health Aide		0.0	
	SubTotal:	**2.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	1.0		
Guardian	0.0		
Custodial Services			
Head Custodian II		1.0	
Lead Custodian I		1.0	
Custodian		5.0	
	SubTotal:	**7.0**	
TOTAL NON-INSTRUCTIONAL		**20.0**	

Footnotes:

1) 3/1/24 - Remove 4 Basic Instructional Teachers. Add 1 ESOL Resource Teacher. Add 1 Basic Para. Remove 1 ESOL Para. Remove 2 Classroom Subs. Remove 1 PE Tech. Remove grant-funded positions.

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

3/1/2024 - DRAFT

MIDDLE SCHOOL: Buffalo Creek 0842

ENROLLMENT	Projected	10 Day
6	379	-
7	376	-
8	349	-
Total:	**1,104**	**-**
6 PERIOD DAY STAFFING		1:23

INSTRUCTIONAL/ADMIN. STAFFING:

Basic Instructional		48.0	Fn. 1
Student Services			
ESOL Resource		0.0	
ASD		0.0	
EBD/SC		1.0	
Gifted		2.0	
InD/SC		2.0	
Speech		1.0	
Speech (contracted)	0.0	0.0	
VE		5.0	
VE/SC		1.0	
	SubTotal:	**12.0**	
Student Support			
Media Specialist		1.0	
Certified School Counselor		3.0	Fn. 1
Student Support Specialist	Ed. Enrich.	3.0	
Program Support		0.0	
	SubTotal:	**7.0**	
Administration			
Principal		1.0	
Assistant Principal		2.0	
Coordinator		0.0	
	SubTotal:	**3.0**	
Grant-funded, Categoricals			
Counselor		0.0	
Resource Teacher		0.0	
Academic Coach		0.0	
	SubTotal:	**0.0**	
TOTAL INSTRUCTIONAL/ADMIN.		**70.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		3.0	Fn. 1
ESE Para		4.0	
ESOL Para		1.0	
Classroom Sub		0.0	Fn. 1
Teacher Asst, PE (PE Tech)		1.0	
Teacher Assistant, ISS		1.0	
	Subtotal:	**10.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk-10 mo (Asst, School Clerical)		2.0	
	Subtotal:	**5.0**	
Paraprofessionals (Grant-funded, Categorical)			
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
Teacher Aide		0.0	
Teacher Assistant		0.0	
ESOL Teacher Asst.		0.0	
Home School Liaison		0.0	
	Subtotal:	**0.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)		0.0	
School Health Services			
Nurse		1.0	
LPN		1.0	
Health Aide		0.0	
	SubTotal:	**2.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	1.0		
Guardian	1.0		
Custodial Services			
Head Custodian II		1.0	
Lead Custodian I		1.0	
Custodian		6.0	
	SubTotal:	8.0	
TOTAL NON-INSTRUCTIONAL		**25.0**	

Footnotes:

1) 3/1/24 - Remove 2 Basic Instructional Teachers. Add 1 Counselor. Add 1 Basic Para. Remove 3 Classroom Subs. Remove 4 ESE 1:1 Aides.

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

3/22/2024 - DRAFT

MIDDLE SCHOOL: Haile 0711

ENROLLMENT	Projected	10 Day
6	231	-
7	203	-
8	229	-
Total:	**663**	**-**
6 PERIOD DAY STAFFING		1:23

INSTRUCTIONAL/ADMIN. STAFFING:

Basic Instructional		29.0	Fn. 1 & 2
Student Services			
ESOL Resource		0.0	
ASD		2.0	
EBD/SC		0.0	
Gifted		2.0	
InD/SC		0.0	
Speech		0.0	
Speech (contracted)	0.4	0.0	
VE		2.0	
VE/SC		0.0	
	SubTotal:	**6.0**	
Student Support			
Media Specialist		1.0	
Certified School Counselor		2.0	
Student Support Specialist	Ed. Enrich.	2.0	
Program Support (Orchestra)	Arts Millage	1.0	
	SubTotal:	**6.0**	
Administration			
Principal		1.0	
Assistant Principal		2.0	
Coordinator		0.0	
	SubTotal:	**3.0**	
Grant-funded, Categoricals			
Counselor		0.0	
Resource Teacher		0.0	
Academic Coach		0.0	
	SubTotal:	**0.0**	
TOTAL INSTRUCTIONAL/ADMIN.		**44.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		2.0	Fn. 1
ESE Para		2.0	
ESOL Para		1.0	
Classroom Sub		0.0	Fn. 1
Teacher Asst, PE (PE Tech)		0.0	
Teacher Assistant, ISS		1.0	
	Subtotal:	**6.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk-10 mo (Asst, School Clerical)		2.0	
	Subtotal:	**5.0**	
Paraprofessionals (Grant-funded, Categorical)			
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
Teacher Aide		0.0	
Teacher Assistant		0.0	
ESOL Teacher Asst.		0.0	
Home School Liaison		0.0	
	Subtotal:	**0.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)		0.0	
School Health Services			
Nurse (s/w Freedom ES)	0.5	1.0	
LPN		1.0	
Health Aide		0.0	
	SubTotal:	**2.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	1.0		
Guardian	0.0		
Custodial Services			
Head Custodian II		1.0	
Lead Custodian I		1.0	
Custodian		5.0	
	SubTotal:	7.0	
TOTAL NON-INSTRUCTIONAL		**20.0**	

Footnotes:

1) 3/1/24 - Remove 3 Basic Instructional Teachers. Add 1 Basic Para. Remove 2 Classroom Subs. Remove 3 ESE 1:1 Aides.

2) 3/22/24 - Exchange 1 CTE (Digital Design) for 1 Basic Teacher (total Basic Instructional allocation remains the same).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

3/1/2024 - DRAFT

MIDDLE SCHOOL: Jain 0853

ENROLLMENT	Projected	10 Day
6	341	-
7	284	-
8	280	-
Total:	**905**	**-**
6 PERIOD DAY STAFFING		1:23

INSTRUCTIONAL/ADMIN. STAFFING:

Basic Instructional		39.0	Fn. 1
Student Services			
ESOL Resource		0.0	
ASD		0.0	
EBD/SC		0.0	
Gifted		2.0	
InD/SC		2.0	
Speech		0.0	
Speech (contracted)	0.6	0.0	
VE		3.0	
VE/SC		0.0	
	SubTotal:	**7.0**	
Student Support			
Media Specialist		1.0	
Certified School Counselor		2.0	
Student Support Specialist	Ed. Enrich.	2.0	
Program Support (Orchestra s/w Nolan)	0.5	0.0	
	SubTotal:	**5.0**	
Administration			
Principal		1.0	
Assistant Principal		2.0	
Coordinator		0.0	
	SubTotal:	**3.0**	
Grant-funded, Categoricals			
Counselor		0.0	
Resource Teacher		0.0	
Academic Coach		0.0	
	SubTotal:	**0.0**	
TOTAL INSTRUCTIONAL/ADMIN.		**54.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		2.0	Fn. 1
ESE Para		2.0	
ESOL Para		1.0	
Classroom Sub		0.0	Fn. 1
Teacher Asst, PE (PE Tech)		0.0	Fn. 1
Teacher Assistant, ISS		1.0	
Computer Lab Manager (thru attrition,		1.0	
Computer Lab Managers will be replaced			
with Field Service Technicians).	**Subtotal:**	**7.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk-10 mo (Asst, School Clerical)		2.0	
	Subtotal:	**5.0**	
Paraprofessionals (Grant-funded, Categorical)			
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
Teacher Aide		0.0	
Teacher Assistant		0.0	
ESOL Teacher Asst.		0.0	
Home School Liaison		0.0	
	Subtotal:	**0.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)		0.0	
School Health Services			
Nurse		1.0	
LPN		0.0	
Health Aide		0.0	
	SubTotal:	**1.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	1.0		
Guardian	0.0		
Custodial Services			
Head Custodian II		1.0	
Lead Custodian I		1.0	
Custodian		4.0	
	SubTotal:	6.0	
TOTAL NON-INSTRUCTIONAL		**19.0**	

Footnotes:

1) 3/1/24 - Remove 2 Basic Teachers. Add 1 Basic Para. Remove 2 Classroom Subs. Remove 1 PE Tech. Remove 4 ESE 1:1 Aides.

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

3/22/2024 - DRAFT

MIDDLE SCHOOL: King 0611

ENROLLMENT	Projected	10 Day
6	290	-
7	314	-
8	271	-
Total:	**875**	**-**
6 PERIOD DAY STAFFING		1:23

INSTRUCTIONAL/ADMIN. STAFFING:

Basic Instructional		38.0	Fn. 1
Student Services			
ESOL Resource		1.0	Fn. 1 & 2
ASD		2.0	
EBD/SC		1.0	
Gifted		1.0	
InD/SC		2.0	
Speech		0.0	
Speech (contracted)	1.0	0.0	
VE		3.0	
VE/SC		1.0	
	SubTotal:	**11.0**	
Student Support			
Media Specialist		1.0	
Certified School Counselor		2.0	
Student Support Specialist	Ed. Enrich.	2.0	
Program Support (Chorus s/w PHS)	Arts millage	2.0	
	SubTotal:	**7.0**	
Administration			
Principal		1.0	
Assistant Principal		2.0	
Coordinator		0.0	
	SubTotal:	**3.0**	
Grant-funded, Categoricals			
Counselor		0.0	
Resource Teacher		0.0	
Academic Coach		0.0	
	SubTotal:	**0.0**	
TOTAL INSTRUCTIONAL/ADMIN.		**59.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		2.0	Fn. 1
ESE Para		6.0	
ESOL Para		2.0	
Classroom Sub		0.0	Fn. 1
Teacher Asst, PE (PE Tech)		0.0	Fn. 1
Teacher Assistant, ISS		1.0	
	Subtotal:	**11.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk-10 mo (Asst, School Clerical)		2.0	
	Subtotal:	**5.0**	
Paraprofessionals (Grant-funded, Categorical)			
ESE 1:1 Aide	IDEA-B	0.0	
Teacher Aide		0.0	
Teacher Assistant		0.0	
ESOL Teacher Asst.		0.0	
Home School Liaison		0.0	
	Subtotal:	**0.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)		0.0	
School Health Services			
Nurse		1.0	
LPN		0.0	
Health Aide		0.0	
	SubTotal:	**1.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	1.0		
Guardian	0.0		
Custodial Services			
Head Custodian II		1.0	
Lead Custodian I		1.0	
Custodian		5.0	
	SubTotal:	7.0	
TOTAL NON-INSTRUCTIONAL		**24.0**	

Footnotes:

1) 3/1/24 - Remove 1 Basic Instructional Teacher. Remove 1 ESOL Resource Teacher. Add 1 Basic Para. Remove 1 Classroom Sub. Remove 1 PE Tech.
2) 3/22/24 - Restore 1 ESOL Resource Teacher.

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/12/2024 - DRAFT

MIDDLE SCHOOL: Lee 0761

ENROLLMENT	Projected	10 Day
6	243	-
7	231	-
8	232	-
Total:	**706**	**-**
6 PERIOD DAY STAFFING		1:23

INSTRUCTIONAL/ADMIN. STAFFING:

Basic Instructional		31.0	
Student Services			
ESOL Resource		1.0	
ASD		1.0	
EBD/SC		1.0	
Gifted		1.0	
InD/SC		2.0	
Speech		1.0	
Speech (contracted)	0.0	0.0	
VE		3.0	
VE/SC		0.0	
	SubTotal:	**10.0**	
Student Support			
Media Specialist		1.0	
Certified School Counselor		2.0	
Student Support Specialist	Ed. Enrich.	2.0	
Program Support		1.0	
	SubTotal:	**6.0**	
Administration			
Principal		1.0	
Assistant Principal		2.0	
Coordinator		0.0	
	SubTotal:	**3.0**	
Grant-funded, Categoricals			
Counselor		0.0	
Resource Teacher	Title I	3.0	Fn. 1 & 3
Academic Coach (Math)	Title I	1.0	Fn. 2 & 3
	SubTotal:	**4.0**	
TOTAL INSTRUCTIONAL/ADMIN.		**54.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		2.0	
ESE Para		4.0	
ESOL Para		4.0	
Classroom Sub		0.0	Fn. 1
Teacher Asst, PE (PE Tech)		0.0	
Teacher Assistant, ISS		1.0	
	Subtotal:	**11.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk-10 mo (Asst, School Clerical)		2.0	
	Subtotal:	**5.0**	
Paraprofessionals (Grant-funded, Categorical)			
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
Teacher Aide	Title I	0.0	
Teacher Assistant	Title I	1.0	Fn. 1 & 3
ESOL Teacher Asst.	Title I	0.0	
Home School Liaison	Title I	0.0	
	Subtotal:	**1.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)	Title I	0.0	Fn. 1
School Health Services			
Nurse (s/w/ Bayshore ES)	0.5	1.0	
LPN		1.0	
Health Aide		0.0	
	SubTotal:	**2.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	1.0		
Guardian	0.0		
Custodial Services			
Head Custodian II		1.0	
Lead Custodian I		1.0	
Custodian		4.0	
	SubTotal:	6.0	
TOTAL NON-INSTRUCTIONAL		**25.0**	

Footnotes:

1) 3/1/24 - Remove 2 Classroom Subs. Remove grant-funded positions.
2) 3/13/24 - Remove Title I Reading Coach.
3) 4/12/24 - Add Title I positions (3 Resource Teachers, 1 Math Coach and 1 Teacher Assistant).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/12/2024 - DRAFT

MIDDLE SCHOOL: Lincoln 0861

ENROLLMENT	Projected	10 Day
6	145	-
7	160	-
8	153	-
Total:	**458**	**-**
6 PERIOD DAY STAFFING		1:23

INSTRUCTIONAL/ADMIN. STAFFING:

Basic Instructional		20.0	Fn. 1
Student Services			
ESOL Resource		0.0	Fn. 1
ASD		0.0	
EBD/SC		1.0	
Gifted (s/w Horizons, Palm View, Virtua	0.2	0.0	
InD/SC		2.0	
Speech		0.0	
Speech (contracted)	1.4	0.0	
VE		2.0	
VE/SC		1.0	
	SubTotal:	**6.0**	
Student Support			
Media Specialist		1.0	
Certified School Counselor		2.0	Fn. 1
Student Support Specialist	Ed. Enrich.	2.0	Fn. 1
Program Support		2.0	
	SubTotal:	**7.0**	
Administration			
Principal		1.0	
Assistant Principal		2.0	Fn. 1
Coordinator		0.0	
	SubTotal:	**3.0**	
Grant-funded, Categoricals			
Counselor		0.0	
Resource Teacher	2 Millage*, 1 Title I	3.0	Fn. 1 & 3
Academic Coach (Reading)	Title I	0.0	Fn. 2
ESOL Resource Teacher	Title I	1.0	Fn. 3
* Medical Magnet	**SubTotal:**	**4.0**	
TOTAL INSTRUCTIONAL/ADMIN.		**40.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		2.0	Fn. 1
ESE Para		5.0	
ESOL Para		1.0	Fn. 1
Classroom Sub		0.0	Fn. 1
Teacher Asst, PE (PE Tech)		0.0	
Teacher Assistant, ISS		1.0	
	Subtotal:	**9.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk-10 mo (Asst, School Clerical)		1.0	
	Subtotal:	**4.0**	
Paraprofessionals (Grant-funded, Categorical)			
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
Teacher Aide	Title I	0.0	
Teacher Asst.	(USF paid intern)	0.0	
ESOL Teacher Asst.	Title I	0.0	
Home School Liaison	Title I	0.0	
	Subtotal:	**0.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)	Title I	1.0	Fn. 3
School Health Services			
Nurse (s/w Mills & PES)	0.33	0.0	
LPN		1.0	
Health Aide		0.0	
	SubTotal:	**2.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	0.0		
Guardian	1.0		
Custodial Services			
Head Custodian II		1.0	
Lead Custodian I		1.0	
Custodian		4.0	
	SubTotal:	6.0	
TOTAL NON-INSTRUCTIONAL		**21.0**	

Footnotes:

1) 3/1/24 - Add 1 Basic Instructional Teacher. Remove 1 ESOL Resource Teacher. Add 1 Counselor. Add 1 Student Support Specialist. Add 1 Assistant Principal. Add 1 Basic Para. Add 1 ESOL Para. Remove 1 Classroom Sub. Remove grant-funded positions.
2) 3/13/24 - Remove Title I Reading Coach.
3) 4/12/24 - Add Title I positions (1 Resource Teacher, 1 ESOL Resource Teacher and 1 GET - Graduation Tech).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

3/1/2024 - DRAFT

MIDDLE SCHOOL: Nolan 0752

ENROLLMENT	Projected	10 Day
6	267	-
7	240	-
8	236	-
Total:	**743**	**-**
6 PERIOD DAY STAFFING		1:23

INSTRUCTIONAL/ADMIN. STAFFING:

Basic Instructional		32.0	Fn. 1
Student Services			
ESOL Resource		0.0	
ASD		1.0	
EBD/SC		0.0	
Gifted		2.0	
InD/SC		2.0	
Speech		0.0	
Speech (contracted)	0.8	0.0	
VE		3.0	
VE/SC		0.0	
	SubTotal:	**8.0**	
Student Support			
Media Specialist		1.0	
Certified School Counselor		2.0	
Student Support Specialist	Ed. Enrich.	2.0	
Program Support (Orchestra s/w Jain MS	Arts Millage	1.0	
	SubTotal:	**6.0**	
Administration			
Principal		1.0	
Assistant Principal		2.0	
Coordinator		0.0	
	SubTotal:	**3.0**	
Grant-funded, Categoricals			
Counselor		0.0	
Resource Teacher		0.0	
Academic Coach		0.0	
	SubTotal:	**0.0**	
TOTAL INSTRUCTIONAL/ADMIN.		**49.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		2.0	Fn. 1
ESE Para		3.0	
ESOL Para		1.0	
Classroom Sub		0.0	Fn. 1
Teacher Asst, PE (PE Tech)		0.0	
Teacher Assistant, ISS		1.0	
Computer Lab Manager (thru attrition,		1.0	
Computer Lab Managers will be replaced			
with Field Service Technicians).	**Subtotal:**	**8.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk-10 mo (Asst, School Clerical)		2.0	
	Subtotal:	**5.0**	
Paraprofessionals (Grant-funded, Categorical)			
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
Teacher Aide		0.0	
Teacher Assistant		0.0	
ESOL Teacher Asst.		0.0	
Home School Liaison		0.0	
	Subtotal:	**0.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)		0.0	
School Health Services			
Nurse		1.0	
LPN		0.0	
Health Aide		0.0	
	SubTotal:	**1.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	1.0		
Guardian	0.0		
Custodial Services			
Head Custodian II		1.0	
Lead Custodian I		1.0	
Custodian		4.0	
	SubTotal:	6.0	
TOTAL NON-INSTRUCTIONAL		**20.0**	

Footnotes:

1) 3/1/24 - Add 2 Basic Instructional Teachers. Add 1 Basic Para. Remove 2 Classroom Subs. Remove 6 ESE 1:1 Aides.

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/12/2024 - DRAFT

MIDDLE SCHOOL: Sugg 0581

ENROLLMENT	Projected	10 Day
6	306	-
7	310	-
8	354	-
Total:	**970**	**-**
6 PERIOD DAY STAFFING		1:23

INSTRUCTIONAL/ADMIN. STAFFING:

Basic Instructional		42.0	Fn. 1
Student Services			
ESOL Resource		3.0	Fn. 3
ASD		1.0	
EBD/SC		1.0	
Gifted		1.0	
InD/SC		0.0	
Speech		1.0	
Speech (contracted)	0.4	0.0	
VE		3.0	
VE/SC		1.0	
	SubTotal:	**11.0**	
Student Support			
Media Specialist		1.0	
Certified School Counselor		2.0	
Student Support Specialist	Ed. Enrich.	2.0	Fn. 1
Program Support		1.0	
	SubTotal:	**6.0**	
Administration			
Principal		1.0	
Assistant Principal		2.0	
Coordinator	Title I	1.0	Fn. 1 & 2
	SubTotal:	**4.0**	
Grant-funded, Categoricals			
Guidance Counselor	Title I	0.0	Fn. 1
Resource Teacher	Title I	2.0	Fn. 1 & 4
Academic Coach (Math)	Title I	1.0	Fn. 2 & 4
ESOL Resource Teacher	Title I	1.0	Fn. 4
	SubTotal:	**4.0**	
TOTAL INSTRUCTIONAL/ADMIN.		**67.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para		2.0	Fn. 1
ESE Para		3.0	
ESOL Para		5.0	Fn. 1
Classroom Sub		0.0	Fn. 1
Teacher Asst, PE (PE Tech)		1.0	
Teacher Assistant, ISS		1.0	
	Subtotal:	**12.0**	
Clerical			
Guidance Clerk		1.0	
Registrar I		1.0	
Sr. School Secretary		1.0	
Clerk-10 mo (Asst, School Clerical)		2.0	
	Subtotal:	**5.0**	
Paraprofessionals (Grant-funded, Categorical)			
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
Teacher Aide	Title I	0.0	
Teacher Assistant	Title I	1.0	Fn. 1 & 4
ESOL Teacher Asst.	Title I	0.0	
Home School Liaison	Title I	0.0	
	Subtotal:	**1.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)	Title I	1.0	Fn. 1 & 4
School Health Services			
Nurse	1 Health Dept	0.0	
LPN		0.0	
Health Aide		1.0	
	SubTotal:	**2.0**	
School Safety (Dept. 9531 - Security)			
Resource officer	1.0		
Guardian	1.0		
Custodial Services			
Head Custodian II		1.0	
Lead Custodian I		1.0	
Custodian		4.0	
	SubTotal:	6.0	
TOTAL NON-INSTRUCTIONAL		**26.0**	

Footnotes:

1) 3/1/24 - Remove 7 Basic Teachers. Remove 1 Student Support Specialist. Remove 4 Basic Paras. Add 2 ESOL Paras. Remove 2 Classroom Subs. Remove grant-funded positions.
2) 3/13/24 - Add back Coordinator (Title I). Remove Title I Reading Coach.
3) 3/22/24 - Add 1 ESOL Resource Teacher.
4) 4/12/24 - Add Title I positions (2 Resource Teachers, 1 Math Coach, 1 ESOL Resource Teacher, 1 Teacher Assistant and 1 GET - Graduation Tech).



HIGH SCHOOL ALLOCATIONS

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/12/24 - DRAFT

HIGH SCHOOL: Bayshore 0072

ENROLLMENT	Projected	10 Day
9	421	-
10	385	-
11	380	-
12	381	-
TOTAL	**1,567**	**-**
6 PERIOD DAY STAFFING		1:26

INSTRUCTIONAL/ADMIN. STAFFING:

Basic Instructional		60.0	
Student Services			
ESOL Resource	+1	3.0	Fn. 2
ASD		0.0	
EBD/SC		1.0	
ESE/OJT		1.0	
Gifted (s/w MHS)	0.5	0.0	
InD/SC		1.0	
Speech		0.0	
VE Resource		6.0	
	Subtotal:	**12.0**	
Student Support (Instructional):			
Media Specialist		1.0	
Certified School Counselor		4.0	
Student Support Specialist	Ed. Enrich.	2.0	
Testing Administrator		1.0	
Program Support		4.0	
Student Support (SAMP):			
Athletic Trainer		1.0	
College & Career Advisor		1.0	
Dean (thru attrition, will be replaced	Ed. Enrich.	1.0	
with Student Support Specialist)	**Subtotal:**	**15.0**	
Administration			
Principal		1.0	
Assistant Principal		3.0	
Athletic Director		1.0	
	Subtotal:	**5.0**	
Grant-funded, Categoricals			
ROTC		2.0	
Resource Teacher	Title I	0.0	Fn. 1
Academic Coach (Graduation)	Title I	1.0	Fn. 1 & 3
	Subtotal:	**3.0**	
TOTAL INSTRUCTIONAL/ADMIN.		**95.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para (Reading)		0.0	
ESE Para		3.0	
ESOL Para	-2	3.0	Fn. 2
Classroom Sub		0.0	Fn. 1
Teacher Assistant, ISS		1.0	
Driver's Ed Assistant		1.0	
	Subtotal:	**8.0**	
Clerical			
Guidance Clerk		2.0	
Registrar II		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical)		3.0	
Bookkeeper		1.0	
Attendance Clerk		1.0	
	Subtotal:	**9.0**	
Paraprofessionals (Grant-funded, Categorical)			
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
Teacher Aide	Title I	1.0	Fn. 1 & 3
Teacher Assistant		0.0	
	Subtotal:	**1.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)	Title I	2.0	Fn. 1 & 3
	Subtotal:	**2.0**	
School Health Services			
Nurse		1.0	
LPN		1.0	
Health Aide		0.0	
	Subtotal:	**2.0**	
School Safety (Dept. 9531 - Security)			
Resource Officer	1.0		
Guardian	1.0		
Custodial Services			
Plant Manager		1.0	
Head Custodian II		0.0	
Lead Custodian		1.0	
Custodian		10.0	
	Subtotal:	**12.0**	
TOTAL NON-INSTRUCTIONAL		**34.0**	

Footnotes:

1) 3/1/24 - Add 2 ESOL Paras. Remove 2 Classroom Subs. Remove grant-funded positions.
2) 3/22/24 - Exchange 2 ESOL Paras for 1 ESOL Teacher (Principal's request).
3) 4/12/24 - Add Title I positions (1 Graduation Coach, 1 Teacher Aide and 2 GETs - Graduation Techs).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/5/24 - DRAFT

HIGH SCHOOL: Braden River 0762

ENROLLMENT	Projected	10 Day
9	401	-
10	457	-
11	466	-
12	436	-
TOTAL	**1,760**	**-**
6 PERIOD DAY STAFFING		1:26

INSTRUCTIONAL/ADMIN. STAFFING:

Basic Instructional		68.0	Fn. 1
Student Services			
ESOL Resource		2.0	Fn. 2
ASD		0.0	
EBD/SC		1.0	
ESE/OJT		1.0	
Gifted (s/w Parrish)	0.5	1.0	
InD/SC		2.0	
Speech (contracted - 4 days/wk)	0.8	0.0	
VE Resource		3.0	
	Subtotal:	**10.0**	
Student Support (Instructional):			
Media Specialist		1.0	
Certified School Counselor		4.0	
Student Support Specialist	Ed. Enrich.	3.0	
Testing Administrator		1.0	
Program Support		1.0	
Student Support (SAMP):			
Athletic Trainer		1.0	
College & Career Advisor		1.0	
	Subtotal:	**12.0**	
Administration			
Principal		1.0	
Assistant Principal		3.0	
Athletic Director		1.0	
	Subtotal:	**5.0**	
Grant-funded, Categoricals			
ROTC		3.0	
Resource Teacher (Grant-funded)		0.0	
Academic Coach		0.0	
	Subtotal:	**3.0**	
TOTAL INSTRUCTIONAL/ADMIN.		**98.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para (Reading)		1.0	
ESE Para		4.0	
ESOL Para		1.0	Fn. 1 & 2
Classroom Sub		0.0	Fn. 1
Teacher Assistant, ISS		1.0	
Driver's Ed Assistant		1.0	
	Subtotal:	**8.0**	
Clerical			
Guidance Clerk		2.0	
Registrar II		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical)		3.0	
Bookkeeper		1.0	
Attendance Clerk		1.0	
	Subtotal:	**9.0**	
Paraprofessionals (Grant-funded, Categorical)			
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
	Subtotal:	**0.0**	
Non-Instructional (Grant-funded)			
	Subtotal:	**0.0**	
School Health Services			
Nurse		1.0	
LPN		1.0	
Health Aide		0.0	
	Subtotal:	**2.0**	
School Safety (Dept. 9531 - Security)			
Resource Officer	1.0		
Guardian	1.0		
Custodial Services			
Plant Manager		1.0	
Head Custodian II		0.0	
Lead Custodian		1.0	
Custodian		9.0	
	Subtotal:	**11.0**	
TOTAL NON-INSTRUCTIONAL		**30.0**	

Footnotes:

1) 3/1/24 - Remove 1 Basic Instructional Teacher. Add 2 ESOL Paras. Remove 3 Classroom Subs. Remove 3 ESE 1:1 Aides.

2) 4/5/24 - Trade 2 ESOL Paras for 1 ESOL Teacher (Principal's request).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/29/24 - DRAFT

HIGH SCHOOL: Horizons Academy 0731

ENROLLMENT	Projected	10 Day
KG-9	158	0
10	48	0
11	102	0
12	110	0
TOTAL	**418**	**0**
6 PERIOD DAY STAFFING		1:26

INSTRUCTIONAL/ADMIN. STAFFING:

Basic Instructional		13.0	
Student Services			
ESOL Resource		1.0	Fn. 4
ASD		0.0	
EBD/SC		0.0	
ESE (1 Dept. Chair & 1 Tapp Tchr)		2.0	
Gifted (Lincoln, et al.)	0.4	1.0	
InD/SC		1.0	
Speech		0.0	
VE Resource		6.0	
	Subtotal:	**11.0**	
Student Support (Instructional):			
Media Specialist		1.0	
Certified School Counselor		2.0	
Student Supp. Spec. (1 - Harllee campus)	Ed. Enrich.	2.0	
Testing Administrator		1.0	
Program Support		3.0	
Student Support (SAMP):			
Athletic Trainer		0.0	
College & Career Advisor		0.0	
Dean (thru attrition, will be replaced	Ed. Enrich.	1.0	
with Student Support Specialist)	**Subtotal:**	**10.0**	
Administration			
Principal		1.0	
Assistant Principal		2.0	
Athletic Director		0.0	
	Subtotal:	**3.0**	
Grant-funded, Categoricals			
ROTC		0.0	
Resource Teacher	Title I	1.0	Fn. 1 & 3
Academic Coach		0.0	
	Subtotal:	**1.0**	
TOTAL INSTRUCTIONAL/ADMIN.		**38.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para (Reading)		0.0	
ESE Para		5.0	
ESOL Para		0.0	Fn. 4
Classroom Sub		0.0	Fn. 1
Teacher Assistant, ISS		1.0	
Driver's Ed Assistant		0.0	
	Subtotal:	**6.0**	
Clerical			
Guidance Clerk		1.0	
Registrar II		2.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical)		3.0	Fn. 2
Bookkeeper		0.0	
Attendance Clerk		1.0	
	Subtotal:	**8.0**	
Paraprofessionals (Grant-funded, Categorical)			
ESE 1:1 Aide	IDEA-B	0.0	
Teacher Assistant	Title I	0.0	
Home/School Liaison	Title I	1.0	Fn. 3
	Subtotal:	**1.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)	Title I	1.0	Fn. 1 & 3
	Subtotal:	**1.0**	
School Health Services			
Nurse (s/w Johnson 6-8)	0.5	0.0	
LPN		1.0	
Health Aide		0.0	
	Subtotal:	**1.0**	
School Safety (Dept. 9531 - Security)			
Resource Officer	2.0		
Guardian	0.0		
Custodial Services			
Plant Manager		0.0	
Head Custodian II		1.0	
Lead Custodian		0.0	
Custodian		2.0	
	Subtotal:	**3.0**	
TOTAL NON-INSTRUCTIONAL		**20.0**	

Footnotes:

1) 3/1/24 - Remove 1 Classroom Sub. Remove grant-funded positions.
2) 3/22/24 - Add 1 Clerk (front desk).
3) 4/12/24 - Add Title I positions (1 Resource Teacher, 1 Home/School Liaison and 1 GET - Graduation Tech).
4) 4/29/24 - Exchange 2 ESOL Paras for 1 ESOL Resource Teacher (Principal's request).

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

3/1/24 - DRAFT

HIGH SCHOOL: Lakewood Ranch 0721

ENROLLMENT	Projected	10 Day
9	637	-
10	559	-
11	577	-
12	575	-
TOTAL	**2,348**	**-**
6 PERIOD DAY STAFFING		1:26

INSTRUCTIONAL/ADMIN. STAFFING:

Basic Instructional		90.0	Fn. 1
Student Services			
ESOL Resource		0.0	Fn. 1
ASD		2.0	
EBD/SC		0.0	
ESE/OJT		1.0	
Gifted		1.0	
InD/SC		3.0	
Speech		1.0	
VE Resource		3.0	
	Subtotal:	**11.0**	
Student Support (Instructional):			
Media Specialist		1.0	
Certified School Counselor		5.0	
Student Support Specialist	Ed. Enrich.	3.0	
Testing Administrator		1.0	
Program Support		0.0	
Student Support (SAMP):			
Athletic Trainer		1.0	
College & Career Advisor		1.0	
Dean (thru attrition, will be replaced	Ed. Enrich.	1.0	
with Student Support Specialist)	**Subtotal:**	**13.0**	
Administration			
Principal		1.0	
Assistant Principal		3.0	Fn. 1
Athletic Director		1.0	
	Subtotal:	**5.0**	
Grant-funded, Categoricals			
ROTC		2.0	
Resource Teacher (Grant-funded)		0.0	
Academic Coach		0.0	
	Subtotal:	**2.0**	
TOTAL INSTRUCTIONAL/ADMIN.		**121.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para (Reading)		0.0	
ESE Para		6.0	
ESOL Para		1.0	
Classroom Sub		0.0	Fn. 1
Teacher Assistant, ISS		1.0	
Driver's Ed Assistant		1.0	
	Subtotal:	**9.0**	
Clerical			
Guidance Clerk		2.0	
Registrar II		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical)		3.0	
Bookkeeper		1.0	
Attendance Clerk		1.0	
	Subtotal:	**9.0**	
Paraprofessionals (Grant-funded, Categorical)			
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
Teacher Aide		0.0	
Teacher Assistant		0.0	Fn. 1
VPK/CDA		1.0	
VPK Aide		1.0	
	Subtotal:	**2.0**	
Non-Instructional (Grant-funded)			
	Subtotal:	**0.0**	
School Health Services			
Nurse		1.0	
LPN		1.0	
Health Aide		1.0	
	Subtotal:	**3.0**	
School Safety (Dept. 9531 - Security)			
Resource Officer	1.0		
Guardian	2.0		
Custodial Services			
Plant Manager		1.0	
Head Custodian III		0.0	
Lead Custodian II		1.0	
Custodian		11.0	
	Subtotal:	**13.0**	
TOTAL NON-INSTRUCTIONAL		**36.0**	

Footnotes:

1) 3/1/24 - Remove 1 Basic Instructional Teacher. Remove 1 ESOL Resource Teacher. Remove 1 Assistant Principal. Remove 4 Classroom Subs. Remove grant-funded positions.

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

3/1/24 - DRAFT

HIGH SCHOOL: Manatee 0181

ENROLLMENT	Projected	10 Day
9	425	-
10	487	-
11	478	-
12	511	-
TOTAL	**1,901**	**-**
6 PERIOD DAY STAFFING		1:26

INSTRUCTIONAL/ADMIN. STAFFING:	Adj.		
Basic Instructional	+1	74.0	Fn. 1
Student Services			
ESOL Resource		1.0	
ASD		2.0	
EBD/SC		1.0	
ESE/OJT		1.0	
Gifted (share w/BHS)	0.5	1.0	
InD/SC		3.0	
Speech	.8 contracted	1.0	
VE Resource		3.0	
Subtotal:		**13.0**	
Student Support (Instructional):			
Media Specialist		1.0	
Certified School Counselor		4.0	
Student Support Specialist	Ed. Enrich.	3.0	
Testing Administrator		1.0	
Program Support		3.0	
Student Support (SAMP):			
Athletic Trainer		1.0	Fn. 1
College & Career Advisor		1.0	
Dean (thru attrition, will be replaced	Ed. Enrich.	1.0	
with Student Support Specialist)	**Subtotal:**	**15.0**	
Administration			
Principal		1.0	
Assistant Principal		3.0	
Athletic Director		1.0	
Subtotal:		**5.0**	
Grant-funded, Categoricals			
ROTC		3.0	
Resource Teacher (Grant-funded)		0.0	
Academic Coach (Reading)		0.0	Fn. 1
Subtotal:		**3.0**	
TOTAL INSTRUCTIONAL/ADMIN.		**110.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para (Reading)		0.0	
ESE Para		7.0	
ESOL Para		3.0	
Classroom Sub		0.0	Fn. 1
Teacher Assistant, ISS		1.0	
Driver's Ed Assistant		1.0	
Subtotal:		**12.0**	
Clerical			
Guidance Clerk		2.0	
Registrar II		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical)		3.0	
Bookkeeper		1.0	
Attendance Clerk		1.0	
Subtotal:		**9.0**	
Paraprofessionals (Grant-funded, Categorical)			
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
Subtotal:		**0.0**	
Non-Instructional (Grant-funded)			
Subtotal:		**0.0**	
School Health Services			
Nurse		1.0	
LPN		1.0	
Health Aide		0.0	
Subtotal:		**2.0**	
School Safety (Dept. 9531 - Security)			
Resource Officer	2.0		
Guardian	1.0		
Custodial Services			
Plant Manager		1.0	
Head Custodian II		0.0	
Lead Custodian II		1.0	
Custodian		12.0	
Subtotal:		**14.0**	
TOTAL NON-INSTRUCTIONAL		**37.0**	

Footnotes:

1) 3/1/24 - Remove 2 Basic Instructional Teachers. Add 1 Athletic Trainer (was contracted during 2023-24). Remove 3 Classroom Subs. Remove grant-funded positions.

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

3/1/24 - DRAFT

HIGH SCHOOL: Palmetto 0351

ENROLLMENT	Projected	10 Day
9	565	-
10	588	-
11	584	-
12	495	-
TOTAL	**2,232**	**-**
6 PERIOD DAY STAFFING		1:26

INSTRUCTIONAL/ADMIN. STAFFING:

Basic Instructional		86.0	Fn. 1
Student Services			
ESOL Resource		1.0	
ASD		0.0	
EBD/SC		1.0	
ESE/OJT		1.0	
Gifted (s/w SEHS)	0.5	0.0	
InD/SC		3.0	
Speech	.2 contracted	1.0	
VE Resource		5.0	
	Subtotal:	**12.0**	
Student Support (Instructional):			
Media Specialist		1.0	
Certified School Counselor		5.0	
Student Support Specialist	Ed. Enrich.	3.0	
Testing Administrator		1.0	
Program Support (Chorus s/w King MS)	Arts Millage	0.0	
Student Support (SAMP):			
Athletic Trainer		1.0	
College & Career Advisor		1.0	
Dean (thru attrition, will be replaced	Ed. Enrich.	1.0	
with Student Support Specialist)	**Subtotal:**	**13.0**	
Administration			
Principal		1.0	
Assistant Principal		3.0	
Athletic Director		1.0	
	Subtotal:	**5.0**	
Grant-funded, Categoricals			
ROTC		3.0	
Resource Teacher (Grant-funded)		0.0	
Academic Coach (Reading)		0.0	Fn. 1
	Subtotal:	**3.0**	
TOTAL INSTRUCTIONAL/ADMIN.		**119.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para (Reading)		2.0	
ESE Para		5.0	
ESOL Para		3.0	Fn. 1
Classroom Sub		0.0	Fn. 1
Teacher Assistant, ISS		1.0	
Driver's Ed Assistant		1.0	
	Subtotal:	**12.0**	
Clerical			
Guidance Clerk		2.0	
Registrar II		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical)		3.0	
Bookkeeper		1.0	
Attendance Clerk		1.0	
	Subtotal:	**9.0**	
Paraprofessionals (Grant-funded, Categorical)			
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
	Subtotal:	**0.0**	
Non-Instructional (Grant-funded)			
	Subtotal:	**0.0**	
School Health Services			
Nurse		1.0	
LPN		1.0	
Health Aide		0.0	
	Subtotal:	**2.0**	
School Safety (Dept. 9531 - Security)			
Resource Officer	1.0		
Guardian	2.0		
Custodial Services			
Plant Manager		1.0	
Head Custodian II		0.0	
Lead Custodian II		1.0	
Custodian		11.0	
	Subtotal:	**13.0**	
TOTAL NON-INSTRUCTIONAL		**36.0**	

Footnotes:

1) 3/1/24 - Add 3 Basic Instructional Teachers. Remove 1 ESOL Para. Remove 2 Classroom Subs. Remove grant-funded positions.

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

3/1/24 - DRAFT

HIGH SCHOOL: Parrish Community 0852

ENROLLMENT	Projected	10 Day
9	496	-
10	501	-
11	561	-
12	537	-
TOTAL	**2,095**	**-**
6 PERIOD DAY STAFFING		1:26

INSTRUCTIONAL/ADMIN. STAFFING:

Basic Instructional		81.0	Fn. 1
Student Services			
ESOL Resource		0.0	
ASD		0.0	
EBD/SC		1.0	
ESE/OJT		0.0	
Gifted (share w/BRHS)	0.5	0.0	
InD/SC		2.0	
Speech		0.0	
VE Resource		4.0	
	Subtotal:	**7.0**	
Student Support (Instructional):			
Media Specialist		1.0	
Certified School Counselor		5.0	
Student Support Specialist	Ed. Enrich.	4.0	
Testing Administrator		1.0	
Program Support		2.0	
Student Support (SAMP):			
Athletic Trainer		1.0	
College & Career Advisor		1.0	
	Subtotal:	**15.0**	
Administration			
Principal		1.0	
Assistant Principal		3.0	
Athletic Director		1.0	
	Subtotal:	**5.0**	
Grant-funded, Categoricals			
ROTC		2.0	
Resource Teacher (Grant-funded)		0.0	
Academic Coach		0.0	
	Subtotal:	**2.0**	
TOTAL INSTRUCTIONAL/ADMIN.		**110.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para (Reading)		0.0	
ESE Para		4.0	
ESOL Para		1.0	
Classroom Sub		0.0	Fn. 1
Teacher Assistant, ISS		1.0	
Driver's Ed Assistant		1.0	
	Subtotal:	**7.0**	
Clerical			
Guidance Clerk		2.0	
Registrar II		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical)		3.0	
Bookkeeper		1.0	
Attendance Clerk		1.0	
	Subtotal:	**9.0**	
Paraprofessionals (Grant-funded, Categorical)			
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
Teacher Assistant		0.0	Fn. 1
	Subtotal:	**0.0**	
Non-Instructional (Grant-funded)			
	Subtotal:	**0.0**	
School Health Services			
Nurse		1.0	
LPN		1.0	
Health Aide		0.0	
	Subtotal:	**2.0**	
School Safety (Dept. 9531 - Security)			
Resource Officer	1.0		
Guardian	1.0		
Custodial Services			
Plant Manager		1.0	
Head Custodian II		0.0	
Lead Custodian II		1.0	
Custodian		12.0	
	Subtotal:	**14.0**	
TOTAL NON-INSTRUCTIONAL		**32.0**	

Footnotes:

1) 3/1/24 - Remove 1 Basic Instructional Teacher. Remove 3 Classroom Subs. Remove grant-funded positions.

FEFP CATEGORICAL FUNDED
2024-25 SCHOOL LEVEL STAFFING
UNIT ALLOCATION SHEET

4/23/24 - DRAFT

HIGH SCHOOL: Southeast 0431

ENROLLMENT	Projected	10 Day
9	479	0
10	415	0
11	424	0
12	373	0
TOTAL	**1,691**	**-**
6 PERIOD DAY STAFFING		1:26

INSTRUCTIONAL/ADMIN. STAFFING:

Basic Instructional	+3	68.0	Fn. 1, 3 & 5
Student Services			
ESOL Resource	+1	3.0	Fn. 1 & 3
ASD		0.0	
EBD/SC		1.0	
ESE/OJT		1.0	
Gifted (s/w Palmetto HS)	0.5	1.0	
InD/SC		2.0	
Speech		1.0	
VE Resource		3.0	
Subtotal:		**12.0**	
Student Support (Instructional):			
Media Specialist		1.0	
Certified School Counselor	-1	3.0	Fn. 3
Student Support Specialist	Ed. Enrich.	3.0	
Testing Administrator		1.0	
Program Support (1 Ath Trnr, 1 IB Coor, 1 IB Magnet)	-2	3.0	Fn. 5
Student Support (SAMP):			
Athletic Trainer	* incl. w/Program Support	0.0	
College & Career Advisor		1.0	
Subtotal:		**12.0**	
Administration			
Principal		1.0	
Assistant Principal		3.0	
Athletic Director		1.0	
Subtotal:		**5.0**	
Grant-funded, Categoricals			
ROTC		3.0	
Resource Teacher	Title I	1.0	Fn. 1 & 4
Acad. Coach (1 Reading, 1 Math, 1 Graduation)	Title I	3.0	Fn. 1, 2 & 4
Subtotal:		**7.0**	
TOTAL INSTRUCTIONAL/ADMIN.		**104.0**	

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals			
Basic Para (Reading)		1.0	
ESE Para		4.0	
ESOL Para	-2	3.0	Fn. 1 & 3
Classroom Sub		0.0	Fn. 1
Teacher Assistant, ISS		1.0	
Driver's Ed Assistant		1.0	
Subtotal:		**10.0**	
Clerical			
Guidance Clerk		2.0	
Registrar II		1.0	
Sr. School Secretary		1.0	
Clerk (Asst, School Clerical)		3.0	
Bookkeeper		1.0	
Attendance Clerk		1.0	
Subtotal:		**9.0**	
Paraprofessionals (Grant-funded, Categorical)			
ESE 1:1 Aide	IDEA-B	0.0	
Teacher Aide		0.0	
Teacher Assistant		4.0	Fn. 1 & 4
Subtotal:		**4.0**	
Non-Instructional (Grant-funded)			
GET (Graduation Tech)	Title I	1.0	Fn. 1 & 4
Subtotal:		**1.0**	
School Health Services			
Nurse	1 Health Dept	0.0	
LPN		0.0	
Health Aide (1 Title IV - Health Clinic)		2.0	
Subtotal:		**2.0**	
School Safety (Dept. 9531 - Security)			
Resource Officer		1.0	
Guardian		1.0	
Custodial Services			
Plant Manager		1.0	Fn. 2
Head Custodian III		0.0	Fn. 2
Lead Custodian II		1.0	
Custodian		13.0	
Subtotal:		**15.0**	
TOTAL NON-INSTRUCTIONAL		**41.0**	

Footnotes:

1) 3/1/24 - Remove 5 Basic Teachers. Remove 1 ESOL Resource Teacher. Add 2 ESOL Paras. Remove 2 Classroom Subs. Remove grant-funded positions.
2) 3/13/24 - Replace Head Custodian with a Plant Manager. Remove Title I Reading Coach.
3) 3/22/24 - Exchange 2 ESOL Paras for 1 ESOL Teacher and 1 Certified School Counselor for 1 Basic Teacher (Principal's request).
4) 4/12/24 - Add Title I positions (1 Resource Teacher, 1 Reading Coach, 1 Math Coach, 1 Graduation Coach, 4 Teacher Assistants and 1 GET - Graduation Tech).
5) 4/23/24 - Exchange 2 Program Support for 2 Basic Instructional (Principal's request).



COST ESTIMATE

SCHOOL LEVEL STAFFING PLAN
Cost Summary
FY 2023-24 vs. FY 2024-25

	2023-24				2024-25 PROJECTED					
	Total Units	Salary Unit Cost	Fringe Benefits Unit Cost	Planned Cost	Total Units	Salary Unit Cost	Fringe Benefits Unit Cost	Planned Cost	Unit Change	$ Amount Change
INSTRUCTIONAL STAFFING:										
Basic Instructional										
K-5	922.0	$52,731	$20,228	$67,267,840	887.0	$52,731	$20,887	$65,298,943		-$1,968,896
K-8	81.0	$52,731	$20,228	$5,909,648	74.0	$52,731	$20,887	$5,447,713		-$461,934
6-8	330.0	$52,731	$20,228	$24,076,342	314.0	$52,731	$20,887	$23,115,973		-$960,369
9-12	544.0	$52,731	$20,228	$39,689,485	540.0	$52,731	$20,887	$39,753,585		$64,100
	1,877.0			**$136,943,314**	**1,815.0**			**$133,616,215**	**(62.0)**	**-$3,327,099**
Student Services										
ESOL	24.0	$52,731	$20,228	$1,751,007	36.0	$52,731	$20,887	$2,650,239		$899,232
ASD	41.0	$52,731	$20,228	$2,991,303	41.0	$52,731	$20,887	$3,018,328		$27,025
EBD/SC	20.0	$52,731	$20,228	$1,459,172	20.0	$52,731	$20,887	$1,472,355		$13,183
Gifted	32.0	$52,731	$20,228	$2,334,676	32.0	$52,731	$20,887	$2,355,768		$21,092
InD/SC	41.0	$52,731	$20,228	$2,991,303	41.0	$52,731	$20,887	$3,018,328		$27,025
Physically Impaired	1.0	$52,731	$20,228	$72,959	1.0	$52,731	$20,887	$73,618		$659
PreK	52.0	$52,731	$20,228	$3,793,848	53.0	$52,731	$20,887	$3,901,741		$107,893
Speech	28.4	$52,731	$20,228	$2,072,025	28.4	$52,731	$20,887	$2,090,744		$18,720
VE-VE/SC	159.0	$52,731	$20,228	$11,600,419	159.0	$52,731	$20,887	$11,705,222		$104,803
OJT/Dept. Chair/TAPP	8.0	$52,731	$20,228	$583,669	8.0	$52,731	$20,887	$588,942		$5,273
	406.4			**$29,650,380**	**419.4**			**$30,875,284**	**13.0**	**$1,224,904**
Enrichment										
Art	33.0	$52,731	$20,228	$2,407,634	33.0	$52,731	$20,887	$2,429,386		$21,752
Music	32.0	$52,731	$20,228	$2,334,676	32.0	$52,731	$20,887	$2,355,768		$21,092
Physical Education	58.0	$52,731	$20,228	$4,231,599	47.0	$52,731	$20,887	$3,460,034		-$771,565
STEM	33.0	$52,731	$20,228	$2,407,634	33.0	$52,731	$20,887	$2,429,386		$21,752
	156.0			**$11,381,543**	**145.0**			**$10,674,574**	**(11.0)**	**-$706,970**

SCHOOL LEVEL STAFFING PLAN
Cost Summary
FY 2023-24 vs. FY 2024-25

	2023-24				2024-25 PROJECTED					
Student Support										
Media Specialist	50.0	$60,550	$23,227	$4,188,849	49.0	$60,550	$23,984	$4,142,159		-$46,690
Certified School Counselor	97.0	$59,022	$22,641	$7,921,295	93.0	$59,022	$23,379	$7,663,257		-$258,038
Student Support Specialist	91.0	$52,731	$20,228	$6,639,234	79.0	$52,731	$20,887	$5,815,802		-$823,431
Testing Administrator	8.0	$52,731	$20,228	$583,669	8.0	$52,731	$20,887	$588,942		$5,273
Program Support	45.0	$52,731	$20,228	$3,283,138	42.0	$52,731	$20,887	$3,091,945		-$191,192
Athletic Trainer	5.0	$51,575	$19,784	$356,796	6.0	$51,575	$20,429	$432,023		$75,227
College & Career Advisor	7.0	$47,935	$18,388	$464,260	7.0	$47,935	$18,987	$468,454		$4,194
Dean	5.0	$70,913	$27,202	$490,576	5.0	$70,913	$28,089	$495,008		$4,432
	308.0			**$23,927,817**	**289.0**			**$22,697,591**	**(19.0)**	**-$1,230,225**
School Leadership										
Principal - Elementary	31.0	$105,412	$40,436	$4,521,289	31.0	$105,412	$41,754	$4,562,136		$40,847
Principal - K-8	2.0	$105,412	$40,436	$291,696	2.0	$105,412	$41,754	$294,331		$2,635
Principal - Middle School	9.0	$105,412	$40,436	$1,312,632	9.0	$105,412	$41,754	$1,324,491		$11,859
Principal - High School	8.0	$105,412	$40,436	$1,166,784	8.0	$105,412	$41,754	$1,177,326		$10,541
Asst. Principal - Elementary	35.0	$86,366	$33,130	$4,182,360	35.0	$86,366	$34,210	$4,220,145		$37,785
Asst. Principal - K-8	4.0	$86,366	$33,130	$477,984	4.0	$86,366	$34,210	$482,302		$4,318
Asst. Principal - Middle School	17.0	$86,366	$33,130	$2,031,432	18.0	$86,366	$34,210	$2,170,360		$138,928
Asst. Principal - High School	24.0	$86,366	$33,130	$2,867,904	23.0	$86,366	$34,210	$2,773,238		-$94,666
Coordinator	7.0	$52,548	$20,157	$508,938	6.0	$52,548	$20,814	$440,174		-$68,764
Athletic Director	7.0	$84,889	$32,563	$822,167	7.0	$84,889	$33,625	$829,595		$7,428
	144.0			**$18,183,187**	**143.0**			**$18,274,099**	**(1.0)**	**$90,912**
Total FEFP Funded Units	**2,891.4**			**$220,086,240**	**2,811.4**			**$216,137,762**	**(80.0)**	**-$3,948,478**
Instructional Grant-funded, Categorical										
PreK: VPK/CDA	18.0	$28,789	$11,043	$716,984	15.0	$28,789	$11,403	$602,885		-$114,099
PreK: Integrated Teacher	18.0	$52,731	$20,228	$1,313,255	19.0	$52,731	$20,887	$1,398,737		$85,482
PreK: VPK Teacher (Title I School)	9.0	$52,731	$20,228	$656,628	9.0	$52,731	$20,887	$662,560		$5,932
PreK: Integrated Teacher (Title I School)	13.0	$52,731	$20,228	$948,462	16.0	$52,731	$20,887	$1,177,884		$229,422
ROTC	18.0	$52,731	$20,228	$1,313,255	18.0	$52,731	$20,887	$1,325,119		$11,864
Resource/ESOL Resource Teacher	37.0	$52,731	$20,228	$2,699,469	23.0	$52,731	$20,887	$1,693,208		-$1,006,260
Guidance Counselor (Title I)	4.0	$59,022	$22,641	$326,651	-	$59,022	$23,379	$0		-$326,651
Academic Coach	31.0	$54,289	$20,825	$2,328,542	23.0	$54,289	$21,504	$1,743,236		-$585,306
Total Grant-funded, Categorical Units	**148.0**			**$10,303,246**	**123.0**			**$8,603,630**	**(25.0)**	**-$1,699,616**
TOTAL INSTRUC/SCHOOL LEADERSHIP UNITS	**3,039.4**			**$230,389,486**	**2,934.4**			**$224,741,392**	**(105.0)**	**-$5,648,094**

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SCHOOL LEVEL STAFFING PLAN
Cost Summary
FY 2023-24 vs. FY 2024-25

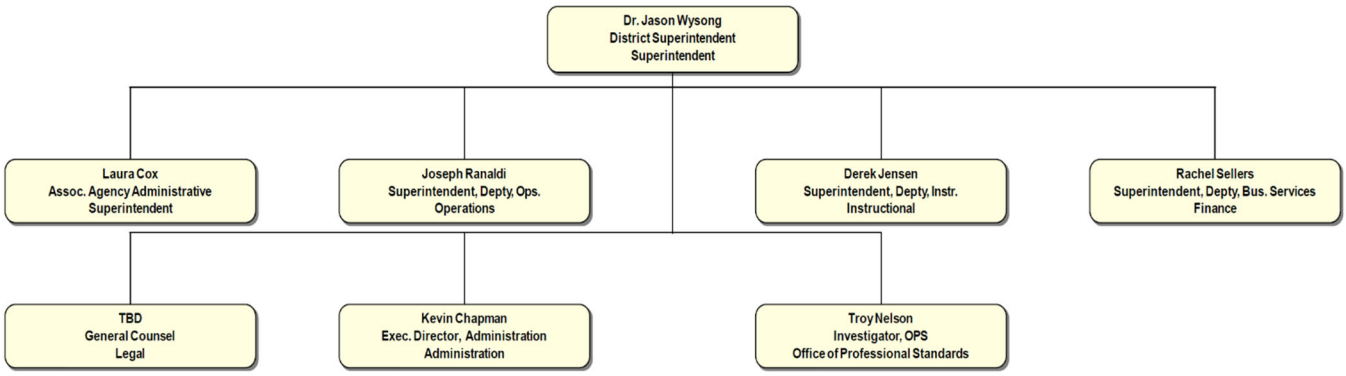
	2023-24				2024-25 PROJECTED					
NON-INSTRUCTIONAL STAFFING:										
Paraprofessionals										
Basic Paraprofessional	147.0	$22,696	$8,706	$4,616,121	146.0	$22,696	$8,990	$4,626,139		$10,018
ESE Paraprofessional	224.0	$22,696	$8,706	$7,034,090	225.0	$22,696	$8,990	$7,129,324		$95,235
ESOL Paraprofessional	100.0	$22,696	$8,706	$3,140,219	102.0	$22,696	$8,990	$3,231,960		$91,742
Classroom Sub	75.0	$22,696	$8,706	$2,355,164	1.0	$22,696	$8,990	$31,686		-$2,323,478
PE Tech	13.0	$28,789	$11,043	$517,822	6.0	$28,789	$11,403	$241,154		-$276,668
Computer Lab Manager	20.0	$28,789	$11,043	$796,649	19.0	$28,789	$11,403	$763,654		-$32,995
Driver's Ed Assistant	7.0	$28,789	$11,043	$278,827	7.0	$28,789	$11,403	$281,346		$2,519
ISS Safe Schools	19.0	$28,789	$11,043	$756,817	19.0	$28,789	$11,403	$763,654		$6,837
Clerical Staff										
Guidance Clerk	63.0	$32,509	$12,470	$2,833,706	60.0	$32,509	$12,877	$2,723,149		-$110,557
Registrar	52.0	$32,509	$12,470	$2,338,932	52.0	$32,509	$12,877	$2,360,062		$21,131
Secretary	50.0	$32,509	$12,470	$2,248,973	50.0	$32,509	$12,877	$2,269,291		$20,318
Clerk	77.0	$32,509	$12,470	$3,463,418	79.0	$32,509	$12,877	$3,585,479		$122,062
+/- Office pos. based on enrollment	-	$32,509	$12,470	$0	(3.0)	$32,509	$12,877	-$136,157		-$136,157
Bookkeeper	7.0	$32,509	$12,470	$314,856	7.0	$32,509	$12,877	$317,701		$2,845
Attendance Clerk	8.0	$32,509	$12,470	$359,836	8.0	$32,509	$12,877	$363,087		$3,251
School Support Technician	13.0	$32,509	$12,470	$584,733	14.0	$32,509	$12,877	$635,401		$50,669
Custodial Services										
Plant Manager	6.0	$47,792	$18,333	$396,750	7.0	$47,792	$18,930	$467,057		$70,307
Custodian-Head	44.0	$31,171	$11,957	$1,897,641	43.0	$31,171	$12,347	$1,871,267		-$26,374
Custodian-Lead	17.0	$31,171	$11,957	$733,179	17.0	$31,171	$12,347	$739,803		$6,624
Custodian	232.0	$31,171	$11,957	$10,005,741	232.0	$31,171	$12,347	$10,096,137		$90,396
Total Non-Instructional	**1,174.0**			**$44,673,472**	**1,091.0**			**$42,361,195**	**(83.0)**	**-$2,312,277**

075

SCHOOL LEVEL STAFFING PLAN
Cost Summary
FY 2023-24 vs. FY 2024-25

	2023-24				2024-25 PROJECTED					
Non-Instructional Grant-funded, Categorical										
3rd Grade Academy Aide	19.0	$22,696	$8,706	$596,642	-	$22,696	$8,990	$0		-$596,642
ESE 1:1 Aide (IDEA-B)	78.0	$22,696	$8,706	$2,449,370	-	$22,696	$8,990	$0		-$2,449,370
VPK Aide	16.0	$22,696	$8,706	$502,435	15.0	$22,696	$8,990	$475,288		-$27,147
VPK Integrated Aide	18.0	$22,696	$8,706	$565,239	19.0	$22,696	$8,990	$602,032		$36,792
VPK Teacher Aide (Title I School)	11.0	$22,696	$8,706	$345,424	9.0	$22,696	$8,990	$285,173		-$60,251
VPK Integrated Aide (Title I School)	13.0	$22,696	$8,706	$408,228	16.0	$22,696	$8,990	$506,974		$98,746
Teacher Aide	33.0	$22,696	$8,706	$1,036,272	29.0	$22,696	$8,990	$918,891		-$117,381
Title I ESOL Aide	-	$22,696	$8,706	$0	-	$22,696	$8,990	$0		$0
Home School Liaison (Title I)	5.0	$32,509	$12,470	$224,897	6.0	$32,509	$12,877	$272,315		$47,418
Behavior Tech. (UniSIG)	1.0	$22,696	$8,706	$31,402	-	$22,696	$8,990	$0		-$31,402
Teacher Assistant (Title I)	5.0	$28,789	$11,043	$199,162	7.0	$28,789	$11,403	$281,346		$82,184
* USF Interns - Teacher Assistant	19.0	$25,003	$9,591	$657,289	19.0	$25,003	$9,904	$663,227		$5,938
Graduation Enhancement Technician (GET)	17.0	$47,935	$18,388	$1,127,489	14.0	$47,935	$18,987	$936,909		-$190,580
Total Paraprofessional, GET Units	**235.0**			**$8,143,850**	**134.0**			**$4,942,155**	**(101.0)**	**-$3,201,695**
* USF Interns are budgeted, but not listed on school allocation sheets as locations are yet to be determined.										
Health Services										
Nurse, RN	26.0	$47,935	$18,388	$1,724,395	26.0	$47,935	$18,987	$1,739,973		$15,579
LPN	39.0	$32,509	$12,470	$1,754,199	39.0	$32,509	$12,877	$1,770,047		$15,848
Health Aide	11.0	$22,696	$8,706	$345,424	11.0	$22,696	$8,990	$348,545		$3,121
Total Non-Instruc. Grants, Categorical Units	**76.0**			**$3,824,017**	**76.0**			**$3,858,565**	**-**	**$34,548**
Total Non-Instructional Units	**1,485.0**			**$56,641,339**	**1,301.0**			**$51,161,915**	**(184.0)**	**-$5,479,425**
TOTAL SCHOOL LEVEL STAFFING	**4,524.4**			**$287,030,826**	**4,235.4**			**$275,903,307**	**(289.0)**	**-$11,127,519**

SUPERINTENDENT

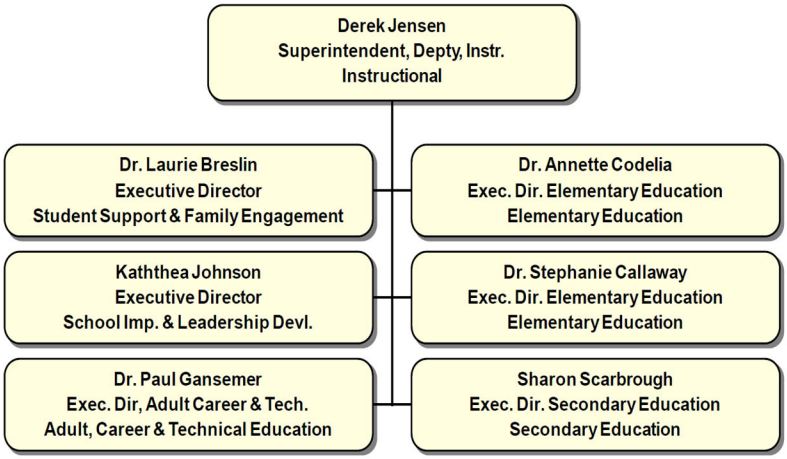


Last Modified 5/16/2024

Departmental General Fund Staff Allocations by Cost Center

Cost Center	FY 23.24 Budget Request	FY 23.24 Current Staffing	FY 24.25 Budget Request	Variance 24.25 Request vs 23.24 Budget Staffing	23.24 Budget Salary	24.25 Budget Salary	23.24 Salary with Benefits	24.25 Salary with Benefits	Variance 24.25 vs 23.24 Budget
Superintendent									
9601 - School Board									
Assoc, Agency Administrative	1.00	1.00	1.00	0.00					
Board Chair	1.00	1.00	1.00	0.00					
Board Member	3.00	3.00	3.00	0.00					
Board Vice Chair	1.00	1.00	1.00	0.00					
9601 Total	**6.00**	**6.00**	**6.00**	**0.00**	**$ 287,022.42**	**$ 296,500.43**	**$ 397,124.22**	**$ 413,944.25**	**$ 16,820.03**
9602 - Enrollment Management									
Director, Student Demographics & Educational Choices	0.00	0.00	1.00	1.00					
9602 Total	**0.00**	**0.00**	**1.00**	**1.00**	**$ -**	**$ 107,500.00**	**$ -**	**$ 150,080.75**	**$ 150,080.75**
9611 - Office of the Superintendent									
Superintendent	1.00	1.00	1.00	0.00					
Superintendent Administrative Associate	1.00	1.00	1.00	0.00					
Exec Secy, Administration	1.00	1.00	0.00	-1.00					
9611 Total	**3.00**	**3.00**	**2.00**	**-1.00**	**$ 370,143.80**	**$ 337,474.87**	**$ 512,130.96**	**$ 471,148.67**	**$ (40,982.30)**
9612 - Staff Attorney									
Asst Supt, Administration	1.00	1.00	1.00	0.00					
Secretary, Executive	1.00	1.00	1.00	0.00					
Secretary II - 12 Mo	1.00	1.00	1.00	0.00					
9612 Total	**3.00**	**3.00**	**3.00**	**0.00**	**$ 242,012.30**	**$ 231,267.92**	**$ 334,848.22**	**$ 322,873.14**	**$ (11,975.08)**
9613 - Office of Professional Services - OPS									
Investigator, OPS	1.00	1.00	1.00	0.00					
Research Associate	1.00	1.00	1.00	0.00					
9613 Total	**2.00**	**2.00**	**2.00**	**0.00**	**$ 152,895.98**	**$ 154,028.71**	**$ 211,546.88**	**$ 215,039.48**	**$ 3,492.60**
9614 - Community Engagement									
Dir, Comm, Family & Community Engag.	1.00	1.00	1.00	0.00					
Public Records Specialist	1.00	1.00	1.00	0.00					
Spec, Community Engagement	1.00	1.00	1.00	0.00					
Spec, Communications	1.00	1.00	1.00	0.00					
Spec, District Mktg & Design	0.40	0.40	0.00	-0.40					
Graphics Design & Marketing Specialist	0.00	0.00	1.00	1.00					
9614 Total	**4.40**	**4.40**	**5.00**	**0.60**	**$ 298,465.77**	**$ 336,258.21**	**$ 412,957.24**	**$ 469,450.09**	**$ 56,492.85**
9615 - Instructional TV and EDTV									
Mgr, Instructional & TV Prog	1.00	1.00	0.00	-1.00					
Senior Producer	0.00	0.00	1.00	1.00					
Production Manager, Live TV	1.00	1.00	1.00	0.00					
Spec,Video Production Specialist	1.00	1.00	1.00	0.00					
Spec, Instr Tech Pgm-12 Mo	1.00	1.00	1.00	0.00					
Supervisor, EDV TV Station	1.00	1.00	1.00	0.00					
Tech, Electronic	1.00	1.00	1.00	0.00					
9615 Total	**6.00**	**6.00**	**6.00**	**0.00**	**$ 401,909.57**	**$ 377,756.21**	**$ 556,082.08**	**$ 527,385.44**	**$ (28,696.64)**
9617 - Strategic Planning									
Executive Director of Administration	1.00	1.00	1.00	0.00					
Associate Director, Strategic Initiatives	1.00	1.00	2.00	1.00					
9617 Total	**2.00**	**2.00**	**3.00**	**1.00**	**$ 300,198.91**	**$ 386,003.19**	**$ 415,355.21**	**$ 538,899.05**	**$ 123,543.84**
Total Superintendent	**26.40**	**26.40**	**28.00**	**1.60**	**$ 2,052,648.75**	**$ 2,226,789.54**	**$ 2,840,044.81**	**$ 3,108,820.87**	**$ 268,776.06**

INSTRUCTIONAL DIVISION



Last Modified 5/14/2024

Departmental General Fund Staff Allocations by Cost Center									
Cost Center	**FY 23.24 Budget Request**	**FY 23.24 Current Staffing**	**FY 24.25 Budget Request**	**Variance 24.25 Request vs 23.24 Budget Staffing**	**23.24 Budget Salary**	**24.25 Budget Salary**	**23.24 Salary with Benefits**	**24.25 Salary with Benefits**	**Variance 24.25 vs 23.24 Budget**
Instructional									
7004 - SDMC E-Tech Teachers									
Registrar II	1.00	1.00	1.00	0.00					
Spec, Prog Charter&Contr-12 Mo	1.00	1.00	1.00	0.00					
Tchr, Gifted	0.20	0.00	0.00	0.00					
Tchr, Language Arts, MS	1.00	1.00	0.00	-1.00					
7 out of 7 School Counselors	0.00	0.00	0.00	0.00					
7004 Total	**3.20**	**3.00**	**2.00**	**-1.00**	**$ 190,320**	**$ 141,571**	**$ 263,327**	**$ 197,648**	**$ (65,679)**
9301 - Deputy Superintendent of Instruction									
Exec Secy, Administration	1.00	1.00	1.00	0.00					
Spec, Fiscal	0.20	0.20	0.20	0.00					
Superintendent, Deputy, Instruction	1.00	1.00	1.00	0.00					
9301 Total	**2.20**	**2.20**	**2.20**	**0.00**	**$ 226,124**	**$ 211,585**	**$ 312,866**	**$ 295,394**	**$ (17,472)**
9302 - District Support									
Coordinator, Instruction/Curriculum	1.00	1.00	1.00	0.00					
Spec, Instructional	1.00	1.00	1.00	0.00					
9302 Total	**2.00**	**2.00**	**2.00**	**0.00**	**$ 186,678**	**$ 194,359**	**$ 258,288**	**$ 271,345**	**$ 13,057**
9304 - Professional Learning									
Administration Secretary	0.00	1.00	1.00	0.00					
Professional Learning Asst. Director	0.00	1.00	0.00	-1.00					
9304 Total	**0.00**	**2.00**	**1.00**	**-1.00**	**$ 44,562**	**$ 38,039**	**$ 61,656**	**$ 53,106**	**$ (8,550)**
9305 - Federal Programs and Grants									
Director, ESOL Migrant	1.00	1.00	1.00	0.00					
Dir, Federal Programs & Grants	0.20	0.20	0.20	0.00					
Asst, School Clerical, 10 Mo	4.00	4.00	4.00	0.00					
Specialist, ESOL	1.00	1.00	1.00	0.00					
Specialist, Grant Resource	1.00	1.00	1.00	0.00					
Technician, Fed & State Compliance	1.00	1.00	1.00	0.00					
Translator, Alt. & Supp. Prgm	1.00	1.00	1.00	0.00					
9305 Total	**9.20**	**9.20**	**9.20**	**0.00**	**$ 510,945**	**$ 529,993**	**$ 706,944**	**$ 739,923**	**$ 32,979**
9306 - School Improvement									
Executive Secretary	0.00	1.00	1.00	0.00					
Executive Director, School Improvement and Leadership	0.00	1.00	1.00	0.00					
9306 Total	**0.00**	**2.00**	**2.00**	**0.00**	**$ 168,253**	**$ 172,796**	**$ 232,795**	**$ 241,241**	**$ 8,446**
9307 - Early Learning									
Bookkeeper, School-12	1.00	1.00	1.00	0.00					
Coord, Campaign Read/Vol Progr	1.00	1.00	1.00	0.00					
Dir, Early Childhood Ed	0.20	0.20	0.20	0.00					
Pathologist, Speech & Language	1.00	1.00	1.00	0.00					
Program Admin, Ext Day Enrich	1.00	1.00	1.00	0.00					
School Psychologist	1.00	2.00	2.00	0.00					
School Social Worker - 12 Mo	1.00	1.00	1.00	0.00					
Secretary II	0.00	1.00	1.00	0.00					
Secretary, Administrative	1.00	1.00	1.00	0.00					
Secy, Instruction Curric	2.00	1.00	1.00	0.00					
Specialist, Early Learning Compliance	1.00	1.00	1.00	0.00					
Spec, Curriculum	1.00	1.00	1.00	0.00					
Registrar	0.00	0.00	1.00	1.00					
9307 Total	**11.20**	**12.20**	**13.20**	**1.00**	**$ 617,369**	**$ 757,939**	**$ 854,191**	**$ 1,058,158**	**$ 203,967**
9308 - Department of Curriculum									
Coord, Instruction/Curriculum	3.00	3.00	3.00	0.00					
Coordinator, K-12 STEM	1.00	1.00	1.00	0.00					
Director, Elementary Curriculum	1.00	1.00	1.00	0.00					
Director, Secondary Curriculum	1.00	1.00	1.00	0.00					
Exec Dir, Curr & Prof Learning	1.00	0.00	0.00	0.00					
Exec Secy, Instruction Curric	1.00	0.00	0.00	0.00					
Jr Accountant - Curriculum	2.00	2.00	2.00	0.00					

Departmental General Fund Staff Allocations by Cost Center

Cost Center	FY 23.24 Budget Request	FY 23.24 Current Staffing	FY 24.25 Budget Request	Variance 24.25 Request vs 23.24 Budget Staffing	23.24 Budget Salary	24.25 Budget Salary	23.24 Salary with Benefits	24.25 Salary with Benefits	Variance 24.25 vs 23.24 Budget
Jr Accountant - EDEP	1.00	1.00	1.00	0.00					
Program Admin, Ext. Day Enrich - EDEP	2.00	2.00	2.00	0.00					
Secretary II - 12 Mo	1.00	1.00	0.00	-1.00					
Secretary, Administrative	2.00	2.00	2.00	0.00					
Spec, Curriculum	1.00	2.00	2.00	0.00					
Spec, Curriculum, Media	1.00	1.00	1.00	0.00					
Spec, Professional Learning	0.00	1.00	1.00	0.00					
Specialist/Mgr, InstrctnCurric	4.00	4.00	4.00	0.00					
Teacher, Special Assignment	0.00	1.00	1.00	0.00					
9308 Total	**22.00**	**23.00**	**22.00**	**-1.00**	**$ 1,588,599**	**$ 1,488,895**	**$ 2,197,985**	**$ 2,078,647**	**$ (119,338)**
9309 - Research and Assessment									
Coordinator, Assessment	1.00	1.00	1.00	0.00					
Dir, Research & Assessment	1.00	1.00	1.00	0.00					
Secretary, Administrative	1.00	1.00	1.00	0.00					
Specialist, Assessment	1.00	1.00	1.00	0.00					
Sr Statistical Data Analyst	1.00	1.00	1.00	0.00					
Junior Data Analyst	0.20	0.20	1.00	0.80					
9309 Total	**5.20**	**5.20**	**6.00**	**0.80**	**$ 412,535**	**$ 416,591**	**$ 570,783**	**$ 581,603**	**$ 10,820**
9310 - ESE/Student Services									
Assistant, Physical Therapy	1.00	1.00	1.00	0.00					
Tech, Behavior I/II	6.00	6.00	2.25	-3.75					
Cluster Coord-ESE Student Svcs	0.80	0.80	0.40	-0.40					
Coordinator, Mental Health	1.00	1.00	1.00	0.00					
Dir, Exceptional Student Pgm	1.00	1.00	1.00	0.00					
Psychology Intern	2.00	2.00	2.00	0.00					
School Psychologist 10.5 Month	3.00	3.00	3.00	0.00					
School Psychologist 11 Month	16.00	16.00	16.00	0.00					
School Psychologist 12 Month	2.00	2.00	2.00	0.00					
Social Worker 10 Month	0.00	3.00	2.00	-1.00					
Jr Accountant	0.20	0.20	0.20	0.00					
Nurse, School	1.40	1.40	0.40	-1.00					
Occupational Therapist	2.00	2.00	2.00	0.00					
Pathologist, Speech & Language	3.00	3.00	1.00	-2.00					
Pathologist, Speech & Language (Eval Center)	0.00	0.00	1.00	1.00					
Physical Therapist	1.00	1.00	1.00	0.00					
Registrar II	1.00	1.00	1.00	0.00					
Secretary, Administrative	1.00	1.00	1.00	0.00					
Secy, Instruction Curric	1.00	1.00	1.00	0.00					
Spec, Behaviorial ESE	2.25	2.25	0.00	-2.25					
Specialist/Mgr, Health Svcs	0.70	0.70	0.70	0.00					
Spec, Charter/Contracted/ESE	1.00	1.00	1.00	0.00					
Tchr, Hearing Impaired	2.00	2.00	0.00	-2.00					
Tchr, Visually Impaired	1.00	1.00	1.00	0.00					
9310 Total	**50.35**	**53.35**	**41.95**	**-11.40**	**$ 3,190,271**	**$ 2,609,770**	**$ 4,414,059**	**$ 3,643,500**	**$ (770,559)**
9311 - Pupil Services									
Exec Dir, Pupil Personnel Services	1.00	1.00	0.00	-1.00					
Executive Director, Student Support and Family Engagement	0.00	0.00	1.00	1.00					
Admin Asst, InstructionCurric	1.00	0.00	0.00	0.00					
Secretary, Executive	0.00	1.00	1.00	0.00					
Jr. Accountant	0.00	0.00	1.00	1.00					
Coord, Instruction/Curriculum	0.00	0.00	0.75	0.75					
School Multi-Tiered Supp Spec.	0.00	0.00	0.75	0.75					
Spec,Stud & Family Early Inter	0.00	0.00	0.75	0.75					
9311 Total	**2.00**	**2.00**	**5.25**	**3.25**	**$ 183,734**	**$ 397,823**	**$ 254,214**	**$ 555,401**	**$ 301,186**
9317 - Student Services									
School Social Worker-10 Month	4.00	4.00	21.00	17.00					
School Social Worker-11 Month	0.00	0.00	3.00	3.00					
9317 Total	**4.00**	**4.00**	**24.00**	**20.00**	**$ 213,739**	**$ 1,485,740**	**$ 295,729**	**$ 2,074,241**	**$ 1,778,512**

Departmental General Fund Staff Allocations by Cost Center

Cost Center	FY 23.24 Budget Request	FY 23.24 Current Staffing	FY 24.25 Budget Request	Variance 24.25 Request vs 23.24 Budget Staffing	23.24 Budget Salary	24.25 Budget Salary	23.24 Salary with Benefits	24.25 Salary with Benefits	Variance 24.25 vs 23.24 Budget
9318 - Dropout Prevention & Alternative Ed									
Coordinator, District Threat Management	1.00	1.00	1.00	0.00					
Coordinator, Dropout Prev/Altn/Traun	1.00	1.00	1.00	0.00					
Custodian, Head II	0.33	0.33	0.33	0.00					
Custodian, Lead I	0.33	0.33	0.33	0.00					
Custodian-8 hr	1.00	1.00	1.00	0.00					
Director, Student Services	1.00	1.00	1.00	0.00					
Registar II	1.00	1.00	1.00	0.00					
Secretary II-12 Mo	1.00	1.00	1.00	0.00					
Secreatary II	1.00	1.00	1.00	0.00					
Secretary, Administrative	1.00	1.00	1.00	0.00					
Spec, Student Asst Prog	1.00	1.00	1.00	0.00					
Spec, Safe & Drug Free Program	1.00	1.00	1.00	0.00					
Spec, Behavioral	0.00	0.00	0.00	0.00					
9318 Total	**10.67**	**10.67**	**10.67**	**0.00**	**$ 644,685**	**$ 655,104**	**$ 891,986**	**$ 914,590**	**$ 22,604**
9320 - Elementary School Management									
Exec. Dir., Elementary Schools	2.00	2.00	2.00	0.00					
Exec Secy, Instruction Curric	1.00	1.00	1.00	0.00					
9320 Total	**3.00**	**3.00**	**3.00**	**0.00**	**$ 326,582**	**$ 327,793**	**$ 451,859**	**$ 457,631**	**$ 5,772**
9321 - Middle School Management									
Executive Director of High Schools	1.00	1.00	1.00	0.00					
Exec Secy, Instruction Curric	1.00	1.00	1.00	0.00					
Principal, Special Assignment	0.00	0.00	1.00	1.00					
9321 Total	**2.00**	**2.00**	**3.00**	**1.00**	**$ 213,200**	**$ 318,383**	**$ 294,983**	**$ 444,494**	**$ 149,511**
9322 - High School Management									
Supr, Athletics & Physical Ed	1.00	1.00	0.00	-1.00					
9322 Total	**1.00**	**1.00**	**0.00**	**-1.00**	**$ 89,583**	**$ -**	**$ 123,947**	**$ -**	**$ (123,947)**
9323 - Adult Career & Technical Education									
Exec Dir, Adult Career & Tech Ed	1.00	1.00	1.00	0.00					
Executive Secretary, Instr/Curriculum	1.00	1.00	1.00	0.00					
Asst Dir, Adult Career & Tech	1.00	1.00	1.00	0.00					
Fiscal Specialist	1.00	1.00	1.00	0.00					
Jr Accountant	1.00	1.00	1.00	0.00					
9323 Total	**5.00**	**5.00**	**5.00**	**0.00**	**$ 357,435**	**$ 357,155**	**$ 494,548**	**$ 498,624**	**$ 4,076**
2011 - Access to Education									
Custodian 8 Hr	0.67	1.00	1.00	0.00					
Custodian, Head II	0.67	0.33	0.33	0.00					
Custodian, Lead I	0.33	0.33	0.33	0.00					
Nurse, School, RN	1.00	1.00	1.00	0.00					
Nurse, School, LPN	1.00	1.00	1.00	0.00					
Tchr, VE	9.00	9.00	9.00	0.00					
Tchr Aide, ESE	3.00	1.00	1.00	0.00					
Aide, Health	6.00	3.00	3.00	0.00					
2011 Total	**21.67**	**16.66**	**16.66**	**0.00**	**$ 853,315**	**$ 699,628**	**$ 1,180,647**	**$ 976,751**	**$ (203,896)**
2051 - Juvenile Detention Center									
Tchr Asst, Other Basic	2.00	2.00	2.00	0.00					
Tchr, Dropout Prevention, HS	2.00	2.00	2.00	0.00					
2051 Total	**4.00**	**4.00**	**4.00**	**0.00**	**$ 197,753**	**$ 199,514**	**$ 273,611**	**$ 278,542**	**$ 4,931**
2053 - Hospital Homebound									
Tchr, Hospital/Homebound	2.00	2.00	2.00	0.00					
2053 Total	**2.00**	**2.00**	**2.00**	**0.00**	**$ 151,899**	**$ 121,700**	**$ 210,167**	**$ 169,905**	**$ (40,263)**
2068 - The Port Academy									
Tchr, ESE & MG Integrated	1.00	1.00	1.00	0.00					
2068 Total	**1.00**	**1.00**	**1.00**	**0.00**	**$ 48,354**	**$ 48,054**	**$ 66,903**	**$ 67,089**	**$ 186**

Departmental General Fund Staff Allocations by Cost Center									
Cost Center	**FY 23.24 Budget Request**	**FY 23.24 Current Staffing**	**FY 24.25 Budget Request**	**Variance 24.25 Request vs 23.24 Budget Staffing**	**23.24 Budget Salary**	**24.25 Budget Salary**	**23.24 Salary with Benefits**	**24.25 Salary with Benefits**	**Variance 24.25 vs 23.24 Budget**
2083 - Sable									
Custodian 8 Hr	0.67	1.00	1.00	0.00					
Custodian, Head II	0.67	0.33	0.33	0.00					
Custodian, Lead I	0.33	0.33	0.33	0.00					
Guidance Clerk	1.00	1.00	1.00	0.00					
Health Aide	3.00	2.00	2.00	0.00					
Elementary School Teacher	1.00	3.00	2.00	-1.00					
Middle School Teacher	3.00	3.00	3.00	0.00					
VE Teacher	1.00	1.00	1.00	0.00					
VE Teacher PE	0.00	0.00	0.00	0.00					
Tchr, VE/SC	1.00	1.00	1.00	0.00					
Tchr Aide, ESE	4.00	4.00	4.00	0.00					
ESE 1:1 Teacher Aide	3.00	0.00	0.00	0.00					
2083 Total	**18.67**	**16.67**	**15.67**	**-1.00**	**$ 606,689**	**$ 555,388**	**$ 839,415**	**$ 775,377**	**$ (64,038)**
Total Instructional	**180.36**	**182.15**	**191.80**	**9.65**	**$ 10,620,628**	**$ 11,727,821**	**$ 14,694,701**	**$ 16,373,210**	**$ 1,130,856**

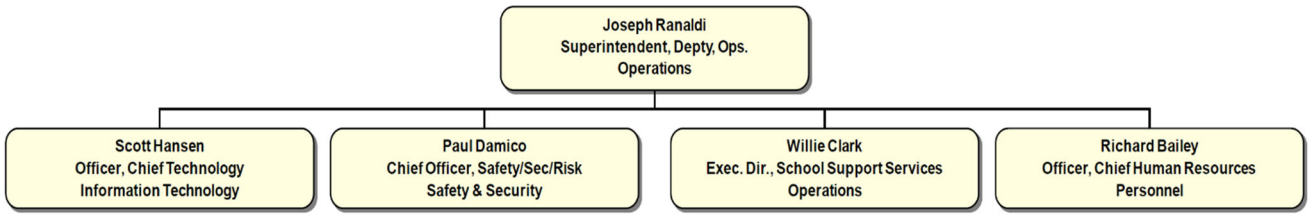
Department Grant Positions - 2023-2024

Proj Descr	Project	Fund	Cost Ctr	Descr	Sum of FTE
ELC/VPK Phase VI CARES Act	**4930700373**	10102	**9307**	Tchr Aide, Pre-K	2.00
ELC/VPK Phase VI CARES Act Total					**2.00**
ESSER III	**4930504379**	44501	**9305**	Specialist, Dual Language	1.00
ESSER III	**4930504379**	44501	**9307**	Registrar I	1.00
ESSER III	**4930504379**	44501	**9308**	Specialist/Mgr, InstrctnCurric	1.00
ESSER III	**4930504379**	44501	**9317**	School Social Worker - 10 Mo	16.50
ESSER III	**4930504379**	44501	**9317**	School Social Worker - 11 Mo	3.00
ESSER III	**4930504379**	44501	**9318**	Spec, Behavioral	2.00
ESSER III	**4930504379**	44501	**9552**	Analyst, Budget II	0.50
ESSER III	**4930504379**	44501	**9552**	Jr Accountant	0.75
ESSER III Total					**25.75**
ESSER T-IX Homeless	**4930504572**	44501	**9305**	Advisor, College & Career	1.00
ESSER T-IX Homeless	**4930504572**	44501	**9305**	Coordinator, Transportation	1.00
ESSER T-IX Homeless	**4930504572**	44501	**9305**	Liaison, Home School, ESOL	1.00
ESSER T-IX Homeless Total					**3.00**
Farmworker's 23-24	**4932304824**	42101	**9323**	Bookkeeper, School, 12 Mo	1.00
Farmworker's 23-24	**4932304824**	42101	**9323**	Coord, Adult Migrant Program	1.00
Farmworker's 23-24	**4932304824**	42101	**9323**	Recruiter, Migrant Education	1.00
Farmworker's 23-24 Total					**3.00**
FAU Waves Program 23-27	**4931100554**	10102	**9311**	Tchr-Spcl Assgn,Basic Instruct	1.00
FAU Waves Program 23-27 Total					**1.00**
FDLRS NEFEC 23-24	**4932304984**	10102	**9323**	Spec, FDLRS HR Development	1.00
FDLRS NEFEC 23-24 Total					**1.00**
FDLRS Payroll 23-24	**4931004964**	10102	**9307**	Tchr, on Assignment - ESE	1.00
FDLRS Payroll 23-24	**4931004964**	10102	**9310**	Spec, FDLRS HR Development	1.00
FDLRS Payroll 23-24 Total					**2.00**
IDEA Part B, K-12 23-24	**4931004204**	42101	**9310**	Accountant	0.50
IDEA Part B, K-12 23-24	**4931004204**	42101	**9310**	Assoc Director, ESE	2.00
IDEA Part B, K-12 23-24	**4931004204**	42101	**9310**	Cluster Coord-ESE Student Svcs	3.20
IDEA Part B, K-12 23-24	**4931004204**	42101	**9310**	Interpreter, Sign Language	9.00
IDEA Part B, K-12 23-24	**4931004204**	42101	**9310**	Jr Accountant	0.80
IDEA Part B, K-12 23-24	**4931004204**	42101	**9310**	Parent Engage & Outreach Adv	1.00
IDEA Part B, K-12 23-24	**4931004204**	42101	**9310**	Pathologist, Speech & Language	2.00
IDEA Part B, K-12 23-24	**4931004204**	42101	**9310**	Prof Crisis Mgt Trainer (PCM)	1.00
IDEA Part B, K-12 23-24	**4931004204**	42101	**9310**	Registrar II	1.00
IDEA Part B, K-12 23-24	**4931004204**	42101	**9310**	Secretary II - 11 Mo	2.00
IDEA Part B, K-12 23-24	**4931004204**	42101	**9310**	Secretary II - 12 Mo	3.00
IDEA Part B, K-12 23-24	**4931004204**	42101	**9310**	Spec, Behavioral, ESE	14.25
IDEA Part B, K-12 23-24	**4931004204**	42101	**9310**	Spec, Curriculum	2.00
IDEA Part B, K-12 23-24	**4931004204**	42101	**9310**	Spec, ESE Parent Support	1.00
IDEA Part B, K-12 23-24	**4931004204**	42101	**9310**	Spec, Exceptional Student Educ	20.00
IDEA Part B, K-12 23-24	**4931004204**	42101	**9310**	Spec, Pre-K	0.40
IDEA Part B, K-12 23-24	**4931004204**	42101	**9310**	Specialist/Mgr, Health Svcs	0.30
IDEA Part B, K-12 23-24	**4931004204**	42101	**9310**	Tchr, Hearing Impaired	6.00
IDEA Part B, K-12 23-24	**4931004204**	42101	**9310**	Tchr, Visually Impaired	4.00
IDEA Part B, K-12 23-24	**4931004204**	42101	**9310**	Tech, Behavior	16.00
IDEA Part B, K-12 23-24	**4931004204**	42101	**9310**	Tech, Behavior II	6.00
IDEA Part B, K-12 23-24 Total					**95.45**
IDEA Part B, Pre-K ESE 23-24	**4931004214**	42101	**9307**	Spec, Child Find	1.00
IDEA Part B, Pre-K ESE 23-24	**4931004214**	42101	**9310**	Early Learn Spec, Compliance	1.00
IDEA Part B, Pre-K ESE 23-24	**4931004214**	42101	**9310**	Path, Speech & Lang-Eval Cente	1.00

IDEA Part B, Pre-K ESE 23-24	**4931004214**	42101	**9310**	Spec, Pre-K	0.60
IDEA Part B, Pre-K ESE 23-24 Total					**3.60**
Patterson Foundation FY 23-24	**4930800334**	10102	**9308**	Junior Data Analyst	1.00
Patterson Foundation FY 23-24 Total					**1.00**
Perkins Secondary 23-24 4244	**4932304244**	42101	**9323**	Coord, Career Pathways	0.65
Perkins Secondary 23-24 4244	**4932304244**	42101	**9323**	Tchr-Spcl Assgn,Basic Instruct	1.00
Perkins Secondary 23-24 4244 Total					**1.65**
Perkins-Carol Lewis Salary 202	**4932300454**	10102	**9323**	Coord, Career Pathways	0.25
Perkins-Carol Lewis Salary 202 Total					**0.25**
Project LIFT 2022-2025	**4931804543**	42201	**9318**	School Social Worker - 11 Mo	1.00
Project LIFT 2022-2025	**4931804543**	42201	**9318**	School Social Worker - 12 Mo	1.00
Project LIFT 2022-2025 Total					**2.00**
Project SCAT 2023-2024	**4930804524**	42201	**9308**	Coordinator, School Climate	1.00
Project SCAT 2023-2024	**4930804524**	42201	**9311**	Coord, Instruction/Curriculum	1.00
Project SCAT 2023-2024	**4930804524**	42201	**9311**	School Multi-Tiered Supp Spec.	2.00
Project SCAT 2023-2024	**4930804524**	42201	**9311**	Spec,Stud & Family Early Inter	1.00
Project SCAT 2023-2024 Total					**5.00**
SEDNET 2023-2024 4034	**4931004034**	42101	**9310**	Manager, SED NET	0.65
SEDNET 2023-2024 4034 Total					**0.65**
SEDNET -Disc Part B Trust 23-2	**4931004044**	42101	**9310**	Manager, SED NET	0.35
SEDNET -Disc Part B Trust 23-2 Total					**0.35**
Title I Part A 23-24	**4930504324**	42101	**9305**	Accountant	0.50
Title I Part A 23-24	**4930504324**	42101	**9305**	Coord, Title I & Schoolwide	1.00
Title I Part A 23-24	**4930504324**	42101	**9305**	Dir, Federal Programs & Grants	0.80
Title I Part A 23-24	**4930504324**	42101	**9305**	Jr Accountant	1.50
Title I Part A 23-24	**4930504324**	42101	**9305**	Liaison, Home School, ESOL	1.00
Title I Part A 23-24	**4930504324**	42101	**9305**	School Social Worker - 10 Mo	0.50
Title I Part A 23-24	**4930504324**	42101	**9305**	Secretary, Administration	0.50
Title I Part A 23-24	**4930504324**	42101	**9305**	Secretary, Administrative	1.50
Title I Part A 23-24	**4930504324**	42101	**9305**	Specialist, Federal Programs	4.00
Title I Part A 23-24	**4930504324**	42101	**9307**	Dir, Early Childhood Education	0.80
Title I Part A 23-24	**4930504324**	42101	**9307**	Spec, Curriculum	2.00
Title I Part A 23-24	**4930504324**	42101	**9318**	Spec, Behavioral	1.00
Title I Part A 23-24 Total					**15.10**
Title I Part C Migrant 23-24	**4930504934**	42101	**9305**	Advocate, Migrant	1.00
Title I Part C Migrant 23-24	**4930504934**	42101	**9305**	Graduation Enhancement Tech	0.10
Title I Part C Migrant 23-24	**4930504934**	42101	**9305**	Liaison, Home School, ESOL	1.00
Title I Part C Migrant 23-24	**4930504934**	42101	**9305**	Recruiter, Migrant Education	1.00
Title I Part C Migrant 23-24	**4930504934**	42101	**9305**	Secretary, Administrative	0.50
Title I Part C Migrant 23-24	**4930504934**	42101	**9305**	Supv/Coor, Migrant Education	0.90
Title I Part C Migrant 23-24 Total					**4.50**
Title I Part D 23-24	**4931804264**	42101	**9318**	Spec,Transition,Neglectd & Del	1.80
Title I Part D 23-24 Total					**1.80**
Title I UniSIG 23-24	**4930504384**	42101	**9305**	Jr Accountant	0.25
Title I UniSIG 23-24 Total					**0.25**
Title II PartA Supporting Effe	**4930404364**	42101	**9304**	Coord, Instruction/Curriculum	5.00
Title II PartA Supporting Effe	**4930404364**	42101	**9304**	Spec, Curriculum - Math	2.00
Title II PartA Supporting Effe	**4930404364**	42101	**9304**	Spec, Professional Learning	3.00
Title II PartA Supporting Effe	**4930404364**	42101	**9304**	Specialist, Instructional	1.00
Title II PartA Supporting Effe	**4930404364**	42101	**9304**	Tchr, Spcl Assgn, Basic Instr	3.00
Title II PartA Supporting Effe	**4930404364**	42101	**9304**	Tchr, Spl Assgn, Basic Instr	1.00
Title II PartA Supporting Effe Total					**15.00**
Title III Immigrant 23-24	**4930504074**	42101	**9305**	Graduation Enhancement Tech	1.00
Title III Immigrant 23-24 Total					**1.00**

Title III Part A ESOL 23-24	**4930504054**	42101	**9305**	Jr Accountant	0.25
Title III Part A ESOL 23-24	**4930504054**	42101	**9305**	Specialist, ESOL	3.00
Title III Part A ESOL 23-24 Total					**3.25**
Title IV Student Supp 23-24	**4930504114**	42101	**9305**	Graduation Enhancement Tech	0.90
Title IV Student Supp 23-24	**4930504114**	42101	**9305**	School Social Worker - 10 Mo	1.00
Title IV Student Supp 23-24	**4930504114**	42101	**9305**	Supv/Coor, Migrant Education	0.15
Title IV Student Supp 23-24	**4930504114**	42101	**9318**	Spec,Transition,Neglectd & Del	0.15
Title IV Student Supp 23-24	**4930504114**	42101	**9318**	Tchr Asst, HS	1.00
Title IV Student Supp 23-24 Total					**3.20**
Title IX Homeless 23-24	**4930504094**	42101	**9305**	Graduation Enhancement Tech	2.00
Title IX Homeless 23-24	**4930504094**	42101	**9305**	Registrar I	1.00
Title IX Homeless 23-24	**4930504094**	42101	**9305**	School Social Worker - 10 Mo	0.50
Title IX Homeless 23-24 Total					**3.50**
Vocational Rehab 23-24	**4932300324**	10102	**9323**	Spec, Voc Rehab Employmt-12 Mo	3.00
Vocational Rehab 23-24 Total					**3.00**
Grand Total					**198.30**

OPERATIONS DIVISION



Last Modified 5/14/2024

Departmental General Fund & Internal Services Staff Allocations by Cost Center									
Cost Center	FY 23.24 Budget Request	FY 23.24 Current Staffing	FY 24.25 Budget Request	Variance 24.25 Request vs 23.24 Budget Staffing	23.24 Budget Salary	24.25 Budget Salary	23.24 Salary with Benefits	24.25 Salary with Benefits	Variance 24.25 vs 23.24 Budget
Operations									
9303 - Student Demographics									
Coord, Info Applications	3.00	3.00	3.00	0.00					
Registrar I	3.00	3.00	3.00	0.00					
Secretary II	1.00	1.00	1.00	0.00					
Secretary, Administative	1.00	1.00	1.00	0.00					
Spec, Instructional	1.00	1.00	1.00	0.00					
Spec, Program (Choice)	1.00	1.00	1.00	0.00					
Spec, State Reports I	4.00	4.00	4.00	0.00					
Spec. Asst, Program (Choice)	1.00	1.00	1.00	0.00					
Supv, Student Demo Proj &Assig	1.00	1.00	1.00	0.00					
9303 Total	**16.00**	**16.00**	**16.00**	**0.00**	**$ 868,557**	**$ 878,905**	**$ 1,201,736**	**$ 1,227,040**	**$ 25,304**
9501 - Deputy Superintendent of Operations									
Deputy Superintendent, Operations	1.00	1.00	1.00	0.00					
Executive Secretary	1.00	1.00	1.00	0.00					
9501 Total	**2.00**	**2.00**	**2.00**	**0.00**	**$ 234,726**	**$ 232,490**	**$ 324,767**	**$ 324,579**	**$ (188)**
9511 - Operations Support Services									
Chief Operating Officer (COO)	0.50	0.00	0.00	0.00					
Executive Director Operations	0.00	0.50	0.50	0.00					
Exec Secy, Instruction Curric	0.15	0.15	0.15	0.00					
9511 Total	**0.65**	**0.65**	**0.65**	**0.00**	**$ 85,628**	**$ 85,042**	**$ 118,475**	**$ 118,728**	**$ 253**
9512 - Maintenance and Operations									
Analyst, Analysis and Improvement	1.00	1.00	1.00	0.00					
Asst HVAC Mechanic	4.00	4.00	4.00	0.00					
Carpenter	1.00	1.00	1.00	0.00					
Carpenter II, Cabinet Shop	1.00	1.00	1.00	0.00					
Carpenter II, Cap Bldg Construction	4.00	3.00	3.00	0.00					
Carpenter II, Outside	8.00	9.00	9.00	0.00					
Clerk, Accounting II	5.00	5.00	5.00	0.00					
Coord Energy & Recycling	1.00	1.00	0.00	-1.00					
Custodian, Head I	2.00	2.00	2.00	0.00					
Custodian, Head II	1.00	1.00	1.00	0.00					
Custodian, Lead II	1.00	1.00	1.00	0.00					
Custodian-12 Mo	6.00	6.00	6.00	0.00					
Custodian-12 Mo - Floater	3.00	3.00	3.00	0.00					
Director,Maint,Oper,Warehouse	1.00	1.00	1.00	0.00					
Electrician II	4.00	4.00	4.00	0.00					
Filter Changer,HVAC	2.00	2.00	2.00	0.00					
Foreman, Carpet Cleaning	1.00	1.00	1.00	0.00					
Foreman, Lawn Maintenance	1.00	1.00	1.00	0.00					
Irrigation II	2.00	2.00	2.00	0.00					
Lawn Maintenance Technician	3.00	3.00	3.00	0.00					
Lead Carpenter, Outside	1.00	1.00	1.00	0.00					
Lead Electrician	1.00	1.00	1.00	0.00					
Lead Painter	1.00	1.00	1.00	0.00					
Lead, Grounds Maintenance	1.00	1.00	1.00	0.00					
Locksmith	2.00	2.00	2.00	0.00					
Manager Business Services	1.00	1.00	1.00	0.00					
Manager, Bldg Maint Svcs	2.00	2.00	2.00	0.00					
Manager, Cap Bldg Construction	1.00	1.00	1.00	0.00					
Manager, Electronics Maint Svcs	1.00	1.00	1.00	0.00					
Manager, Energy	0.00	0.00	1.00	1.00					
Manager, Grounds Maint	1.00	1.00	1.00	0.00					
Manager, Labor Relations	0.66	0.00	0.00	0.00					
Manager, Mechanical Systems	5.00	5.00	4.00	-1.00					
Manager. Oper, Inspection/Trng	4.00	4.00	4.00	0.00					
Mech, Industrial Equip II	3.00	3.00	3.00	0.00					
Mech, Lead Refrig	1.00	1.00	1.00	0.00					
Mech, Resurfacing/Fencing	2.00	2.00	2.00	0.00					
Mechanic AC Refrigeration II	4.00	4.00	4.00	0.00					
Mechanic Heating	1.00	1.00	1.00	0.00					

Departmental General Fund & Internal Services Staff Allocations by Cost Center									
Cost Center	**FY 23.24 Budget Request**	**FY 23.24 Current Staffing**	**FY 24.25 Budget Request**	**Variance 24.25 Request vs 23.24 Budget Staffing**	**23.24 Budget Salary**	**24.25 Budget Salary**	**23.24 Salary with Benefits**	**24.25 Salary with Benefits**	**Variance 24.25 vs 23.24 Budget**
Mechanic Industrial Equip Lead	1.00	1.00	1.00	0.00					
Mechanic, Vehicle	2.00	2.00	2.00	0.00					
Operator, Equipment	6.00	6.00	6.00	0.00					
Operator, Special Equipment	2.00	2.00	2.00	0.00					
Painter	10.00	10.00	10.00	0.00					
Plumber	3.00	3.00	3.00	0.00					
Plumber Lead	1.00	1.00	1.00	0.00					
Roofer	3.00	3.00	3.00	0.00					
Roofer, Lead	1.00	1.00	1.00	0.00					
Secretary Administrative	1.00	1.00	1.00	0.00					
Secretary II - 12 Month	1.00	1.00	1.00	0.00					
Spec Energy & Recycling	1.00	1.00	1.00	0.00					
Supervisor, Building Maintenance	1.00	1.00	1.00	0.00					
Supervisor, Custodial	1.00	1.00	1.00	0.00					
Supervisor, Mechanical System	1.00	1.00	1.00	0.00					
Supv, Sites Mgmt	1.00	1.00	1.00	0.00					
Tech Controls	3.00	3.00	3.00	0.00					
Tech Controls Lead	1.00	1.00	1.00	0.00					
Tech, Carpet Cleaning	2.00	2.00	2.00	0.00					
Tech, Pest Control/Fire Extinguishing	3.00	3.00	3.00	0.00					
Tech, Playground Equip Repair	1.00	1.00	1.00	0.00					
Tech, Turf Maintenance	1.00	1.00	1.00	0.00					
Technician, Electronics, Fire Alarm	3.00	3.00	3.00	0.00					
Technician, Electronics, Security	2.00	2.00	2.00	0.00					
Technician, Lead Electronics, Fire Alarm	1.00	1.00	1.00	0.00					
Technician, Lead, Electronics, Security	1.00	1.00	1.00	0.00					
9512 Total	**138.66**	**138.00**	**137.00**	**-1.00**	**$ 6,648,708**	**$ 6,792,987**	**$ 9,199,152**	**$ 9,483,689**	**$ 284,538**
9513 - Vehicle Maintenance									
Accountant, Junior	0.50	0.50	0.50	0.00					
Asst, Clerical II	1.00	1.00	1.00	0.00					
Asst, Parts	3.00	3.00	3.00	0.00					
Manager, Parts	1.00	1.00	1.00	0.00					
Mech, Lead Vehicle	5.00	5.00	5.00	0.00					
Mech, Vehicle	17.00	17.00	12.00	-5.00					
Supervisor, Vehicle Maintenance	1.00	1.00	1.00	0.00					
Trades Helper, Vehicle Maintenance	1.00	1.00	1.00	0.00					
9513 Total	**29.50**	**29.50**	**24.50**	**-5.00**	**$ 1,333,912**	**$ 1,164,096**	**$ 1,845,600**	**$ 1,625,195**	**$ (220,405)**
9514 - School Bus Transportation									
Bus Aide	133.00	116.00	115.00	-1.00					
Bus Driver	135.00	120.00	110.00	-10.00					
CBI Bus Aide	0.75	1.00	1.00	0.00					
CBI Bus Operator/Tchr Aide	0.75	1.00	1.00	0.00					
Administrator, Route	4.00	4.00	4.00	0.00					
Analyst, Route	4.00	4.00	4.00	0.00					
Assistant Director of Transportation	1.00	1.00	1.00	0.00					
Assistant, Clerical II 12 Mo.	2.00	2.00	2.00	0.00					
Asst, Clerical	1.00	1.00	1.00	0.00					
Accountant, Junior	0.50	0.50	0.50	0.00					
Clerk, Accounting II	2.00	2.00	2.00	0.00					
Coodinator, Transportation	1.00	1.00	1.00	0.00					
Director of Transportation	1.00	1.00	1.00	0.00					
Dispatcher, School Bus Trans	4.00	4.00	4.00	0.00					
Rep, Customer Svc, Trans	4.00	4.00	4.00	0.00					
Spec, Trans Compliance	1.00	1.00	1.00	0.00					
Safety Officer	3.00	3.00	3.00	0.00					
Scheduler, School Bus	1.00	1.00	1.00	0.00					
Secretary, Administrative	2.00	2.00	2.00	0.00					
Specialist, Transportation Operations	1.00	1.00	1.00	0.00					
Transportation, School Liaision	1.00	1.00	1.00	0.00					
Student Assistant, Trans.	1.50	1.50	1.50	0.00					
Van Operator	0.00	0.00	5.00	5.00					
9514 Total	**304.50**	**273.00**	**267.00**	**-6.00**	**$ 8,324,286**	**$ 8,377,613**	**$ 11,517,483**	**$ 11,695,986**	**$ 178,503**

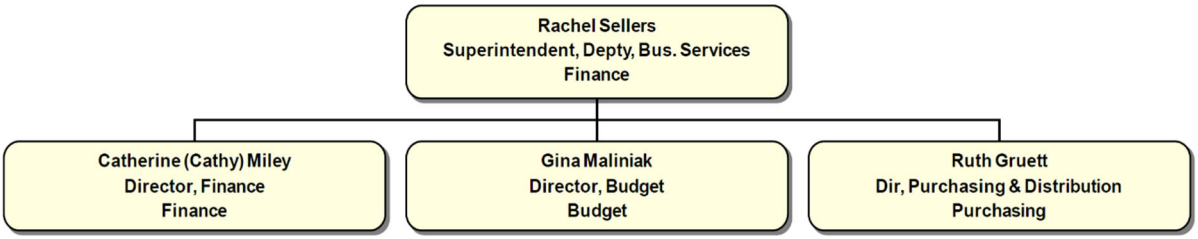
Departmental General Fund & Internal Services Staff Allocations by Cost Center

Cost Center	FY 23.24 Budget Request	FY 23.24 Current Staffing	FY 24.25 Budget Request	Variance 24.25 Request vs 23.24 Budget Staffing	23.24 Budget Salary	24.25 Budget Salary	23.24 Salary with Benefits	24.25 Salary with Benefits	Variance 24.25 vs 23.24 Budget
9515 - Construction Services									
Chief Operating Officer (COO)	0.50	0.00	0.00	0.00					
Executive Director Operations	0.00	0.50	0.50	0.00					
Exec Secy, Instruction Curric	0.85	0.85	0.85	0.00					
Dir, Capital Projects	1.00	1.00	1.00	0.00					
Dir, Project	4.00	4.00	4.00	0.00					
Executive Planner	1.00	1.00	1.00	0.00					
Mgr, School Planning & Concurr	1.00	1.00	1.00	0.00					
Manager, Office	1.00	1.00	1.00	0.00					
Clerk, Plans Room	1.00	1.00	1.00	0.00					
Project Assistant	5.00	5.00	5.00	0.00					
Facilities Planner	1.00	0.00	0.00	0.00					
Assistant Director	0.00	1.00	1.00	0.00					
Project Coordinator	1.00	1.00	1.00	0.00					
9515 Total	**17.35**	**17.35**	**17.35**	**0.00**	**$ 1,374,023**	**$ 1,403,064**	**$ 1,901,098**	**$ 1,958,817**	**$ 57,720**
9517 - Warehouse									
Clerk, Lead Receiving	1.00	1.00	1.00	0.00					
Clerk, Receiving	2.00	2.00	2.00	0.00					
Clerk, Stores	1.00	1.00	1.00	0.00					
Foreman, Warehouse	1.00	1.00	1.00	0.00					
Manager, Warehouse	1.00	1.00	1.00	0.00					
Specialist, Inventory/Material	1.00	1.00	1.00	0.00					
Worker/Driver, Warehouse I	8.00	8.00	8.00	0.00					
9517 Total	**15.00**	**15.00**	**15.00**	**0.00**	**$ 583,518**	**$ 602,444**	**$ 807,355**	**$ 841,072**	**$ 33,717**
9518 - Central Admin Services - SSC									
Custodian 8 Hr	2.00	2.00	2.00	0.00					
Custodian Head I	1.00	1.00	1.00	0.00					
Manager Admin & Building Svs	1.00	1.00	1.00	0.00					
Specialist, Admin Services	1.00	1.00	1.00	0.00					
9518 Total	**5.00**	**5.00**	**5.00**	**0.00**	**$ 186,641**	**$ 183,174**	**$ 258,237**	**$ 255,729**	**$ (2,508)**
9519 - Professional Support Center									
Custodian, Head I	1.00	1.00	1.00	0.00					
Custodian-12 Mo	5.00	5.00	4.50	-0.50					
Manager, Admin & Building Svcs	1.00	1.00	1.00	0.00					
PSC Specialist, Admin Services	0.00	0.00	1.00	1.00					
Security & Reception Specialist	1.00	1.00	0.00	-1.00					
9519 Total	**8.00**	**8.00**	**7.50**	**-0.50**	**$ 309,500**	**$ 300,525**	**$ 428,225**	**$ 419,563**	**$ (8,662)**
9531 - Department of Security									
Camera Monitor	1.00	1.00	1.00	0.00					
Director, Safety & Security	1.00	1.00	1.00	0.00					
Guardian, Lead	2.00	2.00	3.00	1.00					
Guardian, Safety/School	53.00	53.00	62.00	9.00					
Secretary, Operations	1.00	1.00	1.00	0.00					
Specialist, Background and Fingerprinting	1.00	1.00	1.00	0.00					
Security Guard, Armed	4.00	4.00	4.00	0.00					
Security Officers	3.00	3.00	3.00	0.00					
Security Supervisor	0.00	0.00	1.00	1.00					
9531 Total	**66.00**	**66.00**	**77.00**	**11.00**	**$ 2,783,100**	**$ 3,363,016**	**$ 3,850,698**	**$ 4,695,106**	**$ 844,409**
9532 - Department of Safety									
Chief, Safety, Security, Risk	1.00	1.00	1.00	0.00					
Manager of Safety	1.00	1.00	1.00	0.00					
Sec, Exec Dir	1.00	1.00	1.00	0.00					
9532 Total	**3.00**	**3.00**	**3.00**	**0.00**	**$ 283,121**	**$ 286,763**	**$ 391,726**	**$ 400,350**	**$ 8,624**

Departmental General Fund & Internal Services Staff Allocations by Cost Center									
Cost Center	**FY 23.24 Budget Request**	**FY 23.24 Current Staffing**	**FY 24.25 Budget Request**	**Variance 24.25 Request vs 23.24 Budget Staffing**	**23.24 Budget Salary**	**24.25 Budget Salary**	**23.24 Salary with Benefits**	**24.25 Salary with Benefits**	**Variance 24.25 vs 23.24 Budget**
9534 - Personnel									
Asst Dir, HR	3.00	2.00	2.00	0.00					
Secretary, Administrative	2.00	1.00	1.00	0.00					
Spec III, Human Resources	5.00	5.00	5.00	0.00					
Coordinator, Recruitment	1.00	1.00	1.00	0.00					
Specialist I, Human Resources	1.00	1.00	1.00	0.00					
Specialist, Certification	3.00	3.00	3.00	0.00					
Manager, Labor Relations	1.00	1.00	1.00	0.00					
Specialist II, Human Resources	3.00	3.00	3.00	0.00					
Spec, Position Management	2.00	2.00	2.00	0.00					
Unassigned Positions	2.00	2.00	2.00	0.00					
9534 Total	**23.00**	**21.00**	**21.00**	**0.00**	**$ 1,306,345**	**$ 1,207,148**	**$ 1,807,459**	**$ 1,685,299**	**$ (122,159)**
9535 - Benefits									
Analyst, Employee LOA	1.00	1.00	1.00	0.00					
Specialist, Employee LOA	1.00	1.00	1.00	0.00					
Specialist, Term PO & Sick LB	1.00	1.00	1.00	0.00					
Assistant, Employee Benefits	1.00	1.00	1.00	0.00					
Educator, Health and Well-Being	1.00	1.00	1.00	0.00					
Admin, Employee Benefits	1.00	1.00	1.00	0.00					
Specialist, Employee Benefits	4.00	4.00	4.00	0.00					
9535 Total	**10.00**	**10.00**	**10.00**	**0.00**	**$ 601,343**	**$ 581,429**	**$ 832,018**	**$ 811,732**	**$ (20,286)**
9536 - Chief Human Resource Officer									
Chief Human Resources Officer	1.00	1.00	1.00	0.00					
Exec Secy, Staff Services	1.00	1.00	1.00	0.00					
Admin, HR Data Services	1.00	1.00	1.00	0.00					
9536 Total	**3.00**	**3.00**	**3.00**	**0.00**	**$ 294,675**	**$ 297,197**	**$ 407,712**	**$ 414,916**	**$ 7,205**
9537 - Risk Management									
Director, Risk Management	1.00	1.00	1.00	0.00					
Spec, Risk Management	2.00	2.00	1.00	-1.00					
9537 Total	**3.00**	**3.00**	**2.00**	**-1.00**	**$ 241,506**	**$ 186,012**	**$ 334,148**	**$ 259,691**	**$ (74,457)**
9571 - Information Technology									
Analyst, Systems	3.00	3.00	2.00	-1.00					
Analyst, Business Systems	5.00	5.00	4.00	-1.00					
Analyst, Business Intelligence	0.00	0.00	1.00	1.00					
Coord, Info Application	3.00	3.00	3.00	0.00					
Developer, Senior Web & Media	1.00	1.00	2.00	1.00					
Director, Business Systems	1.00	1.00	1.00	0.00					
Engineer, Data Center Support	10.00	10.00	10.00	0.00					
Engineer, Network Systems	3.00	3.00	3.00	0.00					
Engineer, Field Support	4.00	4.00	3.00	-1.00					
Engineer, Sr. Field Support	4.00	4.00	4.00	0.00					
Engineer, Sr Network Sys & Sec	3.00	3.00	3.00	0.00					
Executive Director Secretary	1.00	1.00	1.00	0.00					
Field Technician	23.00	23.00	23.00	0.00					
Manager, Application Sup&Train	1.00	1.00	1.00	0.00					
Manager, Business Analysis	1.00	1.00	1.00	0.00					
Manager, IT Site Support Serv	1.00	1.00	1.00	0.00					
Manager, Systems & Programming	0.00	0.00	1.00	1.00					
Officer, Chief Technology	1.00	1.00	1.00	0.00					
Spec, Tech Svc Desk	3.00	3.00	2.00	-1.00					
Supervisor, Data Ctr Serv	1.00	1.00	1.00	0.00					
Supervisor, Network Services	1.00	1.00	1.00	0.00					
Supervisor,Site Support Services	1.00	1.00	1.00	0.00					
Tech, AV	2.00	2.00	2.00	0.00					
9571 Total	**73.00**	**73.00**	**72.00**	**-1.00**	**$ 4,638,971**	**$ 4,614,110**	**$ 6,418,480**	**$ 6,441,759**	**$ 23,278**
9572 - Property Records and Retention									
Manager, Property Control	1.00	1.00	1.00	0.00					
Supervisor, Property Records	1.00	1.00	1.00	0.00					
Spec, Records Management	3.00	3.00	3.00	0.00					
9572 Total	**5.00**	**5.00**	**5.00**	**0.00**	**$ 250,243**	**$ 246,095**	**$ 346,237**	**$ 343,573**	**$ (2,664)**

Departmental General Fund & Internal Services Staff Allocations by Cost Center									
Cost Center	FY 23.24 Budget Request	FY 23.24 Current Staffing	FY 24.25 Budget Request	Variance 24.25 Request vs 23.24 Budget Staffing	23.24 Budget Salary	24.25 Budget Salary	23.24 Salary with Benefits	24.25 Salary with Benefits	Variance 24.25 vs 23.24 Budget
9573 - Print Shop									
Coordinator, Printer Serv	1.00	1.00	1.00	0.00					
Senior Printer	2.00	2.00	2.00	0.00					
9573 Total	**3.00**	**3.00**	**3.00**	**0.00**	**$ 141,769**	**$ 144,475**	**$ 196,152**	**$ 201,702**	**$ 5,550**
Total Operations	**725.66**	**691.50**	**688.00**	**-3.50**	**$ 30,490,573**	**$ 30,946,585**	**$ 42,186,757**	**$ 43,204,527**	**$ 1,017,770**

BUSINESS SERVICES DIVISION



Last Modified 5/14/2024

Departmental General Fund Staff Allocations by Cost Center									
Cost Center	FY 23.24 Budget Request	FY 23.24 Current Staffing	FY 24.25 Budget Request	Variance 24.25 Request vs 23.24 Budget Staffing	23.24 Budget Salary	24.25 Budget Salary	23.24 Salary with Benefits	24.25 Salary with Benefits	Variance 24.25 vs 23.24 Budget
Business Services									
9551 - Deputy Superintendent Business Services									
Administrator, Allocation	1.00	1.00	1.00	0.00					
Deputy Supt, Bus & Finance	1.00	1.00	1.00	0.00					
Executive Secretary, Fiscal	1.00	1.00	1.00	0.00					
Specialist, Medicaid	1.00	1.00	1.00	0.00					
9551 Total	**4.00**	**4.00**	**4.00**	**0.00**	**$ 388,292**	**$ 394,927**	**$ 537,240**	**$ 546,421**	**$ 6,636**
9552 - Budget Department									
Analyst, Budget II	1.00	1.00	1.00	0.00					
Analyst, Sr. Budget	1.25	1.25	1.81	0.56					
Director, Budget	1.00	1.00	1.00	0.00					
9552 Total	**3.25**	**3.25**	**3.81**	**0.56**	**$ 256,211**	**$ 302,169**	**$ 354,493**	**$ 418,081**	**$ 45,958**
9553 - Finance Department									
Accountant	3.50	3.50	3.50	0.00					
Accountant, Senior	2.00	2.00	2.00	0.00					
Accounting Manager	1.00	1.00	1.00	0.00					
Accounts Payable Specialist, Senior	1.00	1.00	1.00	0.00					
Analyst, Budget I	0.50	0.50	0.50	0.00					
Analyst, Budget II	2.00	2.00	2.00	0.00					
Director of Finance	1.00	1.00	1.00	0.00					
Spec, Fiscal	1.80	1.80	1.80	0.00					
Junior Accountant	1.00	1.00	0.00	-1.00					
Administrator Pcard	1.00	1.00	1.00	0.00					
Accounting Specialist	1.00	1.00	1.00	0.00					
Secretary, Executive Dir, Finance	1.00	1.00	1.00	0.00					
Specialist, Accounts Payable	2.00	2.00	2.00	0.00					
Financial Analyst	1.00	1.00	1.00	0.00					
9553 Total	**19.80**	**19.80**	**18.80**	**-1.00**	**$ 1,175,273**	**$ 1,128,643**	**$ 1,626,107**	**$ 1,561,591**	**$ (46,630)**
9554 - Purchasing									
Associate Buyer	2.00	2.00	2.00	0.00					
Buyer	2.00	2.00	2.00	0.00					
Capital Buyer	1.00	1.00	1.00	0.00					
Specialist, Procurement	2.00	2.00	2.00	0.00					
Dir, Purchasing & Distribution	1.00	1.00	1.00	0.00					
9554 Total	**8.00**	**8.00**	**8.00**	**0.00**	**$ 460,299**	**$ 466,623**	**$ 636,869**	**$ 645,620**	**$ 6,325**
9555 - Payroll Department									
Administrator, Payroll	1.00	1.00	1.00	0.00					
Coord, Payroll	1.00	2.00	2.00	0.00					
Spec, Payroll	4.00	3.00	3.00	0.00					
Spec, Senior Payroll	2.00	1.00	1.00	0.00					
9555 Total	**8.00**	**7.00**	**7.00**	**0.00**	**$ 369,371**	**$ 357,068**	**$ 511,062**	**$ 494,039**	**$ (12,303)**
Total Business Services	**43.05**	**42.05**	**41.61**	**-0.44**	**$ 2,649,445**	**$ 2,649,430**	**$ 3,665,772**	**$ 3,665,752**	**$ (14)**

Elementary, K-8, Middle, High School, and District Staffing Plans 2024-25 School Year

Board Workshop – May 24, 2024

Student Enrollment Trends

		Change from Prior Year
2018-2019 School Year	48,853 students[(a)]	-
2019-2020 School Year	49,436 students[(b)]	583
2020-2021 School Year	48,826 students[(c)]	-610
2021-2022 School Year	50,680 students[(d)]	1,854
2022-2023 School Year	52,130 students[(e)]	1,450
2023-2024 School Year	54,466 students[(f)]	2,336
2024-2025 School Year	56,470 students[(g)]	2,004

(a) 2018-19 FEFP Final Calc
(b) 2019-20 FEFP Final Calc
(c) 2020-21 FEFP Final Calc
(d) 2021-22 FEFP Final Calc
(e) 2022-23 FEFP Final Calc
(f) 2023-24 FEFP Third Calc
(g) 2024-25 FEFP Conference Report

Note: Student count includes district students, charter school students, and Family Empowerment Scholarship (FES) students

School Staffing Plan

Goals of the Model

- Transparency
  - Very easy to understand
  - Represents all schools
  - Represents all departments

- Consistency
  - Formula Driven
  - Focused on State Constitutional class-size maximum (ratio) requirements

- Fully Supporting Students
  - Proactive – more support for students and teachers
  - Allocation decisions – March 2024, Summer 2024, 10-Day Count (08/23/24)

Elementary School Staffing Model - Based on Formula

2024/2025 SY ELEMENTARY SCHOOL STAFF ALLOCATIONS

BASIC INSTRUCTIONAL STAFF	
K-3	1:19
4-5	1:23
STUDENT SERVICES STAFF	
ESOL Resource	Add 1 over 100 LEP students, 1 additional after 200 LEP students, 1 additional after 400 LEP students
ASD/EBD	1 Teacher and 1 ESE Para per 6-10 students
IND/VE	1 Teacher and 1 ESE Para per 12-15 students
VE Resource	1 Teacher per 40 students
ENRICHMENT STAFF	
Art	1 per school
Music	1 per school
STEM	1 per school
Physical Ed	1 per school, 1 additional per 600 students
SUPPORT STAFF	
Media Specialist	1 per school
Counselor	1 per school, over 750 students add 1
Student Support (Discipline)	1 per school, over 750 students add 1

Elementary School Staffing Model - Based on Formula

2024/2025 SY ELEMENTARY SCHOOL STAFF ALLOCATIONS

ADMINISTRATIVE STAFF	
Principal	1 per school
Assistant Principal	1 per school (RAISE School - add 1 by need)
School Coordinator	1 per 900+ students (Coordinator takes place of 2nd AP at RAISE School)
CATEGORICAL STAFF	
Title I Staff	Assigned according to approved School Improvement/Title I Plan
SCHOOL SAFETY STAFF	
Guardian/School Resource Officer	1 per school
NON-INSTRUCTIONAL STAFF	
Basic Paraprofessional	1 per 125 K-3 students; plus 1 for 4-5, use at Principal's discretion
ESE Paraprofessional	1 per self-contained classroom
ESOL Paraprofessional	1 per 15-50 LEP students with the same home language
Teacher Asst, PE (PE Tech)	Add 1 over 750 students
Computer Lab Manager	1 per school (through attrition will be replaced with School Support Technician)
Guidance Clerk	1 per school, over 750 students add 1
Registrar I	1 per school
Sr. School Secretary	1 per school
Clerk (10 mo.)	1 per school, over 750 students add 1 Schools with less than 400 students = reduce 1 front office position, Principal's choice Schools with more than 1,000 students = add 1 front office position, Principal's choice
Health Aide or LPN	1 per school
Custodial units	Assigned by Maintenance & Operations Department

K-8 School Staffing Model-Based on Formula

2024/2025 SY K-8 SCHOOL STAFF ALLOCATIONS

BASIC INSTRUCTIONAL STAFF

K-3	1:19
4-5	1:23
6-8	1:23

All 6-8 teaching units assigned at Principal's discretion, except schools must meet class size requirements, must offer Algebra I and Geometry, and English I Honors. All schools must hire a minimum of 1 Alt Ed,1 Art (6-8), 1 Music (6-8) and 1 PE (6-8); but may hire more at Principal's discretion. All CTE programs are to continue for 2024-25 unless authorization to discontinue is approved by Deputy Superintendent of Instruction. All Teachers must teach 6 periods, any exceptions must be approved by the principal's supervisor and the Deputy Superintendent of Instruction.

STUDENT SERVICES STAFF

ESOL Resource	Add 1 over 100 LEP students, 1 additional after 200 LEP students, 1 additional after 400 LEP students
ASD/EBD	1 Teacher and 1 ESE Para per 6-10 students
IND/VE	1 Teacher and 1 ESE Para per 12-15 students
VE Resource	1 Teacher per 40 students

ENRICHMENT STAFF

Art	1 per school (K-5)
Music	1 per school (K-5)
STEM	1 per school (K-5)
Physical Ed	1 per school (K-5)
Program Support	by need

SUPPORT STAFF

Media Specialist	1 per school
Counselor	2 per school
Student Support (Discipline)	2 per school

K-8 School Staffing Model-Based on Formula

2024/2025 SY K-8 SCHOOL STAFF ALLOCATIONS

ADMINISTRATIVE STAFF	
Principal	1 per school
Assistant Principal	2 per school
SCHOOL SAFETY STAFF	
School Resource Officer/Guardian	1-2 per school
CATEGORICAL STAFF	
Title I Staff	Assigned according to approved School Improvement/Title I Plan
NON-INSTRUCTIONAL STAFF	
Basic Paraprofessional	1 per 125 K-3 students, plus 3 for 4-8; use at Principal's discretion
ESE Paraprofessional	1 per self-contained classroom
ESOL Paraprofessional	1 per 15-50 LEP students with same home language
ISS Teacher Assistant	1 per school
Teacher Asst, PE (PE Tech)	Add 1 over 750 students
Guidance Clerk	1 per school
Registrar I	1 per school
Sr. School Secretary	1 per school
Clerk (10 mo.)	2 per school
Health Aide or LPN	1 per school
Custodial units	Assigned by Maintenance & Operations Department

Middle School Staffing Model - Based on Formula

2024/2025 SY MIDDLE SCHOOL STAFF ALLOCATIONS

BASIC INSTRUCTIONAL STAFF

6-8	1:23, no adjustments included

All teaching units assigned at Principal's discretion, except schools must meet class size requirements, must offer Algebra I and Geometry, and English I Honors, and must use one allocation for a Reading/ELA Coach. All schools must also hire a minimum of 1 Alt Ed,1 Art, 1 Music and 1 PE, but may hire more at Principal's discretion. All CTE programs are to continue for 2024-25 unless authorization to discontinue is approved by Deputy Superintendent of Instruction. All Teachers must teach 6 periods, any exceptions must be approved by the principal's supervisor and the Deputy Superintendent of Instruction.

STUDENT SERVICES STAFF

ESOL Resource	Add 1 over 100 LEP students, 1 additional after 200 LEP students, 1 additional after 400 LEP students
ASD/EBD	1 Teacher and 1 ESE Para per 6-10 students
IND/VE	1 Teacher and 1 ESE Para per 12-15 students
VE Resource	1 Teacher per 40 students

SUPPORT STAFF

Media Specialist	1 per school
Counselor	2 per school; add 1 over 1,000 students
Student Support (Discipline)	2 per school; add 1 over 1,000 students
Program Support	by need

Middle School Staffing Model - Based on Formula

2024/2025 SY MIDDLE SCHOOL STAFF ALLOCATIONS

ADMINISTRATIVE STAFF	
Principal	1 per school
Assistant Principal	2 per school
SCHOOL SAFETY STAFF	
School Resource Officer/Guardian	1-2 per school
NON-INSTRUCTIONAL STAFF	
Instructional Paraprofessional	2 per school based on funding (1-Reading, 1-GE); 3 if over 1,000 students
ESE Paraprofessional	1 per self-contained classroom
ESOL Paraprofessional	1 per 15-50 LEP students with same home language
ISS Teacher Assistant	1 per school
Teacher Asst, PE (PE Tech)	Add 1 over 1,000 students
Computer Lab Manager	Through attrition will be replaced with Field Service Technicians assigned to IT Dept.
Guidance Clerk	1 per school
Registrar I	1 per school
Sr. School Secretary	1 per school
Clerk (10 mo.)	2 per school
Health Aide or LPN	1 per school
Custodial units	Assigned by Maintenance & Operations Department

High School Staffing Model - Based on Formula

2024/2025 SY HIGH SCHOOL STAFF ALLOCATIONS

BASIC ACADEMIC STAFF

9-12	1:26, no adjustments included

All teaching units assigned at Principal's discretion, except schools must meet class size requirements, must offer Algebra I and Geometry, and English I Honors, and must use one allocation for a Reading/ELA Coach. All schools must also hire a minimum of 1 Alt Ed,1 Art, 1 Music, 1 PE, and 1 Driver's Ed, but may hire more at Principal's discretion. All CTE programs are to continue for 2024-25 unless authorization to discontinue is approved by Deputy Superintendent of Instruction. All Teachers must teach 6 periods, any exceptions must be approved by the principal's supervisor and the Deputy Superintendent of Instruction.

STUDENT SERVICES STAFF

ESOL Resource	Add 1 over 100 LEP students, 1 additional after 200 LEP students, 1 additional after 400 LEP students
ASD/EBD	1 Teacher and 1 ESE Para per 6-10 students
IND/VE	1 Teacher and 1 ESE Para per 12-15 students
VE Resource	1 Teacher per 40 students

SUPPORT STAFF

Media Specialist	1 per school
Counselor	4 per school, over 2,000 students add 1
Testing Administrator	1 per school
Program Support	by need
Student Support Specialist/Dean	1 per 500 students (4 maximum). Through attrition, Deans will be replaced with Student Support Specialists.
Athletic Trainer	1 per school
Career Advisor	1 per school (depending on size schools could share)

High School Staffing Model - Based on Formula

2024/2025 SY HIGH SCHOOL STAFF ALLOCATIONS

ADMINISTRATIVE STAFF	
Principal	1 per school
Assistant Principal	3 per school
Athletic Director	1 per school
CATEGORICAL STAFF	
ROTC	(see ROTC guidelines)
SCHOOL SAFETY STAFF	
School Resource Officer/Guardian	3 - 4 per school
NON-INSTRUCTIONAL STAFF	
ESE Paraprofessional	1 per self-contained classroom
ESOL Paraprofessional	1 per 15-50 LEP students with same home language
ISS Teacher Assistant	1 per school
Driver's Education Assistant	1 per school
Guidance Clerk	2 per school
Registrar II (12 mo.)	1 per school
Sr. School Secretary (12 mo.)	1 per school
Clerk	3 per school
Bookkeeper (12 mo.)	1 per school
Attendance Clerk	1 per school
Health Aide or LPN	1 per school
Custodial units	Assigned by Maintenance & Operations Department

Highlights of the Staffing Plan Changes

- Staffing ratios: K-3 (1:19), 4-8 (1:23), 9-12 (1:26).
- Basic Instructional teacher allocations based on class size ratios.
- Basic Instructional positions (6-12 grades) = prior year positions that were listed separately: Basic Academic, Alternative Education, Career & Technical, Enrichment – Art, Music, Driver Education, Advanced Placement, IB, AICE, Flex units, Remediation and Career Research (Ed Tech).
- Basic Instructional also includes a Reading/ELA Coach at each K-8, middle and high school.
- Program Support positions = additional teacher staffing units for special programs.
- K-8 schools each receive 1 allocation sheet listing all positions instead of a separate allocation sheet for elementary and middle.
- Principals: more flexibility in staffing their schools.

School Level Model – Tara Elementary

3/1/2024 - DRAFT

ELEMENTARY SCHOOL: Tara 0681

INSTRUCTIONAL/ADMIN. STAFFING:

K-3	1:19	19.0
4-5	1:23	8.0

Basic Instructional

Kindergarten	4.53		5.0	
1st Grade	4.84		5.0	Fn. 1
2nd Grade	4.21		4.0	Fn. 1
3rd Grade	4.95		5.0	
4th Grade	4.26		4.0	
5th Grade	3.65		4.0	
		SubTotal:	**27.0**	

ENROLLMENT	Projected	10 Day
EPK	25	0
K	86	0
1	92	0
2	80	0
3	94	0
Total K-3	**352**	**0**
4	98	0
5	84	0
Total 4-5	**182**	**0**
TOTAL K-5	**559**	**0**

Footnotes:

1) 3/1/24 - Total number of Basic Teachers remains the same as 2023-24: +1 (1st), -1 (2nd). Remove EBD unit (Teacher and ESE Para) - unit moving to Bashaw Elementary. Remove 1 PE Teacher. Remove 1 Classroom Sub. Remove 1 ESE 1:1 Aide.

School Level Model continued

Student Services			
ESOL Resource		0.0	
ASD		1.0	
EBD/SC	move to Bashaw	0.0	Fn. 1
Gifted (BRE)	0.6	1.0	
InD/SC		0.0	
PI/VE		0.0	
PreK	1 EPK, 1 EPK INT	2.0	
Speech (share with Kinnan)	0.6	0.0	
Speech (contracted)	1.0	0.0	
VE		2.0	
VE/SC		1.0	
	SubTotal:	**7.0**	
Enrichment			
Art		1.0	
Music		1.0	
STEM	Tax Referendum	1.0	
Physical Education		1.0	Fn. 1
	SubTotal:	**4.0**	
Student Support			
Media Specialist		1.0	
Certified School Counselor		1.0	
Student Support Specialist	Ed. Enrich.	1.0	
Program Support		0.0	
	SubTotal:	**3.0**	

Footnotes:

1) 3/1/24 - Total number of Basic Teachers remains the same as 2023-24: +1 (1st), -1 (2nd). Remove EBD unit (Teacher and ESE Para) - unit moving to Bashaw Elementary. Remove 1 PE Teacher. Remove 1 Classroom Sub. Remove 1 ESE 1:1 Aide.

School Level Model continued

Administration		
Principal		1.0
Asst. Principal		1.0
Coordinator	Ed. Enrich.	0.0
	SubTotal:	**2.0**
Grant-funded, Categorical		
VPK/CDA		1.0
VPK Integrated Teacher		2.0
	SubTotal:	**3.0**
TOTAL INSTRUCTIONAL/ADMIN.		**46.0**

Footnotes:

1) 3/1/24 - Total number of Basic Teachers remains the same as 2023-24: +1 (1st), -1 (2nd). Remove EBD unit (Teacher and ESE Para) - unit moving to Bashaw Elementary. Remove 1 PE Teacher. Remove 1 Classroom Sub. Remove 1 ESE 1:1 Aide.

School Level Model continued

NON-INSTRUCTIONAL STAFFING:

Paraprofessionals		
Basic Para	3.0	
ESE Para	4.0	Fn. 1
ESOL Para	1.0	
Classroom Sub	0.0	Fn. 1
Teacher Assistant, PE (PE Tech)	0.0	
SubTotal:	**8.0**	
Clerical		
Guidance Clerk	1.0	
Registrar I	1.0	
Sr. School Secretary	1.0	
Clerk (Asst, School Clerical - 10 mo.)	1.0	
School Support Technician (11 mo.)	1.0	
	0.0	
SubTotal:	**5.0**	

Footnotes:

1) 3/1/24 - Total number of Basic Teachers remains the same as 2023-24: +1 (1st), -1 (2nd). Remove EBD unit (Teacher and ESE Para) - unit moving to Bashaw Elementary. Remove 1 PE Teacher. Remove 1 Classroom Sub. Remove 1 ESE 1:1 Aide.

School Level Model continued

Paraprofessionals (Grant-funded, Categorical)			
Academy Inst Aide		0.0	
ESE 1:1 Aide	IDEA-B	0.0	Fn. 1
VPK Aide		1.0	
VPK Integrated Aide		2.0	
	SubTotal:	3.0	

Footnotes:

1) 3/1/24 - Total number of Basic Teachers remains the same as 2023-24: +1 (1st), -1 (2nd). Remove EBD unit (Teacher and ESE Para) - unit moving to Bashaw Elementary. Remove 1 PE Teacher. Remove 1 Classroom Sub. Remove 1 ESE 1:1 Aide.

School Level Model continued

Non-Instructional (Grant-funded)		
School Health Services		
Nurse (s/w Prine)	0.5	0.0
LPN		1.0
Health Aide		0.0
	SubTotal:	**1.0**
School Safety (Dept. 9531 - Security)		
Resource officer	0.0	
Guardian	1.0	
Custodial Services		
Head Custodian		1.0
Custodian		3.0
	SubTotal:	**4.0**
TOTAL NON-INSTRUCTIONAL		**21.0**

Footnotes:

1) 3/1/24 - Total number of Basic Teachers remains the same as 2023-24: +1 (1st), -1 (2nd). Remove EBD unit (Teacher and ESE Para) - unit moving to Bashaw Elementary. Remove 1 PE Teacher. Remove 1 Classroom Sub. Remove 1 ESE 1:1 Aide.

ESSER Impact

2024-25 PROPOSED POSITION CHANGES - ESSER IMPACT

BUDGETED ALLOCATIONS	% of Positions	POSITIONS		Amount	% of Funding
ESSER POSITIONS BUDGETED		206	$	12,361,469.30	
POSITIONS KEPT (Moved to General Fund)	53%	109	$	7,744,309.22	63%
POSITIONS (Moved to Federal Grants/Vacant Allocations in General Fund)	4%	8	$	575,796.42	5%
POSITION REDUCTIONS (Not allocated to General Fund)	43%	89	$	4,041,363.66	33%
			$	12,361,469.30	

Summary-

District returned mission critical ESSER positions back into the General Fund and reduced other General Fund positions as an offset.

ESSER Positions:			
Non-Instructional	-55	$	(1,661,923.29)
Instructional	-33	$	(2,333,112.12)
Departments	-9	$	(622,124.66)
	-97	$	(4,617,160.08)
General Fund:			
Non-Instructional	-53	$	(927,287.06)
Instructional	-52	$	(3,800,515.72)
Departments - General fund/WC	-17	$	(1,042,973.38)
	-122	$	(5,770,776.16)

TOTAL REDUCTIONS	-219	$	(10,387,936.24)	84%
NET EXPENDITURES FUNDED FROM GENERAL FUND		$	1,973,533.06	16%

School Staffing Plan – Summary

- A total of 289 positions were impacted.
- School position reductions made due to absence of ESSER * Funds:
  - 88 ESSER* allocations or $4M in salaries and benefits
  - 105 General Fund allocations or $4.7M in salaries and benefits
- Total decrease in local and non-ESSER federal grant positions is 96 or $2.4M in salaries and benefits. The continuation of federal and local grant positions is contingent on final Department of Education or local agency awards.

Notes: *Elementary and Secondary Schools Emergency Relief (ESSER) Fund grants will expire on 09/30/2024.

School Staffing Plan – Cost Estimates

SCHOOL LEVEL STAFFING PLAN
Cost Summary
FY 2023-24 vs. FY 2024-25

	2023-24				2024-25 PROJECTED					
	Total Units	Salary Unit Cost	Fringe Benefits Unit Cost	Planned Cost	Total Units	Salary Unit Cost	Fringe Benefits Unit Cost	Planned Cost	Unit Change	$ Amount Change
INSTRUCTIONAL STAFFING:										
Basic Instructional										
K-5	922.0	$52,731	$20,228	$67,267,840	887.0	$52,731	$20,887	$65,298,943		-$1,968,896
K-8	81.0	$52,731	$20,228	$5,909,648	74.0	$52,731	$20,887	$5,447,713		-$461,934
6-8	330.0	$52,731	$20,228	$24,076,342	314.0	$52,731	$20,887	$23,115,973		-$960,369
9-12	544.0	$52,731	$20,228	$39,689,485	540.0	$52,731	$20,887	$39,753,585		$64,100
	1,877.0			**$136,943,314**	**1,815.0**			**$133,616,215**	**(62.0)**	**-$3,327,099**
Student Services										
ESOL	24.0	$52,731	$20,228	$1,751,007	36.0	$52,731	$20,887	$2,650,239		$899,232
ASD	41.0	$52,731	$20,228	$2,991,303	41.0	$52,731	$20,887	$3,018,328		$27,025
EBD/SC	20.0	$52,731	$20,228	$1,459,172	20.0	$52,731	$20,887	$1,472,355		$13,183
Gifted	32.0	$52,731	$20,228	$2,334,676	32.0	$52,731	$20,887	$2,355,768		$21,092
InD/SC	41.0	$52,731	$20,228	$2,991,303	41.0	$52,731	$20,887	$3,018,328		$27,025
Physically Impaired	1.0	$52,731	$20,228	$72,959	1.0	$52,731	$20,887	$73,618		$659
PreK	52.0	$52,731	$20,228	$3,793,848	53.0	$52,731	$20,887	$3,901,741		$107,893
Speech	28.4	$52,731	$20,228	$2,072,025	28.4	$52,731	$20,887	$2,090,744		$18,720
VE-VE/SC	159.0	$52,731	$20,228	$11,600,419	159.0	$52,731	$20,887	$11,705,222		$104,803
OJT/Dept. Chair/TAPP	8.0	$52,731	$20,228	$583,669	8.0	$52,731	$20,887	$588,942		$5,273
	406.4			**$29,650,380**	**419.4**			**$30,875,284**	**13.0**	**$1,224,904**
Enrichment										
Art	33.0	$52,731	$20,228	$2,407,634	33.0	$52,731	$20,887	$2,429,386		$21,752
Music	32.0	$52,731	$20,228	$2,334,676	32.0	$52,731	$20,887	$2,355,768		$21,092
Physical Education	58.0	$52,731	$20,228	$4,231,599	47.0	$52,731	$20,887	$3,460,034		-$771,565
STEM	33.0	$52,731	$20,228	$2,407,634	33.0	$52,731	$20,887	$2,429,386		$21,752
	156.0			**$11,381,543**	**145.0**			**$10,674,574**	**(11.0)**	**-$706,970**

School Staffing Plan – Cost Estimates

SCHOOL LEVEL STAFFING PLAN
Cost Summary
FY 2023-24 vs. FY 2024-25

	2023-24				2024-25 PROJECTED					
Student Support										
Media Specialist	50.0	$60,550	$23,227	$4,188,849	49.0	$60,550	$23,984	$4,142,159		-$46,690
Certified School Counselor	97.0	$59,022	$22,641	$7,921,295	93.0	$59,022	$23,379	$7,663,257		-$258,038
Student Support Specialist	91.0	$52,731	$20,228	$6,639,234	79.0	$52,731	$20,887	$5,815,802		-$823,431
Testing Administrator	8.0	$52,731	$20,228	$583,669	8.0	$52,731	$20,887	$588,942		$5,273
Program Support	45.0	$52,731	$20,228	$3,283,138	42.0	$52,731	$20,887	$3,091,945		-$191,192
Athletic Trainer	5.0	$51,575	$19,784	$356,796	6.0	$51,575	$20,429	$432,023		$75,227
College & Career Advisor	7.0	$47,935	$18,388	$464,260	7.0	$47,935	$18,987	$468,454		$4,194
Dean	5.0	$70,913	$27,202	$490,576	5.0	$70,913	$28,089	$495,008		$4,432
	308.0			**$23,927,817**	**289.0**			**$22,697,591**	**(19.0)**	**-$1,230,225**
School Leadership										
Principal - Elementary	31.0	$105,412	$40,436	$4,521,289	31.0	$105,412	$41,754	$4,562,136		$40,847
Principal - K-8	2.0	$105,412	$40,436	$291,696	2.0	$105,412	$41,754	$294,331		$2,635
Principal - Middle School	9.0	$105,412	$40,436	$1,312,632	9.0	$105,412	$41,754	$1,324,491		$11,859
Principal - High School	8.0	$105,412	$40,436	$1,166,784	8.0	$105,412	$41,754	$1,177,326		$10,541
Asst. Principal - Elementary	35.0	$86,366	$33,130	$4,182,360	35.0	$86,366	$34,210	$4,220,145		$37,785
Asst. Principal - K-8	4.0	$86,366	$33,130	$477,984	4.0	$86,366	$34,210	$482,302		$4,318
Asst. Principal - Middle School	17.0	$86,366	$33,130	$2,031,432	18.0	$86,366	$34,210	$2,170,360		$138,928
Asst. Principal - High School	24.0	$86,366	$33,130	$2,867,904	23.0	$86,366	$34,210	$2,773,238		-$94,666
Coordinator	7.0	$52,548	$20,157	$508,938	6.0	$52,548	$20,814	$440,174		-$68,764
Athletic Director	7.0	$84,889	$32,563	$822,167	7.0	$84,889	$33,625	$829,595		$7,428
	144.0			**$18,183,187**	**143.0**			**$18,274,099**	**(1.0)**	**$90,912**
Total FEFP Funded Units	**2,891.4**			**$220,086,240**	**2,811.4**			**$216,137,762**	**(80.0)**	**-$3,948,478**
Instructional Grant-funded, Categorical										
PreK: VPK/CDA	18.0	$28,789	$11,043	$716,984	15.0	$28,789	$11,403	$602,885		-$114,099
PreK: Integrated Teacher	18.0	$52,731	$20,228	$1,313,255	19.0	$52,731	$20,887	$1,398,737		$85,482
PreK: VPK Teacher (Title I School)	9.0	$52,731	$20,228	$656,628	9.0	$52,731	$20,887	$662,560		$5,932
PreK: Integrated Teacher (Title I School)	13.0	$52,731	$20,228	$948,462	16.0	$52,731	$20,887	$1,177,884		$229,422
ROTC	18.0	$52,731	$20,228	$1,313,255	18.0	$52,731	$20,887	$1,325,119		$11,864
Resource/ESOL Resource Teacher	37.0	$52,731	$20,228	$2,699,469	23.0	$52,731	$20,887	$1,693,208		-$1,006,260
Guidance Counselor (Title I)	4.0	$59,022	$22,641	$326,651	-	$59,022	$23,379	$0		-$326,651
Academic Coach	31.0	$54,289	$20,825	$2,328,542	23.0	$54,289	$21,504	$1,743,236		-$585,306
Total Grant-funded, Categorical Units	**148.0**			**$10,303,246**	**123.0**			**$8,603,630**	**(25.0)**	**-$1,699,616**
TOTAL INSTRUC/SCHOOL LEADERSHIP UNITS	**3,039.4**			**$230,389,486**	**2,934.4**			**$224,741,392**	**(105.0)**	**-$5,648,094**

All data in this presentation was as of 05/08/2024

School Staffing Plan – Cost Estimates

SCHOOL LEVEL STAFFING PLAN
Cost Summary
FY 2023-24 vs. FY 2024-25

	2023-24				2024-25 PROJECTED					
NON-INSTRUCTIONAL STAFFING:										
Paraprofessionals										
Basic Paraprofessional	147.0	$22,696	$8,706	$4,616,121	146.0	$22,696	$8,990	$4,626,139		$10,018
ESE Paraprofessional	224.0	$22,696	$8,706	$7,034,090	225.0	$22,696	$8,990	$7,129,324		$95,235
ESOL Paraprofessional	100.0	$22,696	$8,706	$3,140,219	102.0	$22,696	$8,990	$3,231,960		$91,742
Classroom Sub	75.0	$22,696	$8,706	$2,355,164	1.0	$22,696	$8,990	$31,686		-$2,323,478
PE Tech	13.0	$28,789	$11,043	$517,822	6.0	$28,789	$11,403	$241,154		-$276,668
Computer Lab Manager	20.0	$28,789	$11,043	$796,649	19.0	$28,789	$11,403	$763,654		-$32,995
Driver's Ed Assistant	7.0	$28,789	$11,043	$278,827	7.0	$28,789	$11,403	$281,346		$2,519
ISS Safe Schools	19.0	$28,789	$11,043	$756,817	19.0	$28,789	$11,403	$763,654		$6,837
Clerical Staff										
Guidance Clerk	63.0	$32,509	$12,470	$2,833,706	60.0	$32,509	$12,877	$2,723,149		-$110,557
Registrar	52.0	$32,509	$12,470	$2,338,932	52.0	$32,509	$12,877	$2,360,062		$21,131
Secretary	50.0	$32,509	$12,470	$2,248,973	50.0	$32,509	$12,877	$2,269,291		$20,318
Clerk	77.0	$32,509	$12,470	$3,463,418	79.0	$32,509	$12,877	$3,585,479		$122,062
+/- Office pos. based on enrollment	-	$32,509	$12,470	$0	(3.0)	$32,509	$12,877	-$136,157		-$136,157
Bookkeeper	7.0	$32,509	$12,470	$314,856	7.0	$32,509	$12,877	$317,701		$2,845
Attendance Clerk	8.0	$32,509	$12,470	$359,836	8.0	$32,509	$12,877	$363,087		$3,251
School Support Technician	13.0	$32,509	$12,470	$584,733	14.0	$32,509	$12,877	$635,401		$50,669
Custodial Services										
Plant Manager	6.0	$47,792	$18,333	$396,750	7.0	$47,792	$18,930	$467,057		$70,307
Custodian-Head	44.0	$31,171	$11,957	$1,897,641	43.0	$31,171	$12,347	$1,871,267		-$26,374
Custodian-Lead	17.0	$31,171	$11,957	$733,179	17.0	$31,171	$12,347	$739,803		$6,624
Custodian	232.0	$31,171	$11,957	$10,005,741	232.0	$31,171	$12,347	$10,096,137		$90,396
Total Non-Instructional	**1,174.0**			**$44,673,472**	**1,091.0**			**$42,361,195**	**(83.0)**	**-$2,312,277**

All data in this presentation was as of 05/08/2024

School Staffing Plan – Cost Estimates

SCHOOL LEVEL STAFFING PLAN
Cost Summary
FY 2023-24 vs. FY 2024-25

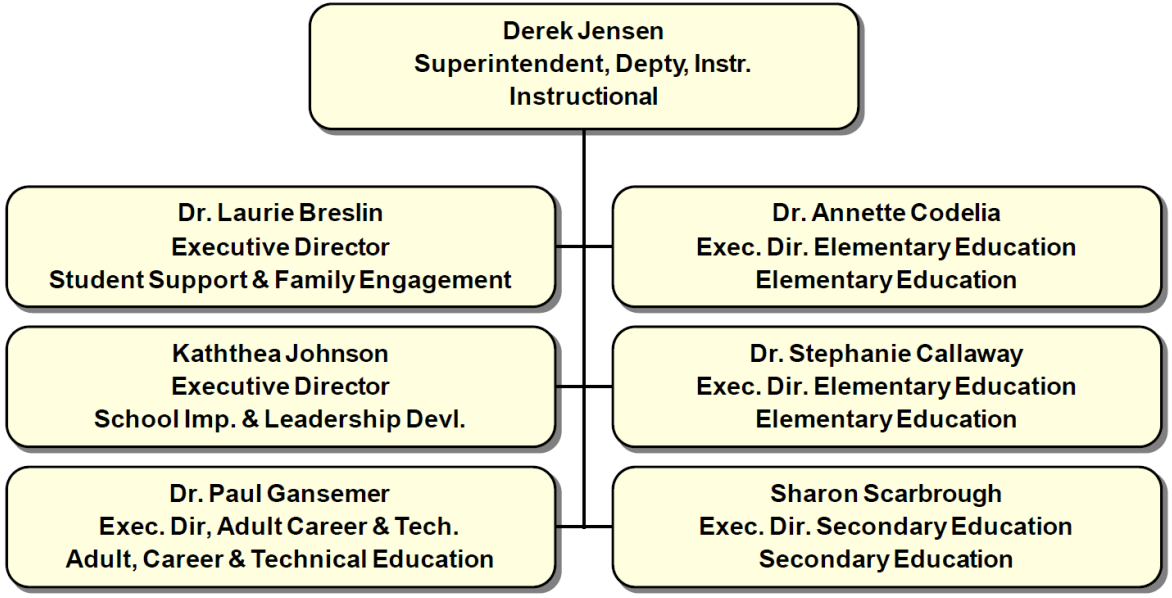
	2023-24				2024-25 PROJECTED					
Non-Instructional Grant-funded, Categorical										
3rd Grade Academy Aide	19.0	$22,696	$8,706	$596,642	-	$22,696	$8,990	$0		-$596,642
ESE 1:1 Aide (IDEA-B)	78.0	$22,696	$8,706	$2,449,370	-	$22,696	$8,990	$0		-$2,449,370
VPK Aide	16.0	$22,696	$8,706	$502,435	15.0	$22,696	$8,990	$475,288		-$27,147
VPK Integrated Aide	18.0	$22,696	$8,706	$565,239	19.0	$22,696	$8,990	$602,032		$36,792
VPK Teacher Aide (Title I School)	11.0	$22,696	$8,706	$345,424	9.0	$22,696	$8,990	$285,173		-$60,251
VPK Integrated Aide (Title I School)	13.0	$22,696	$8,706	$408,228	16.0	$22,696	$8,990	$506,974		$98,746
Teacher Aide	33.0	$22,696	$8,706	$1,036,272	29.0	$22,696	$8,990	$918,891		-$117,381
Title I ESOL Aide	-	$22,696	$8,706	$0	-	$22,696	$8,990	$0		$0
Home School Liaison (Title I)	5.0	$32,509	$12,470	$224,897	6.0	$32,509	$12,877	$272,315		$47,418
Behavior Tech. (UniSIG)	1.0	$22,696	$8,706	$31,402	-	$22,696	$8,990	$0		-$31,402
Teacher Assistant (Title I)	5.0	$28,789	$11,043	$199,162	7.0	$28,789	$11,403	$281,346		$82,184
* USF Interns - Teacher Assistant	19.0	$25,003	$9,591	$657,289	19.0	$25,003	$9,904	$663,227		$5,938
Graduation Enhancement Technician (GET)	17.0	$47,935	$18,388	$1,127,489	14.0	$47,935	$18,987	$936,909		-$190,580
Total Paraprofessional, GET Units	**235.0**			**$8,143,850**	**134.0**			**$4,942,155**	**(101.0)**	**-$3,201,695**
* USF Interns are budgeted, but not listed on school allocation sheets as locations are yet to be determined.										
Health Services										
Nurse, RN	26.0	$47,935	$18,388	$1,724,395	26.0	$47,935	$18,987	$1,739,973		$15,579
LPN	39.0	$32,509	$12,470	$1,754,199	39.0	$32,509	$12,877	$1,770,047		$15,848
Health Aide	11.0	$22,696	$8,706	$345,424	11.0	$22,696	$8,990	$348,545		$3,121
Total Non-Instruc. Grants, Categorical Units	**76.0**			**$3,824,017**	**76.0**			**$3,858,565**	**-**	**$34,548**
Total Non-Instructional Units	**1,485.0**			**$56,641,339**	**1,301.0**			**$51,161,915**	**(184.0)**	**-$5,479,425**
TOTAL SCHOOL LEVEL STAFFING	**4,524.4**			**$287,030,826**	**4,235.4**			**$275,903,307**	**(289.0)**	**-$11,127,519**

Instructional Division

2024-2025

Staffing Plan

Organization Chart – Instructional Division



Summary Instructional Staffing Changes (see Notebook for all positions)

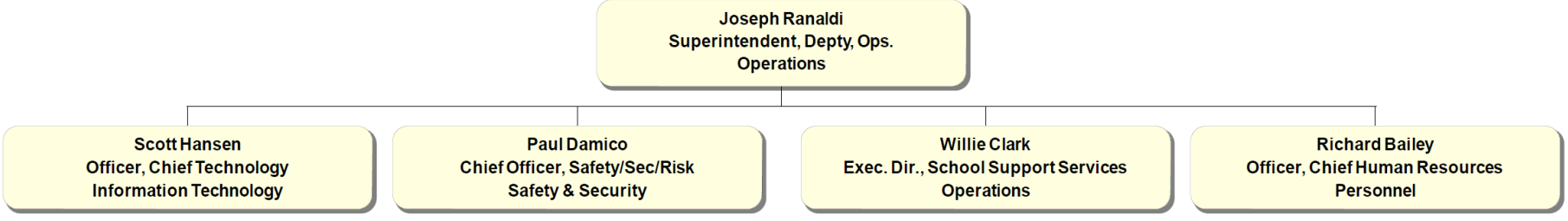
Departmental General Fund Staff Allocations by Cost Center									
Cost Center	FY 23.24 Budget Request	FY 23.24 Current Staffing	FY 24.25 Budget Request	Variance 24.25 Request vs 23.24 Budget Staffing	23.24 Budget Salary	24.25 Budget Salary	23.24 Salary with Benefits	24.25 Salary with Benefits	Variance 24.25 vs 23.24 Budget
Instructional									
9301 - Deputy Superintendent of Instruction									
Exec Secy, Administration	1.00	1.00	1.00	0.00					
Spec, Fiscal	0.20	0.20	0.20	0.00					
Superintendent, Deputy, Instruction	1.00	1.00	1.00	0.00					
9301 Total	**2.20**	**2.20**	**2.20**	**0.00**	**$ 226,124**	**$ 211,585**	**$ 312,866**	**$ 295,394**	**$ (17,472)**
9317 - Student Services									
School Social Worker-10 Month	4.00	4.00	21.00	17.00					
School Social Worker-11 Month	0.00	0.00	3.00	3.00					
9317 Total	**4.00**	**4.00**	**24.00**	**20.00**	**$ 213,739**	**$ 1,485,740**	**$ 295,729**	**$ 2,074,241**	**$ 1,778,512**

Operations Division

2024-2025

Staffing Plan

Organization Chart – Operations Division



Summary Operations Staffing Changes (see Notebook for all positions)

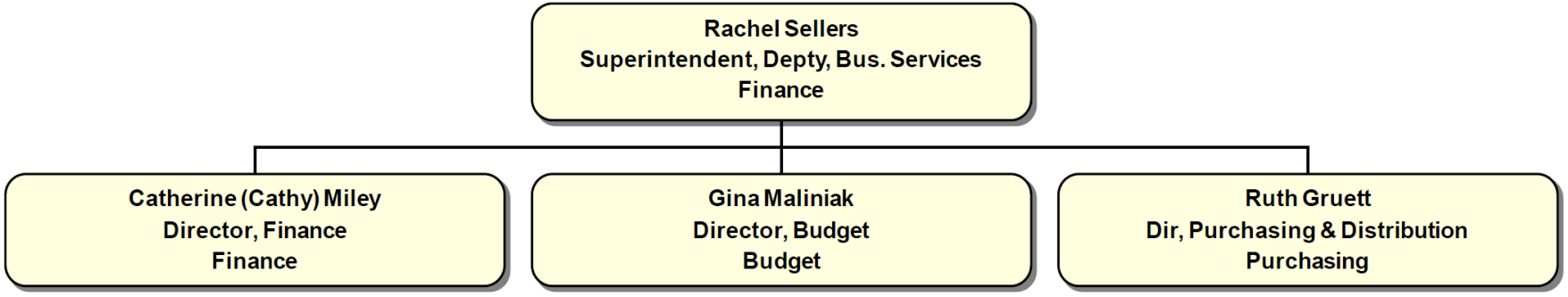
Departmental General Fund & Internal Services Staff Allocations by Cost Center									
Cost Center	FY 23.24 Budget Request	FY 23.24 Current Staffing	FY 24.25 Budget Request	Variance 24.25 Request vs 23.24 Budget Staffing	23.24 Budget Salary	24.25 Budget Salary	23.24 Salary with Benefits	24.25 Salary with Benefits	Variance 24.25 vs 23.24 Budget
Operations									
9501 - Deputy Superintendent of Operations									
Deputy Superintendent, Operations	1.00	1.00	1.00	0.00					
Executive Secretary	1.00	1.00	1.00	0.00					
9501 Total	**2.00**	**2.00**	**2.00**	**0.00**	**$ 234,726**	**$ 232,490**	**$ 324,767**	**$ 324,579**	**$ (188)**
9536 - Chief Human Resource Officer									
Chief Human Resources Officer	1.00	1.00	1.00	0.00					
Exec Secy, Staff Services	1.00	1.00	1.00	0.00					
Admin, HR Data Services	1.00	1.00	1.00	0.00					
9536 Total	**3.00**	**3.00**	**3.00**	**0.00**	**$ 294,675**	**$ 297,197**	**$ 407,712**	**$ 414,916**	**$ 7,205**

Business Services Division

2024-2025

Staffing Plan

Organization Chart – Business Services Division



Summary Business Services Staffing Changes (see Notebook for all positions)

Departmental General Fund Staff Allocations by Cost Center									
Cost Center	FY 23.24 Budget Request	FY 23.24 Current Staffing	FY 24.25 Budget Request	Variance 24.25 Request vs 23.24 Budget Staffing	23.24 Budget Salary	24.25 Budget Salary	23.24 Salary with Benefits	24.25 Salary with Benefits	Variance 24.25 vs 23.24 Budget
Business Services									
9551 - Deputy Superintendent Business Services									
Administrator, Allocation	1.00	1.00	1.00	0.00					
Deputy Supt, Bus & Finance	1.00	1.00	1.00	0.00					
Executive Secretary, Fiscal	1.00	1.00	1.00	0.00					
Specialist, Medicaid	1.00	1.00	1.00	0.00					
9551 Total	**4.00**	**4.00**	**4.00**	**0.00**	**$ 388,292**	**$ 394,927**	**$ 537,240**	**$ 546,421**	**$ 6,636**
9555 - Payroll Department									
Administrator, Payroll	1.00	1.00	1.00	0.00					
Coord, Payroll	1.00	2.00	2.00	0.00					
Spec, Payroll	4.00	3.00	3.00	0.00					
Spec, Senior Payroll	2.00	1.00	1.00	0.00					
9555 Total	**8.00**	**7.00**	**7.00**	**0.00**	**$ 369,371**	**$ 357,068**	**$ 511,062**	**$ 494,039**	**$ (12,303)**

Comparison of General Fund Positions 2023-24 vs 2024-25

	2023-24 School Year* (5/26/2023 workshop)	2024-25 School Year (5/24/2024 workshop)
Schools	4,475.90	4,235.40
Instructional/Admin Units	3,090.90	2,934.40
Non-Instructional Units	1,385.00	1,301.00
Departments	963.56	949.41
School Board	6.00	6.00
Superintendent	8.00	7.00
Superintendent Office	3.00	2.00
Professional Standards	2.00	2.00
Legal Services	3.00	3.00
Strategy and Communications	12.40	15.00
Community Engagement	4.40	5.00
Instructional TV & EDTV	6.00	6.00
Strategic Planning	2.00	3.00
Enrollment Management	0.00	1.00
Instructional	173.95	191.80
Operations	721.16	688.00
Business Services	42.05	41.61
Total Positions	**5,439.46**	**5,184.81**

Notes:

*2023-2024 workshop includes ESE Aides 1:1 62 positions; 2024-2025 does not include ESE Aides.

This position count excludes grant-funded Long-Term Subs, Non-Faculty Coaches, Substitute Teachers, EDEP Site Workers, Part-Time MTC Instructors, and Food Service Workers.

Questions?

AGENDA ITEM NO. IV.3

School Board of Manatee County
May 24, 2024 - Workshop

Title
2024-2025 Student Progression Plan Review - *updated 5/22/2024*

Executive Summary
Mr. Derek Jensen, Deputy Superintendent of Instruction, will present information regarding the 2024-2025 Student Progression Plan.

Contact
Submitting Department: Instructional Services
Initiated By: Derek Jensen

Attachments:
2024-24 SPP Revisions DRAFT - Added 5/22/2024
2024-25 Student Progression Plan Change Log - Added 5/22/2024

Student Progression Plan Notice

Style Definition: Heading 3

Style Definition: Heading 7

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

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

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

For purposes of this document, pursuant to Florida Statute, "Parent" is either or both parents of a student, any guardian of a student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of the parent (FS 1000.21(~~5~~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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General Information (K-12), Section 4.9

I. Admission and Enrollment

To enroll a student in school in the School District of Manatee County (SDMC), the parent must have physical custody of the student at least 50% of the time and certify that fact on the enrollment form. The address of the enrolling parent will be used for purposes of pupil assignment to a school. If parents are separated or divorced, the student will not change schools when the student stays with the non-enrolling parent, unless there has been a documented change in custody.

For the purpose of this policy, the term "parent" is defined as either or both biological or adoptive parents of a student, or any legal guardian of a student. The term "legal guardian" includes any guardian established by court order or a guardian-in-fact established by the filing of a proper Guardianship Affidavit with the District.

Step-parents have no legal rights regarding enrollment and school activities, unless guardianship to act on behalf of the spouse is established. A "change in custody" occurs when a child who was living with the enrolling parent at least 50% of the time~~,~~ no longer lives with the enrolling parent at least 50% of the time. The enrolling parent will not be changed unless both parents agree, changes to the parenting plan or other legal documentation is presented expressly directing this change and/or there is a change of address outside of the zoned school boundary.

Any Florida student who resides outside of Manatee County who wishes to attend the School District of Manatee County must have permission from both the school district of his or her residence and the Manatee County School District. The Superintendent or designee is authorized to give permission. Students must apply annually; ~~Any~~ 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

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~~5~~). 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:

- ~~Physical~~ 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 ~~12 months~~1 year prior to the child enrolling in a Florida School. Children are not admitted to school without a ~~physical~~ health exam. Contact a medical provider (doctor/clinic) for a school ~~physical~~ health exam (DH-3040).
- ~~Certificate of Immunization~~Immunization Documentation:
    - Certificate of Immunization (DH 680) with all immunization dates~~/or disease date(s)~~ completed and/or updated by ~~the health care~~the medical provider. Students entering the designated grade levels are required to show proof of these vaccines or a valid medical~~/religious~~ exemption before entry into school; or~~,~~
    - Religious Exemption from Immunization (DH 681)

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

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

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

4. Academic History

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

- Last report card
- Withdrawal Form
- 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

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.

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.

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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

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 ~~that is within the designated elementary cluster or middle school region of the student's zoned school as determined by the address of the student's parent~~. Approval of School Choice applications will be by school, program, and building capacities as well as the Board's goal of maintaining a student population at every district school which reflects the district's overall socio-economic distribution of population.

Applications to participate in the Voluntary School Choice Controlled Open Enrollment Program shall be

available at all school sites 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 student's enrolling parent and submitted to the designated office prior to the close of the School Choice Open Enrollment period. Students who have been approved through the ~~Choice~~ 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 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.

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.

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Transfer Students from Out of Country

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

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

State Uniform Transfer of Credit Guidelines for Middle School

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

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;

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, ~~and~~ 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 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.

The ~~Department of Curriculum, Instruction, and Assessment has~~Instructional Services departments 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 students who are substantially deficient in Grades K- 3 Reading.
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 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.

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.

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 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 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;
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~~explicit, systematic, and multi-sensory reading intervention strategies grounded in the science of reading must occur beyond the 90-minute literacy block ~~and~~ 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~~must occur~~. Mathematics intervention may be integrated within the student's current mathematics class or before or after school. Students identified as having a substantial mathematics deficiency must receive intervention instruction from a highly qualified teacher.

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 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. Intervention plans should include:

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

b. Targeted strategies to accelerate learning;

c. Measurable targets or goals for each deficit area;~~-~~

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

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

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

(i) Summer school

(ii) Dropout prevention services

(iii) Parent tutorial programs required

(iv) Contracted academic services

(v) Reading instruction

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

(vii)Tutoring

(viii) Mentoring

(ix) Intensive skill development programs

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

3. Parent Consultation and Communication

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 ~~parent friendly~~ 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 ~~read-at-home~~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.
- The process to request and receive a New Worlds ~~Reading s~~Scholarship, subject to available funds

(s. 1002.411, F.S.).

~~In addition, 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 kindergarten 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.

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 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, ~~and~~ 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 will be posted on the district's website. Appendix C contains the Parent Opt Out form for Health Education.

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:

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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.
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.

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

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

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

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

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

~~*1. (a) The right to direct the education and care of his or her minor child.*~~

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

~~*3. (c) The right, pursuant to s. 1002.20(13), to access and review all school records relating to his or her minor child.*~~

~~*4. (d) The right to consent in writing before the state or any of its political subdivisions makes a video or voice recording of his or her minor child unless such recording is made during or as part of a court proceeding or is made as part of a forensic interview in a criminal or Department of Children and Families investigation or is to be used solely for the following purposes:*~~

~~*5. 1. A safety demonstration, including the maintenance of order and discipline in the common areas of a school or on student transportation vehicles;*~~

~~*6. 2. A purpose related to a legitimate academic or extracurricular activity;*~~

~~*3. A purpose related to regular classroom instructions;*~~

~~*4. Security or surveillance of buildings or grounds; or*~~

~~*5. A photo identification card.*~~

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

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

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

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

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

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

I. Program of Studies Grades K-5

All students will receive instruction in English Language Arts (ELA), mathematics, science, social studies, the arts, health, and physical education aligned with state standards. 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

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(~~7~~8), F.S., ~~and~~ Rule 6A-1.09422~~1~~2, 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)2., 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.;

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

~~4.~~ 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.

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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.

II. Promotion and Good Cause Placements

Promotion Requirements

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

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. The ELL Committee must be convened, and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report. (Use this exemption first for eligible K-2 English Language Learners.)
Good Cause "A-504" – A student with a Section 504 plan can be placed for good cause if the Report of Conference Form indicates the student's disability along with the recommendation and reasons for the student's exemption from the promotion criteria in reading and mathematics. Documentation of remediation in reading and/or mathematics will be included within the school-wide progress monitoring plan.

Good Cause "A-Com" – A student in grades K-2 can be placed for good cause if a committee comprised of the student's teachers, school counselor, or other appropriate personnel as designated by the principal documents the recommendation and the reasons for the student's exemption from the promotion criteria. Documentation could be included in a student portfolio, case conference notes, or documentation in the school-wide progress monitoring plan. Student will receive intervention and support in the next grade level. No student can be assigned to a grade level based solely on age or other factors that constitute social promotion.

Good Cause Criteria for Grade 3

Good Cause Criteria:

Per state statute, a student may not be retained more than once in grade 3. A student is exempt from retention for good cause and placed in the next grade if the student meets one of the following. 3rd grade good cause is defined as 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). The ELL Committee must be convened, and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report.
Good Cause "2" – Students with disabilities whose Individual Education Plans (IEP) indicate that participation in statewide assessment is not appropriate, consistent with the requirements of section 1008.212, F.S..
Good Cause "3" – Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment that has been approved by the Department of Education, administered after the required grade 3 statewide standardized English Language Arts assessment under Section 1008.22, F.S. The required percentile passing score for each approved alternative standardized reading assessment will be determined by the Department of Education.

Good Cause "4" – Students who demonstrate, through a student portfolio, that they are reading on grade level as evidenced by demonstration of mastery of the State Standards in reading equal to at least a Level 2 performance on required state assessment. To demonstrate mastery of the required reading skills, the student portfolio must: • be selected by the student's 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 "6"– 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

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. The ELL Committee must be convened, and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report.
Good Cause "A-504" - A student with a Section 504 plan can be placed for good cause if the Report of Conference Form indicates the student's disability along with the recommendation and reasons for the student's exemption from the promotion criteria in reading and mathematics.
Good Cause "A-Com" - A student in grades 4-5 can be placed for good cause if a committee comprised of the student's teachers, school counselor, or other appropriate personnel as designated by the principal documents the recommendation and the reasons for the student's exemption from the promotion criteria. Documentation could be included in a student portfolio, case conference notes, or documentation in the school-wide progress monitoring plan. 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.

Summer School Promotion

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

III. Intensive Intervention

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

Parents of students in kindergarten through grade 5 who exhibit a substantial deficiency in reading, or the characteristics of dyslexia 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 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;

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 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

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.

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.

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

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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~~ small group instruction;
    ~~b.~~c. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice and more opportunities for error correction and feedback;
    ~~c.~~d. Reduced teacher-student ratios;
    ~~d.~~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;
    ~~e.~~f. Tutoring or mentoring;
    ~~f.~~g. Transition classes containing 3rd and 4th grade students;
    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.

g. 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.).

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

Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment or the statewide, standardized Mathematics assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following:

1. A federally required student plan, such as an individual education plan;

2. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or

3. An individualized progress monitoring plan.

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

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

I. Program of Studies Grades 6-8

Course Offerings

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

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

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

Advancement Via Individual Determination

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

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

In addition to 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.

Required Courses for Grades 6-8

~~5.~~ 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, ~~and~~ 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 ~~within the last 2 or more consecutive years~~. 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.

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:

1. Parents must complete the Intensive Instruction Waiver Request Form (Appendix A).
2. Student must be in 6th-11th grade.

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.

II. Promotion and Retention

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 supported in the next grade level at an alternative instructional setting~~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 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.

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

The point system for end-of-the-year grades is determined as follows:

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

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

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

The 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%.

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.

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 ~~CTE~~ 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 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 both of the following:

   a. teacher, counselor, and/or administrator recommendation

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

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 both of the following:

a. teacher, counselor, and/or administrator recommendation

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

3. 7th Grade Algebra I Honors:

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

   a. teacher, counselor, and/or administrator recommendation

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

4. 8th Grade Geometry Honors:

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

5. World Languages I:

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

   a. teacher, counselor, and/or administrator recommendation

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

6. World Languages II:

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

   b. teacher, counselor, and/or administrator recommendation

7. Physical Science Honors/Integrated Science Honors:

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

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

   b. teacher, counselor, and/or administrator recommendation.

8. Career & Technical Courses:

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

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

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

Course Requirements:

High school dual enrollment 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 the semester grade 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 the first and second semester grades to the high school the student will attend.

Grades:

Course grades will be averaged as follows:

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

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

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

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

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

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

End-of-Course Assessment Waiver:

A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for 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 in order 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.

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 both of the following:

   a. teacher, counselor, and/or administrator recommendation

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

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 both of the following:

   a. teacher, counselor, and/or administrator recommendation

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

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 both of the following:

a. teacher, counselor, and/or administrator recommendation

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

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 both of the following:

a. teacher, counselor, and/or administrator recommendation

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

Credit Acceleration Program (CAP)

The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains a specified score on the assessment. The school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance on the corresponding statewide standardized end-of-course assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized end- of-course assessment during the regular administration of the assessment.

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

If a student fails a course requiring an EOC to earn credit but attains a score indicating satisfactory performance on the corresponding EOC, credit will be awarded for the course as prescribed by state statute. Students must retake the course 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.

Alternative Education Programs and the Department of Juvenile Justice

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

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

I. Program of Studies Grades 9-12

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

Students are required to be enrolled on a full-time basis, to include seven courses or the equivalent. If there are extenuating circumstances, students may use a combination of Manatee Virtual School courses and traditional courses to meet the full-time criteria. ~~In order t~~To use this option, seats must be available in the required Manatee Virtual School courses, and principal approval must be obtained.

Students wishing to have a part-time enrollment status may do so by registering as a home education student. Home education students may take up to three courses at their districted school, providing there is room in the courses selected. Home education students will not be awarded a diploma from the School District of Manatee County and may not participate in any senior graduation activities on the districted school campus.

II. Grades and Credits

Grading Scale

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

Value	Numeric Range	Letter Grade	Definition

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

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

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

Exam Exemption Policy:

Seniors who earn a "B" or higher for both third and fourth quarters may 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 post-secondary education, withdrawals from a course will not become part of the student record if the course is dropped within the first ten days of the start of the semester. A "W" (Withdraw) will be recorded after the first ten days but prior to the end of the first/third quarter. Either a "WP" (Withdraw Passing) or "WF" (Withdraw Failing) will be recorded if the course is dropped after the first 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.

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Course grades will be averaged as follows:

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

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

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

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

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

End-of-Course Assessment Waiver:

A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for who the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit as required. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An 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.

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If recalculation of a year-long grade, even if a semester grade of "F" was not earned, would result in a higher final grade for the student, this statute may also be applied. ~~A student or parent must request this recalculation in writing.~~ Schools must ensure students and parents are aware of this option.

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

This rule applies when both semesters are taken within one school year, and the student fails one of the two semesters. Students continue to earn 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 ~~a~~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. Beginning with courses taken during the 2016-2017 school year , the grade weighting scale is as follows:

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

* (Section 1003.437, F.S., specifies that "For the purposes of class ranking, district school boards may exercise a weighted grading system pursuant to s. 1007.271." For districts that use a weighted grading system, s. 1007.271(18), F.S., states that "school districts and Florida College System institutions must weigh dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation systems, ~~or~~ 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 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. Post-secondary 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

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Required nonspecific courses for graduation (English, Mathematics, Science)	Regular course Honors, AP, IB, AICE course	Same course or Level 2 or Level 3 course in the same discipline Same course or regular course, or Level 3 course in the same discipline Agriscience Foundations (8106810), if used as a science credit, can forgive an equally rigorous science _
Electives	Any elective	Same course or any elective

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

Credits

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

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.
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 ~~within the last two or more consecutive years~~. 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 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-11th grade.

III. Promotion

Promotion Guidelines

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

First year—9th grade

Second year—10th grade

Third year—11th grade

Fourth year—12th grade

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

Students who do not meet graduation requirements after the 8th semester of high school and choose to continue their high school education, 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 post-secondary 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.

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 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.

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.
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 community colleges and universities. Students shall be awarded a maximum of 30 college semester credit hours. Students shall be exempt from the payment of any fees, excluding restocking fees when applicable, for IB courses in which they are enrolled, including fees for administration of the examinations, regardless of whether or not the student achieves a passing score on the examination.

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).

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, IB, 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.

Posts- Secondary Dual Enrollment and Early Admission

Posts- Secondary Dual Enrollment programs and Early Admission are available at all high schools.

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 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:

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 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.

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

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Credit for Career & Technical Student Organization Participation (CTSO)

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~~3.~~ 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 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 in order to participate in that high school's graduation ceremony or must be enrolled in a School District of Manatee County sanctioned educational option. A full-time virtual school student will not be allowed to participate in graduation at his or her zoned school.

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

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

Summer Graduation

A student who completes the 12th grade without having met all ~~of the~~ graduation requirements ~~except for one credit~~ may attend summer school. If the student satisfactorily completes ~~the~~ all ~~credit~~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 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 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/.

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:

Successful completion of Algebra IA and Algebra IB will satisfy the Algebra I requirement for graduation. A certified school counselor or the principal's designee must advise students that state universities may require 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).

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

~~U.S. Government:~~

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

Science:

1. Agriscience Foundations I may count as a science credit.
2. 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.
3. 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.
4. A student who earns credit in a computer science course may substitute the computer science credit for one science credit, except for Biology I, if identified as equivalent in rigor by the Commissioner. A computer science credit may only be used to substitute one course (either mathematics or science).

Community Service:

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

Health Opportunities through Physical Education (HOPE):

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

Schools may offer 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):

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

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.

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

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Grade 10 ELA Concordant Scores

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Available for students who entered grade 9 in 2020-21 and beyond:	
SAT EBRW/RW	480
ACT English and Reading Subtests (averaged)	18
CLT Verbal Reasoning and Grammar/Writing sections sum	36
Available for students who entered grade 9 between the 2010-11 and 2019-2020 school years:	
SAT EBRW/RW	430
SAT Reading Subtest	24
ACT Reading	19
ACT English and Reading Subtests (averaged)	18

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

~~Concordant Scores by Year Student Entered Grade 9: 2019-2020 and Beyond~~		
~~Assessment~~	~~Reading Score~~	~~Math Score~~
~~FSA Algebra I EOC~~		~~497~~

~~Grade 10 FSA ELA~~	~~350~~	
~~SAT~~	~~480 (EBRW)~~	~~420 (Math)~~
~~ACT~~	~~18 (Average of English and Reading)~~	~~16 (Math)~~
~~PSAT~~		~~430~~

Algebra 1 EOC Comparative Scores

Available for students who entered grade 9 in 2020-21 and beyond:	
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
CLT Quantitative Reasoning section	11
Geometry EOC	Level 3
Available for students who entered grade 9 between the 2010-11 and 2019-2020 school years:	
PERT Mathematics	114
	430
SAT Math	420
ACT Math	16
Geometry EOC	Level 3
Available for students who entered grade 9 between the 2011-12 and 2018-2019 school years:	
PERT Mathematics	97

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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:

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

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

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

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

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

VI. Diploma Options

ACCEL Diploma

Selection of the ACCEL Diploma Option:

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

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

Course Requirements for the ACCEL Accelerated Diploma:

A Standard Diploma will be awarded to a student who:

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
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 ~~West~~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. The student may participate in the adult high school graduation ceremony.

Performance-Based Exit Option:

The Performance-Based Diploma Exit Option is an alternative route to graduation for eligible Department of Juvenile Justice (DJJ) students who may not graduate with their cohort group because of credit deficiency, low grade point average, or being over-age for the grade. The program is not an option for early exit; it is designed to help students who fall behind to graduate with their kindergarten cohorts by receiving a State of Florida High School Performance- Based Diploma.

The 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.
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. ~~Any student who receives a Certificate of Completion may elect to remain in the secondary school, either as a full-time or part-time student, for up to one additional year, and receive special instruction designed to remedy his/her identified deficiencies. If the student meets the additional requirements to earn a diploma, the diploma will be awarded from the home high school.~~

There is no Certificate of Completion awarded to students who are seeking a three-year diploma option. If the student does not meet all of the requirements for a three-year diploma option, the student automatically reverts to the 24 credit requirements for the four-year standard diploma.

The district superintendent shall be responsible for 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 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 p~~P~~articipate 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 p~~P~~articipate 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 p~~P~~articipate in an immersion English language instruction program during the summer following the senior year. There must be documentation that students have been enrolled in an ESOL program for less than two school years and that they have met all requirements for the standard high school diploma except for passage of the required state assessment or alternate assessment. Students receiving such instruction are eligible to take the required state assessment or alternative assessment and receive a standard high school diploma upon passage of the required state assessment or the alternative assessment. Upon receipt of a certificate of completion, a student will be allowed the opportunity to take the Postsecondary Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college as appropriate.

VII. Exceptional Student Education

Standard Diploma Pathways

Effective school year 2014-2015, 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 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. This option includes:

    a. Portfolio of quantifiable evidence for courses not measured by a state standardized assessment;
    b. Refer to Graduation Option Chart

Florida Standard Diploma High School Graduation Options for Students with Disabilities Entering 9th Grade in 2014-15 and Thereafter.

➢ **24 credit standard diploma option available to all students, including students with disabilities**	▪ **24 credit standard diploma option with academic and employment requirements, available only to students with disabilities**	❖ **24 credits standard diploma option available only to students with significant cognitive disabilities, who take access courses and the alternate assessment.**
4 Credits English Language Arts (ELA)		
➢ ELA I, II, III, IV ➢ ELA honors, Advanced Placement (AP), Advanced International Certification of Education (AICE), International Baccalaureate (IB), and dual enrollment courses may satisfy this requirement	▪ Must earn credits for all the courses listed in the first column ▪ May Substitute a CTE course with content related to English for English IV	❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses ❖ May substitute a CTE course with content related to English for English IV
4 Credits Mathematics		
➢ One of which must be Algebra I and one of which must be Geometry ➢ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry) scholar	▪ Must earn credits for all the courses listed in the first column ▪ May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry)	❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses ❖ May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry)

3 Credits Science		
➢ One of which must be Biology I, two of which must be equally rigorous science courses ➢ Two of three required credits must have a laboratory component ➢ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)	▪ Must earn credits for all courses listed in the first column ▪ May substitute a CTE course with content related to science for one science credit (except Biology I)	❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses ❖ May substitute a CTE course with content related to science for one science credit (except Biology I)
3.5 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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~~8~~ 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 TIEP prescribes special education, transition planning, transition services, or related services through the student's 22nd birthday.

The decision to defer a diploma must be made during the school year in which the student is expected to meet all graduation requirements. Students who fail to defer receipt of a standard high school diploma will be notified by the district, in writing, that receipt of the diploma ends the district's obligation to provide free appropriate public education (FAPE).

Students who choose to defer the receipt of the diploma will participate in a graduation ceremony with their graduation class. If student chooses to NOT participate in the graduation ceremonies, he/she forfeits the opportunity of participation in any future ceremonies.

Certificate of Completion

A student with a disability who receives a Certificate of Completion and has a TIEP that prescribes special education, transition planning, transition services, or related services may continue to receive free and appropriate public education (FAPE) until the student's 22nd birthday.

ESE Assessment Requirements

Standard Diploma with Required State Assessment Waiver:

A student with a disability, as defined in S.1007.02~~(2)~~, F.S., for whom the Individual Education Plan (IEP) committee determines that the required state assessment cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the required state assessment results waived for the purpose of receiving a standard high school diploma, if the student:

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. ~~Consistent with the provisions of section 1003.43(11)(a), F.S.,~~ A ~~a~~ny 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:

~~6.~~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 ~~make a determination regarding~~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%.

VIII. English for Speakers of O~~o~~ther 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	
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)

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ALEKS® PPL	Mathematics (30)

~~Cut Scores Indicating College Readiness~~						
~~ACT~~	~~Reading~~	~~19~~	~~English~~	~~17~~	~~Mathematics~~	~~19~~
~~SAT~~	~~Verbal~~	~~440~~			~~Mathematics~~	~~440~~
~~PERT~~	~~Reading~~	~~104~~	~~Writing~~	~~99~~	~~Mathematics~~	~~113~~

~~Changes to college-ready cut scores:~~

~~As a result of standard setting, revisions were made to the Postsecondary Education Readiness Test college-ready cut scores for each content area. The revised scores are applicable to assessments administered on or after the effective date (October 22, 2012). Procedures for students administered assessments prior to the effective date of the rule should be held to the cut scores in effect at the time of the administration or test date. The revised scores appear below.~~

~~Postsecondary Education Reading Test~~	
~~Reading~~	~~106~~
~~Writing~~	~~103~~
~~Mathematics~~	~~114~~

~~Additionally, the reading cut score for the American College Testing Program Enhanced (ACT) and the math cut score for PERT were revised to align with the high school graduation requirement.~~

~~ACT~~	~~Reading~~	~~19~~
~~PERT~~	~~Mathematics~~	~~97~~

X. Exit Interviews

Manatee County students are required to remain enrolled in school until the age of 16. The student's school counselor or other school personnel is required to conduct an exit interview with a student to discuss actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his/her education in a different environment, including but not limited to, adult-education and GED test preparation. The student must complete a survey in the format prescribed by the Department of Education to provide data on reasons for terminating enrollment and actions taken by schools to keep students enrolled to the student's school counselor.

K-12 Virtual Education, Section 4.9.3

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 ~~teacher~~ 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-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 ~~2023-2024~~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~~, 2023,~~ are eligible to start kindergarten in August ~~2023~~.

b. To enter first grade, a child must be six years old on or before September 1~~, 2023~~ 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 a~~A~~s indicated by final report cards. If the student is moving to 1st grade, then submit kindergarten final report card.

d. ~~-~~A child must have demonstrated grade level proficiency on state assessments from the ~~2022-2023~~ prior school year. If the student is entering ~~k~~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 ~~2022-2023~~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 o~~f~~ 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:

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

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.

~~Appendix A – Intensive Instruction Waiver Request~~

~~Appendix A~~

~~Intensive Instruction Waiver Request~~

~~**School District of Manatee County**~~

~~Academic excellence is a priority for the School District of Manatee County. Providing students with every opportunity to develop today for their success tomorrow is our mission. To this end, intensive instruction is provided for students who do not demonstrate academic proficiency. This is a means to close the achievement gap and support students as they strive to earn their high school diploma.~~

~~Manatee County schools will provide intensive interventions for students with Reading and/or Math through a course called Intensive Reading and/or Foundational Math. These interventions shall be required for any student who has scored a Level 1 or 2 on the English Language Arts and/or a Level 1 or 2 on the Mathematics portion of the previous school year's state assessment and/or for any student who has been identified as having a significant deficit in foundational reading and/or math skills among their cohort peers.~~

~~School administrators may use concordant/comparative scores on state-approved assessments as defined in state statute (SAT, ACT, PSAT) to determine proficiency if no state standardized scores are available at the time of enrollment.~~

~~Parents/Guardian may submit a written request for a waiver of the intensive instruction requirement for their student who is in the 6th – 11th grade. Exercising this option can:~~

1. ~~Jeopardize a student's opportunity for an ESE assessment waiver.~~
2. ~~Prohibit students from participation in alternative graduation options in high school.~~
3. ~~Jeopardize a student's ability to graduate with their school year cohort.~~

~~Parent/Guardian(s) who wish to remove their student from intensive interventions provided through an intensive Reading and/or Foundational Math course for their child must complete and sign this form and return it to the school counselor.~~

~~By signing this waiver, you are acknowledging that you understand that your child will not receive intensive interventions for deficits in reading or math through an intensive language arts or intensive math course which is the model utilized by Manatee County School District for providing specific reading or math interventions.~~

~~**I wish to exempt my student from intensive instruction for the _____ school year in (__) Intensive Reading and/or (___) Foundational Math. (Please check those that apply). I have read and understand the conditions listed above upon exercising this option. Should my student fail to demonstrate proficiency (Level 3 or higher or a concordant score) on future state assessments, that student will be placed back into intensive instruction courses, and I must complete a waiver of exemption from intensive instruction each school year.**~~

~~Student Name: (Print)_____School: _____Grade:_____~~

~~Parent/Guardian Name (Print): _____~~

~~Parent/Guardian Signature:_____Date: _____~~

~~Principal acknowledgement _____Date: _____~~

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Appendix B
Assessment/Curriculum Decision Tree

Grades K-5 Decision Tree
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.
Kindergarten
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: • FAST PM 1 (Star Early Literacy)- 25th percentile and above • Letter Name Identification (from Next Step Guided Reading Assessment Kit)- at least 20 upper/lower case letter names
THEN TIER 1 Only
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. Florida Benchmark Advance is a state approved Tier 1 Core Program. While Benchmark Advance does not have an ESSA rating, it meets four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016). Recommendation 1 has minimal evidence, recommendation 2 and 3 have strong evidence, and recommendation 4 has moderate evidence. This program has explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, vocabulary, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. 1. Student scores at or above the 25th percentile at FAST PM 2 and PM3 2. Student fluently identifies at least 40 letter names at end of quarter 1 (October) as measured by a Letter Name Identification Assessment (from Next Step Guided Reading Assessment Kit) 3. Student is reading at an instructional level B in January as measured by the Next Step in Guided Reading Assessment; student is reading at an instructional level D in May as measured by the Next Step in Guided Reading Assessment
Explain how the effectiveness of Tier 1 instruction is monitored. • Weekly administrative walkthroughs • Analysis of FAST/Star Early Literacy data three times per year • Analysis of Pre-A assessment data and running record data • MTSS Teams and Literacy Leadership Teams

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• District walkthroughs of schools
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? • Targeted feedback to teachers based on administrative walkthroughs/observations • School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data • School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data • District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback - school support is adjusted based on trends • Literacy coaching cycles based on data, trends, and teacher needs
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: 1. Student scores below the 25th percentile at FAST PM 2 and PM3 2. Student fluently identifies less than 40 letter names at the end of quarter 1 (October) as measured by Letter Name Identification Assessment (from Next Step Guided Reading Assessment Kit) 3. Student is reading at a Pre-A level in January as measured by The Next Step in Guided Reading Assessments; student is reading at an instructional level A or B in May as measured by the Next Step in Guided Reading Assessment
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: • FAST PM 1 (Star Early Literacy) - 10-24th percentile • Letter Name Identification (from Next Step Guided Reading Assessment Kit) - 10-19 upper/lower case letter names
THEN TIER 1 Instruction and TIER 2 Interventions
Supplemental Instruction/Interventions Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. • **Literacy Footprints Grade Level and Intervention Partner Kit:** Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. These IES recommendations are built into this program through explicit, systematic instruction in daily phonological/phonemic awareness activities, phonics and word analysis activities, spelling practice with high frequency words, repeated reading to support accuracy and fluency, and discussions and writing in response to reading to support comprehension. The district will support and monitor implementation of this program through FAST progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development for teachers, coaches, and administrators utilizing the Foundational Skills to Support Reading for Understanding IES guide, targeted Science of Reading PD, and through a partnership with State Regional Literacy Directors. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website. https://ies.ed.gov/ncee/wwc/PracticeGuide/21 • **In Tandem** (based on school availability): In Tandem is an explicit, systematic, and multisensory phonics program grounded in the Science of Reading. In Tandem will provide a research-based approach using decodable texts that work "in tandem" with small group reading instruction. The

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scope and sequence ensure students build the letter-sound correspondence and spelling pattern knowledge needed for strong decoding and encoding skills. The program will also utilize authentic texts so that students can transfer newly acquired skills from the decodable texts. In Tandem offers high-quality explicit instruction in phonemic awareness, phonics, vocabulary, comprehension, writing, and fluency. In Tandem incorporates all four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) within this program. Recommendation 1 has minimal evidence, recommendations 2 and 3 have strong evidence, and recommendation 4 has moderate evidence.

- Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).
- **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.
- **Benchmark Advance Differentiated Tier 2 Lessons:** This resource has a Moderate ESSA Evidence Level based on an Indian River Study. Source of the Study: Benchmark Education Company. (2020, January 30). ESSA Evidence for Benchmark Advance and Benchmark Adelante: Updated for the 2017-2018 to 2018-2019 School Years.

Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**

- Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL's)
- Lexia Core5

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

- Literacy Footprints
- In Tandem
- Lexia Core5 Teacher Led Lessons
- Benchmark Advance Differentiated Tier 2 Lessons

Number of times per week interventions are provided:
At least 3 times per week

Number of minutes per intervention session:
At least 15-30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

Assessment & Frequency	Performance Criteria to discontinue Tier 2 Interventions	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that prompts the addition of Tier 3 interventions
1 of the following STAR CBM measures	Student consistently scores in the	Student consistently scores in the 'On	Student consistently scores in the

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administered every other week and determined based on the focus of the intervention: • Letter Naming • Letter Sounds • Phoneme Segmentation • Receptive Nonsense Words *(STAR CBM Reading Technical Manual Located in Schoology)*	'At/Above Benchmark' category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention **AND/OR** PM 2 (Star Early Literacy) – above 25th percentile. *(See StarCBM Benchmark Goals on Schoology)*	'Watch' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is an insufficient response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) - 10-24th percentile *(See StarCBM Benchmark Goals on Schoology)*	'Intervention' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) - below the 10th percentile. *(See StarCBM Benchmark Goals on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The Teacher Collaborative Team (TCT) that includes a member of the Instructional Leadership Team (ILT), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

- FAST PM 1 (Star Early Literacy) Below the 10th percentile
- Letter Name Identification (from Next Step Guided Reading Assessment Kit) less than 10 upper/lower case letter names

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- **Literacy Footprints Intervention Partner Kit:** Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. These IES recommendations are built into this program through explicit, systematic instruction in daily phonological/phonemic awareness activities, phonics and word analysis activities, spelling practice with high frequency words, repeated reading to support accuracy and fluency, and discussions and writing in response to reading to support comprehension. The district will support and monitor implementation

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of this program through F.A.S.T. progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development for teachers, coaches, and administrators utilizing the Foundational Skills to Support Reading for Understanding IES guide, targeted Science of Reading PD, and through a partnership with State Regional Literacy Directors. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website. https://ies.ed.gov/ncee/wwc/PracticeGuide/21

- **In Tandem (based on school availability)**: In Tandem is an explicit, systematic, and multisensory phonics program grounded in the Science of Reading. In Tandem will provide a research-based approach using decodable texts that work "in tandem" with small group reading instruction. The scope and sequence ensure students build the letter-sound correspondence and spelling pattern knowledge needed for strong decoding and encoding skills. The program will also utilize authentic texts so that students can transfer newly acquired skills from the decodable texts. In Tandem offers high-quality explicit instruction in phonemic awareness, phonics, vocabulary, comprehension, writing, and fluency. In Tandem incorporates all four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences IES, 2016) within this program. Recommendation 1 has minimal evidence, recommendations 2 and 3 have strong evidence, and recommendation 4 has moderate evidence.
- Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).
- **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.

Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**

- Imagine Language and Literacy
- Lexia Core5

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

- Literacy Footprints
- In Tandem
- Lexia Core5 Teacher Led Lessons

Number of times per week interventions are provided:
Daily

Number of minutes per intervention session:
At least 15-30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

Assessment & Frequency	Performance Criteria to discontinue Tier 3 Interventions	Performance Criteria indicating continuation of Tier 3 interventions	Performance Criteria that prompts intensified Tier 3 interventions
1 of the following STAR CBM measures	Student consistently scores in the	Student consistently scores in the	Student has consistently received

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administered every week and determined based on the focus of the intervention: • Letter Naming • Letter Sounds • Phoneme Segmentation • Receptive Nonsense Words *(STAR CBM Reading Technical Manual Located in Schoology)*	'At/Above Benchmark' or 'On Watch' categories as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) 10th – 24th *(See StarCBM Benchmark Goals on Schoology)*	'Intervention' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) below 10th percentile. *(See StarCBM Benchmark Goals on Schoology)*	Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still scoring in the 'Intervention' category based on STAR CBM norms **AND** STAR CBM progress monitoring data points do not show student's trend line is closing the gap towards meeting the goal/aim line. *(See StarCBM Benchmark Goals on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.

First Grade
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: • FAST PM 1 (Star Early Literacy) 25th percentile and above **AND/OR** • Running Record Instructional Level C or above
THEN TIER 1 Only
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. Florida Benchmark Advance is a State Approved Tier 1 Core Program. While Benchmark Advance does not have an ESSA rating, it meets four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences IES, 2016). Recommendation 1 has minimal evidence, recommendation 2 and 3 have strong evidence, and recommendation 4 has moderate evidence. This program has explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, vocabulary, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and

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~~comprehension. The frameworks and lessons are also grounded in the Science of Reading.~~
~~List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.~~ ~~1. Student scores at or above the 25th percentile at FAST PM 2 and PM 3~~ ~~2. Student is reading at an instructional level F and above in January as measured by the Next Step in Guided Reading Assessment; student is reading at an instructional level I in May as measured by the Next~~ ~~Step in Guided Reading Assessment~~
~~Explain how the effectiveness of Tier 1 instruction is monitored.~~ ~~• Weekly administrative walkthroughs~~ ~~• Analysis of FAST data three times per year~~ ~~• Analysis of running record data~~ ~~• MTSS Teams and Literacy Leadership Teams~~ ~~• District walkthroughs of schools~~
~~What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?~~ ~~• Targeted feedback to teachers based on administrative walkthroughs/observations~~ ~~• School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data~~ ~~• School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data~~ ~~• District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback school support is adjusted based on trends~~ ~~• Literacy coaching cycles based on data, trends, and teacher needs~~
~~Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:~~ ~~1. Student scores below the 25th percentile at FAST PM 2 and PM3~~ ~~2. Student is reading below an instructional level F in January as measured by The Next Step in Guided Reading Assessments; student is reading below an instructional level I in May as measured by the Next Step in Guided Reading Assessment~~
~~Beginning of year data~~
~~IF: Student meets the following criteria at the beginning of the school year:~~ ~~• FAST PM 1 (Star Early Literacy)- 10-24th percentile **AND/OR**~~ ~~• Running Record Instructional Level A or B~~
~~THEN TIER 1 Instruction and TIER 2 Interventions~~
~~Supplemental Instruction/Interventions~~ ~~Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.~~ ~~• **Literacy Footprints Grade Level and Intervention Partner Kit:** Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. These IES recommendations are built into this program through explicit, systematic instruction in daily phonological/phonemic awareness activities, phonics and word analysis activities, spelling practice with high frequency words, repeated reading to support accuracy and fluency, and discussions and writing in response to reading to support comprehension. The district will support and monitor implementation of this program through~~

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~~FAST progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development for teachers, coaches, and administrators utilizing the Foundational Skills to Support Reading for Understanding IES guide, targeted Science of Reading PD, and through a partnership with State Regional Literacy Directors. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website. https://ies.ed.gov/ncee/wwc/PracticeGuide/21~~

- ~~**In Tandem** (based on school availability): In Tandem is an explicit, systematic, and multisensory phonics program grounded in the Science of Reading. In Tandem will provide a research-based approach using decodable texts that work "in tandem" with small group reading instruction. The scope and sequence ensure students build the letter-sound correspondence and spelling pattern knowledge needed for strong decoding and encoding skills. The program will also utilize authentic texts so that students can transfer newly acquired skills from the decodable texts. In Tandem offers high-quality explicit instruction in phonemic awareness, phonics, vocabulary, comprehension, writing, and fluency. In Tandem incorporates all four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences IES, 2016) within this program. Recommendation 1 has minimal evidence, recommendations 2 and 3 have strong evidence, and recommendation 4 has moderate evidence.~~
- ~~Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).~~
- ~~**Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.~~
- ~~**Benchmark Advance Differentiated Tier 2 Lessons:** This resource was a Moderate ESSA Evidence Level based on an Indian River Study. Source of the Study: Benchmark Education Company. (2020, January 30). ESSA Evidence for Benchmark Advance and Benchmark Adelante: Updated for the 2017-2018 to 2018-2019 School Years.~~
- ~~**SIPPS** (based on school availability): The SIPPS program has a moderate rating on the Evidence for ESSA website.~~

~~Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**~~

- ~~Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL's)~~
- ~~Lexia Core5~~
- ~~SIPPS~~

~~For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.~~

- ~~SIPPS~~
- ~~Literacy Footprints~~
- ~~In Tandem~~
- ~~Lexia Core5 Teacher Led Lessons~~
- ~~Benchmark Advance Differentiated Tier 2 Lessons~~

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Number of times per week interventions are provided:
At least 3 times per week

Number of minutes per intervention session:
At least 15-30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

Assessment & Frequency	Performance Criteria to discontinue Tier 2 Interventions	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that prompts the addition of Tier 3 interventions
1 of the following STAR CBM measures administered every other week and determined based on the focus of the intervention: • Letter Sounds • Phoneme Segmentation • Receptive Nonsense Words • Expressive Nonsense Words *(STAR CBM Reading Technical Manual Located in Schoology)*	Student consistently scores in the 'At/Above Benchmark' category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention AND/OR FAST PM 2 (Star Early Literacy) above 25th percentile. *(See StarCBM Benchmark Goals on Schoology)*	Student consistently scores in the 'On Watch' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is an insufficient response to the intervention AND/OR FAST PM 2 (Star Early Literacy) 10th – 24th percentile. *(See StarCBM Benchmark Goals on Schoology)*	Student consistently scores in the 'Intervention' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention AND/OR FAST PM 2 (Star Early Literacy) below 10th percentile. *(See StarCBM Benchmark Goals on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?
The Teacher Collaborative Team (TCT) that includes a member of the Instructional Leadership Team (ILT), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

- FAST PM 1 (Star Early Literacy)- Below 10th percentile **AND/OR**
- Pre-A Reading Level (knows under 40 letter names)

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

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~~Intensive, Individualized Instruction/Interventions~~

~~Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.~~

- ~~**Literacy Footprints Intervention Partner Kit:** Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. These IES recommendations are built into this program through explicit, systematic instruction in daily phonological/phonemic awareness activities, phonics and word analysis activities, spelling practice with high frequency words, repeated reading to support accuracy and fluency, and discussions and writing in response to reading to support comprehension. The district will support and monitor implementation of this program through FAST progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development for teachers, coaches, and administrators utilizing the Foundational Skills to Support Reading for Understanding IES guide, targeted Science of Reading PD, and through a partnership with State Regional Literacy Directors. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website. https://ies.ed.gov/ncee/wwc/PracticeGuide/21~~
- ~~**In Tandem** (based on school availability)**:** In Tandem is an explicit, systematic, and multisensory phonics program grounded in the Science of Reading. In Tandem will provide a research-based approach using decodable texts that work "in tandem" with small group reading instruction. The scope and sequence ensure students build the letter-sound correspondence and spelling pattern knowledge needed for strong decoding and encoding skills. The program will also utilize authentic texts so that students can transfer newly acquired skills from the decodable texts. In Tandem offers high-quality explicit instruction in phonemic awareness, phonics, vocabulary, comprehension, writing, and fluency. In Tandem incorporates all four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences IES, 2016) within this program. Recommendation 1 has minimal evidence, recommendations 2 and 3 have strong evidence, and recommendation 4 has moderate evidence.~~
- ~~Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).~~
- ~~**Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's)**:** This program has a promising rating according to the Evidence for ESSA website.~~
- ~~**Benchmark Advance Phonics Intervention Kit** (based on school availability): Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The lessons include explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading. The district will support and monitor~~

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~~the implementation of the evidence-based reading instruction through FAST progress monitoring assessments, STAR CBM progress monitoring, and through ongoing professional development with teachers, coaches, and administrators.~~

- ~~**SIPPS** (based on school availability): The SIPPS program has a moderate rating on the Evidence for ESSA website.~~

~~Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**~~

- ~~Imagine Language and Literacy~~
- ~~Lexia Core5~~
- ~~SIPPS~~
- ~~Benchmark Advance Phonics Intervention Kit~~

~~For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.~~

- ~~SIPPS~~
- ~~Literacy Footprints~~
- ~~In Tandem~~
- ~~Lexia Core5 Teacher Led Lessons~~
- ~~Benchmark Advance Phonics Intervention Kit~~

~~Number of times per week interventions are provided:~~
~~Daily~~

~~Number of minutes per intervention session:~~
~~At least 15-30 minutes~~

~~Explain how the effectiveness of Tier 3 interventions are monitored.~~

~~Assessment & Frequency~~	~~Performance Criteria to discontinue Tier 3 Interventions~~	~~Performance Criteria indicating continuation of Tier 3 interventions~~	~~Performance Criteria that prompts intensified Tier 3 interventions~~
~~1 of the following STAR CBM measures administered every week and determined based on the focus of the intervention: • Letter Naming • Letter Sounds • Phoneme Segmentation • Receptive Nonsense Words • Expressive Nonsense Words *(STAR CBM Reading Technical Manual Located*~~	~~Student consistently scores in the 'At/Above Benchmark' or 'On Watch' categories as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) 10th – 24th percentile.~~	~~Student consistently scores in the 'Intervention' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) below 10th percentile. *(See StarCBM Benchmark*~~	~~Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still scoring in the 'Intervention' category based on STAR CBM norms **AND** STAR CBM progress monitoring data points do not show student's trend line is closing the gap towards meeting the goal/aim line. *(See*~~

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~~*in Schoology)*~~	~~*(See StarCBM Benchmark Goals on Schoology)*~~	~~*Goals on Schoology)*~~	~~*StarCBM Benchmark Goals on Schoology)*~~

~~What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?~~

~~The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.~~

~~Second Grade~~

~~Beginning of year data~~

~~IF: Student meets the following criteria at the beginning of the school year:~~

~~• FAST PM 1 (Star Reading) 25th percentile and above **AND/OR**~~

~~• Running Record Instructional Level I or above~~

~~THEN TIER 1 Only~~

~~Core Instruction~~

~~Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.~~

~~Florida Benchmark Advance is a State Approved Tier 1 Core Program. While Benchmark Advance does not have an ESSA rating, it meets four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016). Recommendation 1 has minimal evidence, recommendation 2 and 3 have strong evidence, and recommendation 4 has moderate evidence. This program has explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, vocabulary, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading.~~

~~List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.~~

~~1. Student scores at or above the 25th percentile at FAST PM 2 and PM3~~

~~2. Student is reading at an instructional level K and above in January as measured by the Next Step in Guided Reading Assessment; student is reading at an instructional level L in May as measured by the Next Step in Guided Reading Assessment~~

~~Explain how the effectiveness of Tier 1 instruction is monitored.~~

~~• Weekly administrative walkthroughs~~

~~• Analysis of FAST data three times per year~~

~~• Analysis of unit assessments from Benchmark Advance~~

~~• Analysis of running record data~~

~~• MTSS Teams and Literacy Leadership Teams~~

~~• District walkthroughs of schools~~

~~What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?~~

~~• Targeted feedback to teachers based on administrative walkthroughs/observations~~

~~• School based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school,~~

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grade level, and classroom Tier 1 data

• School based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data

• District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends

• Literacy coaching cycles based on data, trends, and teacher needs

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

1. Student scores below the 25th percentile at FAST PM 2 and PM3

2. Student is reading below an instructional level K in January as measured by The Next Step in Guided Reading Assessments; student is reading below an instructional level L in May as measured by the Next Step in Guided Reading Assessment

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

• FAST PM 1 (Star Reading) 10-24th percentile **AND/OR**

• Running Record Instructional Level E-H

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).
- **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.
- **Benchmark Advance Differentiated Tier 2 Lessons**: This resource was a Moderate ESSA Evidence Level based on an Indian River Study. Source of the Study: Benchmark Education Company. (2020, January 30). ESSA Evidence for Benchmark Advance and Benchmark Adelante: Updated for the 2017–2018 to 2018–2019 School Years.
- **SIPPS** (based on school availability): The SIPPS program has a moderate rating on the Evidence for ESSA website.

Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**

- Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL's)
- Lexia Core5
- SIPPS

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

- Lexia Core5 Teacher Led Lessons
- SIPPS
- Benchmark Advance Differentiated Tier 2 Lessons

Number of times per week interventions are provided:

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~~At least 3 times per week~~

~~Number of minutes per intervention session:~~
~~At least 15-30 minutes~~

~~Explain how the effectiveness of Tier 2 interventions are monitored.~~

~~Assessment & Frequency~~	~~Performance Criteria to discontinue Tier 2 Interventions~~	~~Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction~~	~~Performance Criteria that prompts the addition of Tier 3 interventions~~
~~1 of the following STAR CBM measures administered every other week and determined based on the focus of the intervention:~~ ~~• Letter Sounds~~ ~~• Phoneme Segmentation~~ ~~• Receptive Nonsense Words~~ ~~• Expressive Nonsense Words~~ ~~• Oral Reading fluency~~ ~~*(STAR CBM Reading Technical Manual Located in Schoology)*~~	~~Student consistently scores in the 'At/Above Benchmark' category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention~~ ~~**AND/OR** FAST PM 2 (Star Early Literacy) – above 25th percentile.~~ ~~*(See StarCBM Benchmark Goals on Schoology)*~~	~~Student consistently scores in the 'On Watch' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is an insufficient response to the intervention~~ ~~**AND/OR** FAST PM 2 (Star Early Literacy) – 10th – 24th percentile.~~ ~~*(See StarCBM Benchmark Goals on Schoology)*~~	~~Student consistently scores in the 'Intervention' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention~~ ~~**AND/OR** FAST PM 2 (Star Early Literacy) – below 10th percentile.~~ ~~*(See StarCBM Benchmark Goals on Schoology)*~~

~~What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?~~
~~The Teacher Collaborative Team (TCT) that includes a member of the Instructional Leadership Team (ILT), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT.~~

~~Beginning of year data~~

~~IF: Student meets the following criteria at the beginning of the school year:~~
~~• FAST PM 1 (Star Reading) – Below 10th percentile **AND/OR**~~
~~• Running Record Instructional Level D or below~~

~~THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions~~

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~~Intensive, Individualized Instruction/Interventions~~

~~Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.~~

- ~~Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).~~
- ~~**Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.~~
- ~~**Benchmark Advance Phonics Intervention Kit** (based on school availability): Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The lessons include explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading. The district will support and monitor the implementation of the evidence-based reading instruction through FAST progress monitoring assessments, STAR CBM progress monitoring, and through ongoing professional development with teachers, coaches, and administrators.~~
- ~~**SIPPS (**based on school availability): The SIPPS program has a moderate rating on the Evidence for ESSA website.~~

~~Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**~~

~~Imagine Language and Literacy~~

- ~~Lexia Core5~~
- ~~SIPPS~~
- ~~Benchmark Advance Phonics Intervention Kit~~

~~For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.~~

- ~~Lexia Core5 Teacher Led Lessons~~
- ~~SIPPS~~
- ~~Benchmark Advance Phonics Intervention Kit~~

~~Number of times per week interventions are provided:~~

~~Daily~~

~~Number of minutes per intervention session:~~

~~At least 15-30 minutes~~

~~Explain how the effectiveness of Tier 3 interventions are monitored.~~

~~Assessment & Frequency~~	~~Performance Criteria to discontinue Tier 3 Interventions~~	~~Performance Criteria indicating continuation of Tier 3 interventions~~	~~Performance Criteria that prompts intensified Tier 3 interventions~~
~~1 of the following STAR CBM measures~~	~~Student consistently scores in the~~	~~Student consistently scores in the~~	~~Student has consistently received~~

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administered every week and determined based on the focus of the intervention: • Letter Sounds • Phoneme Segmentation • Receptive Nonsense Words • Expressive Nonsense Words • Oral Reading Fluency *(STAR CBM Reading Technical Manual Located in Schoology)*	'At/Above Benchmark' or 'On Watch' categories as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) – 10th – 24th percentile. *(See StarCBM Benchmark Goals on Schoology)*	'Intervention' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) – below 10th percentile. *(See StarCBM Benchmark Goals on Schoology)*	Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still scoring in the 'Intervention' category based on STAR CBM norms **AND** STAR CBM progress monitoring data points do not show student's trend line is closing the gap towards meeting the goal/aim line. *(See StarCBM Benchmark Goals on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.

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Third Grade
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: • 2022-2023 2nd Grade FAST PM 3 (Star Reading) 25th percentile and above **AND/OR** • Running Record Instructional Level L or above **AND/OR** • 2023 FAST PM 1 – 36th percentile or above
THEN TIER 1 Only
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. Florida Benchmark Advance is a State Approved Tier 1 Core Program. While Benchmark Advance does not have an ESSA rating, it meets four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences IES, 2016). Recommendation 1 has minimal evidence, recommendation 2 and 3 have strong evidence, and recommendation 4 has moderate evidence. This program has explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, vocabulary, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Student scores Level 3 or above on FAST assessment
Explain how the effectiveness of Tier 1 instruction is monitored. • Weekly administrative walkthroughs • Analysis of FAST data three times per year • Analysis of unit assessments from Benchmark Advance • MTSS Teams and Literacy Leadership Teams • District walkthroughs of schools
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? • Targeted feedback to teachers based on administrative walkthroughs/observations • School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data • School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data • District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends • Literacy coaching cycles based on data, trends, and teacher needs
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Student scores Level 2 or below based on FAST
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: • 2022-2023 2nd Grade FAST PM 3 (Star Reading) 10-24th percentile **AND/OR** • Running Record Instructional Level H-K **AND/OR** • 2023 FAST PM 1 – 21st to 35th percentile
THEN TIER 1 Instruction and TIER 2 Interventions

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~~Supplemental Instruction/Interventions~~

~~Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.~~

- ~~Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd - 5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).~~
- ~~**Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.~~
- ~~**Benchmark Advance Differentiated Tier 2 Lessons**: This resource has a Moderate ESSA Evidence Level based on an Indian River Study. Source of the Study: Benchmark Education Company. (2020, January 30). ESSA Evidence for Benchmark Advance and Benchmark Adelante: Updated for the 2017–2018 to 2018–2019 School Years.~~
- ~~**SIPPS** (based on school availability): The SIPPS program has a moderate rating on the Evidence for ESSA website.~~
- ~~SRA (based on school availability): The program was found to have potentially positive effects on reading achievement according to What Works Clearinghouse (WWC). This included substantial effects for oral reading fluency, letter/word identification, word attack, and reading vocabulary.~~

~~Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**~~

- ~~Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL's)~~
- ~~Lexia Core5~~
- ~~SIPPS~~

~~For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.~~

- ~~Lexia Core5 Teacher Led Lessons~~
- ~~Benchmark Advance Tier 2 Lessons~~
- ~~SIPPS~~

~~Number of times per week interventions are provided:~~
~~At least 3 times per week~~

~~Number of minutes per intervention session:~~
~~At least 15-30 minutes~~

~~Explain how the effectiveness of Tier 2 interventions are monitored.~~

~~Assessment & Frequency~~	~~Performance Criteria to discontinue Tier 2 Interventions~~	~~Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction~~	~~Performance Criteria that prompts the addition of Tier 3 interventions~~
~~1 of the following DIBELS 8th Edition measures administered~~	~~Student consistently scores at the 'Core' (Blue or Green) levels~~	~~Student consistently scores at the 'Strategic' (Yellow) level of~~	~~Student consistently scores at the 'Intensive' (Red) level of support~~

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every other week and determined based on the focus of the intervention: • Nonsense Word Fluency • Word Reading Fluency • Oral Reading Fluency • MAZE *(DIBELS Scoring Guide located on Schoology)*	of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention **AND/OR** FAST PM 2 – 36th percentile or above. *(DIBELS Scoring Guide located on Schoology)*	support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is an insufficient response to the intervention **AND/OR** FAST PM 2 – 21st to 35th percentile. *(DIBELS Scoring Guide located on Schoology)*	as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention **AND/OR** FAST PM 2 – 20th percentile or below. *(DIBELS Scoring Guide located on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The Teacher Collaborative Team (TCT) that includes a member of the Instructional Leadership Team (ILT), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

• 2022-2023 3rd Grade FAST PM 3 Level 1 (Retainees)

• 2022-2023 2nd Grade FAST PM 3 (Star Reading)- Below 10th percentile **AND/OR**

• Running Record Instructional Level G and below **AND/OR**

• 2023 FAST PM 1 – 20th percentile or below

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- **Lexia Core5 Teacher Led Lessons:** Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).
- **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.
- **Benchmark Advance Phonics Intervention Kit** (based on school availability): Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational

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Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The lessons include explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading. The district will support and monitor the implementation of the evidence-based reading instruction through FAST progress monitoring assessments and through ongoing professional development with teachers, coaches, and administrators.

- **SIPPS** (based on school availability): The SIPPS program has a moderate rating on the Evidence for ESSA website.

Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**

- Imagine Language and Literacy
- Lexia Core5
- SIPPS
- Benchmark Advance Phonics Intervention Kit

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

- Lexia Core5 Teacher Led Lessons
- SIPPS
- Benchmark Advance Phonics Intervention Kit

Number of times per week interventions are provided:
Daily

Number of minutes per intervention session:
At least 15-30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

Assessment & Frequency	**Performance Criteria to discontinue Tier 3 Interventions**	**Performance Criteria indicating continuation of Tier 3 interventions**	**Performance Criteria that prompts intensified Tier 3 interventions**
1 of the following DIBELS 8th Edition measures administered every week and determined based on the focus of the intervention: • Nonsense Word Fluency • Word Reading Fluency • Oral Reading Fluency • MAZE *(DIBELS Scoring Guide*	Student consistently scores at the 'Strategic' (Yellow) or 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention	Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is an insufficient or poor response to the intervention **AND/OR**	Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still scoring at 'Intensive' levels based on DIBELS norms **AND** DIBELS progress monitoring data points do not show student's trend line is closing the

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~~*located on Schoology)*~~	~~**AND/OR** FAST PM 2 – 21st to 35th percentile. *(DIBELS Scoring Guide located on Schoology)*~~	~~FAST PM 2 – 20th percentile or below. *(DIBELS Scoring Guide located on Schoology)*~~	~~gap towards meeting the goal/aim line. *(DIBELS Scoring Guide located on Schoology)*~~

~~What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?~~

~~The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.~~

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~~Fourth and Fifth Grade~~
~~Beginning of year data~~
~~IF: Student meets the following criteria at the beginning of the school year:~~ ~~• 2022-2023 3rd Grade/4th Grade FAST PM 3 Level 3 or above~~ **~~AND/OR~~** ~~• 2023 FAST PM 1 – 36th percentile or above~~
~~THEN TIER 1 Only~~
~~Core Instruction~~ ~~Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.~~ ~~Florida Benchmark Advance is a State Approved Tier 1 Core Program. While Benchmark Advance does not have an ESSA rating, it meets four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences IES, 2016). Recommendation 1 has minimal evidence, recommendation 2 and 3 have strong evidence, and recommendation 4 has moderate evidence. This program has explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, vocabulary, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading.~~
~~List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.~~ ~~Student scores Level 3 or above on FAST assessment~~
~~Explain how the effectiveness of Tier 1 instruction is monitored.~~ ~~• Weekly administrative walkthroughs~~ ~~• Analysis of FAST data three times per year~~ ~~• Analysis of unit assessments from Benchmark Advance~~ ~~• MTSS Teams and Literacy Leadership Teams~~ ~~• District walkthroughs of schools~~
~~What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?~~ ~~• Targeted feedback to teachers based on administrative walkthroughs/observations~~ ~~• School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data~~ ~~• School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data~~ ~~• District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends~~ ~~• Literacy coaching cycles based on data, trends, and teacher needs~~
~~Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:~~ ~~Student scores Level 2 or below based on FAST~~
~~Beginning of year data~~
~~IF: Student meets the following criteria at the beginning of the school year:~~ ~~• 2022-2023 3rd Grade/4th Grade FAST PM 3 Level 2~~ **~~AND/OR~~** ~~• 2023 FAST PM 1 – 21st to 35th percentile~~
~~THEN TIER 1 Instruction and TIER 2 Interventions~~
~~Supplemental Instruction/Interventions~~

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Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd - 5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).
- **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.
- **Benchmark Advance Differentiated Tier 2 Lessons:** This resource has a Moderate ESSA Evidence Level based on an Indian River Study. Source of the Study: Benchmark Education Company. (2020, January 30). ESSA Evidence for Benchmark Advance and Benchmark Adelante: Updated for the 2017-2018 to 2018-2019 School Years.
- **SIPPS** (based on school availability): The SIPPS program has a moderate rating on the Evidence for ESSA website.
- SRA (based on school availability): The program was found to have potentially positive effects on reading achievement according to What Works Clearinghouse (WWC). This included substantial effects for oral reading fluency, letter/word identification, word attack, and reading vocabulary.

Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**

- Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL's)
- Lexia Core5
- SIPPS

Number of times per week interventions are provided:
At least 3 times per week

Number of minutes per intervention session:
At least 15-30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

Assessment & Frequency	Performance Criteria to discontinue Tier 2 Interventions	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that prompts the addition of Tier 3 interventions
1 of the following DIBELS 8th Edition measures administered every other week and determined based on the focus of the intervention: • Nonsense Word Fluency • Word Reading	Student consistently scores at the 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level	Student consistently scores at the 'Strategic' (Yellow) level of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level	Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a

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Fluency • Oral Reading Fluency • MAZE *(DIBELS Scoring Guide located on Schoology)*	showing there is a positive response to the intervention FAST PM 2 – 36th percentile or above. *(DIBELS Scoring Guide located on Schoology)*	showing there is an insufficient response to the intervention **AND/OR** FAST PM 2 – 21st to 35th percentile. *(DIBELS Scoring Guide located on Schoology)*	poor response to the intervention **AND/OR** FAST PM 2 – 20th percentile or below. *(DIBELS Scoring Guide located on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The Teacher Collaborative Team (TCT) that includes a member of the Instructional Leadership Team (ILT), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

• 2022-2023 3rd Grade/4th Grade FAST PM 3 Level 1 **AND/OR**

• 2023 FAST PM 1 – 20th percentile or below

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).
- **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.
- **Benchmark Advance Phonics Intervention Kit** (based on school availability): Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The lessons include explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading. The district will support and monitor the implementation of the evidence-based reading instruction through FAST progress monitoring assessments and through ongoing professional development with teachers, coaches, and administrators.
- **SIPPS** (based on school availability): The SIPPS program has a moderate rating on the Evidence for ESSA website.

Indicate the evidence-based programs and practices **implemented for students with a disability, students**

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with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

- Imagine Language and Literacy
- Lexia Core5
- SIPPS -Systematic Instruction in Phonological Awareness, Phonics, and Sight Words
- Benchmark Advance Phonics Intervention Kit

Number of times per week interventions are provided:
Daily

Number of minutes per intervention session:
At least 15-30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

Assessment & Frequency	Performance Criteria to discontinue Tier 3 Interventions	Performance Criteria indicating continuation of Tier 3 interventions	Performance Criteria that prompts intensified Tier 3 interventions
1 of the following DIBELS 8th Edition measures administered every week and determined based on the focus of the intervention: • Nonsense Word Fluency • Word Reading Fluency • Oral Reading Fluency • MAZE *(DIBELS Scoring Guide located on Schoology)*	Student consistently scores at the 'Strategic' (Yellow) or 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention **AND/OR** FAST PM 2 – 21st to 35th percentile. *(DIBELS Scoring Guide located on Schoology)*	Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is an insufficient or poor response to the intervention **AND/OR** FAST PM 2 – 20th percentile or below. *(DIBELS Scoring Guide located on Schoology)*	Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still scoring at 'Intensive' levels based on DIBELS norms **AND** DIBELS progress monitoring data points do not show student's trend line is closing the gap towards meeting the goal/aim line. *(DIBELS Scoring Guide located on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.

Grades 6-8 Decision Tree

Beginning of year data

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IF: Student meets the following criteria at the beginning of the school year:

2023-2024 FAST PM3 3 or above

THEN TIER 1 Only

Core Instruction

Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.

McGraw Hill's Florida StudySync is the State Approved Tier 1 core curriculum. Based on the results of a 2019 study linked below, StudySync meets the criteria for ESSA Tier 3 promising evidence.

https://www.mheducation.com/prek-12/program/microsites/MKTSP-ROA01M0/research-success.html

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

- Level 3 or above on FAST State Assessment
- Common assessments through StudySync
- Teacher created assignments and assessments

Explain how the effectiveness of Tier 1 instruction is monitored.

- Weekly administrative walkthrough
- Analysis of FAST data
- Analysis of common assessments from StudySync
- MTSS teams and Literacy Leadership Teams
- District Walkthroughs of schools
- Teacher collaborative team meetings to discuss data, problem solving, and engage in professional development

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

- Targeted feedback to teachers based on administrative walkthroughs/observation
- School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data
- School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data
- District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends
- Literacy coaching cycles based on data, trends, and teacher needs

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~~Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:~~ ~~Students who perform in the bottom quartile on the state FAST progress monitoring, or consistently below average on common unit assessments and/or teacher created assignments.~~
~~Beginning of year data~~
~~IF: Student meets the following criteria at the beginning of the school year:~~ ~~2023-2024 FAST PM3 Level 2~~
~~THEN TIER 1 Instruction and TIER 2 Interventions~~
~~Supplemental Instruction/Interventions~~ ~~Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.~~ ~~• Lexia PowerUp – Lexia PowerUp Literacy program was designed to target common deficits impacting struggling and non-proficient adolescent readers. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper-and-pencil activities. PowerUp is organized into three separate instructional strands: Word Study, Grammar, and Comprehension. The evaluation of PowerUp is a gold standard randomized control trial that meets ESSA's standards for STRONG research.~~ ~~• Imagine Learning (ELL students with 2.9 or below ACCESS score OR new ELL's). This program has a promising rating according to Evidence for ESSA website.~~
~~Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.~~ ~~• Lexia PowerUp~~ ~~• Imagine Learning (ELL students with 2.9 or below ACCESS score OR new ELL's)~~
~~Number of times per week interventions are provided:~~ ~~5 times per week~~
~~Number of minutes per intervention session:~~ ~~At least 20-25 minutes per intervention session~~
~~Explain how the effectiveness of Tier 2 interventions are monitored.~~ ~~Teachers will review Leixa PowerUp progress reports on a weekly basis (start or end of the week) to determine which students need small group instruction. These reports will assist in setting student weekly goals. Other reports that will be pulled from the teacher are the usage by class and skill status by class reports.~~

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~~The ILT will monitor school usage and skills status reports for Lexia to determine weekly, biweekly, and monthly growth for the school. This will aide in determining which school supports need to be in place to assist teachers and students.~~

~~The district will monitor usage and skills reports on a monthly basis to ensure fidelity of the program is being met.~~

~~What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?~~

~~The Instructional Leadership Team (ILT) and Intensive Support Team (IST), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered, teachers will work with students in small groups using targeted materials (Lexia Lessons and Skill Builders) to address specific literacy skills based on student online performance.~~

~~Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:~~

~~Students who place in the foundational zone for Word Study and/or Comprehension within the Lexia PowerUp program will receive Tier 3 interventions.~~

~~Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still demonstrating deficits in the foundational zone(s) based on Lexia PowerUp reports AND FAST progress monitoring data points. Data does not show student's trend line is closing the gap towards meeting the goal/aim line.~~

~~Beginning of year data~~

~~IF: Student meets the following criteria at the beginning of the school year:~~

~~2023-2024 FAST PM3 Level 1~~

~~THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions~~

~~Intensive, Individualized Instruction/Interventions~~

~~Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.~~

- ~~Lexia PowerUp – Lexia PowerUp Literacy program was designed to target common deficits impacting struggling and non-proficient adolescent readers. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. PowerUp is organized into three separate instructional strands: Word Study, Grammar, and Comprehension. The evaluation of PowerUp is a gold standard randomized control trial that meets ESSA's standards for STRONG research.~~

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• Imagine Learning (ELL students with 2.9 or below ACCESS score OR new ELL's). This program has a promising rating according to Evidence for ESSA website.
Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.** • Imagine Learning (ELL students with 2.9 or below ACCESS score OR new ELL's) • Lexia Powerup
Number of times per week interventions are provided: 3 times per week
Number of minutes per intervention session: At least 15-20 minutes per intervention session
Explain how the effectiveness of Tier 3 interventions are monitored. Teachers will review Leixa PowerUp progress reports on a weekly basis (start or end of the week) to determine which students need small group instruction. These reports will assist in setting student weekly goals. Teachers will also pull needs instruction reports to determine which students need 1:1 targeted Lexia lesson(s) delivered. Skill builders reports, usage reports and skill status reports will also be pulled to ensure fidelity of the interventions provided to each student. The ILT will monitor school usage and skills status reports for Lexia to determine weekly, biweekly, and monthly growth for the school. This will aide in determining which school supports need to be in place to assist teachers and students. The district will monitor usage and skills reports on a monthly basis to ensure fidelity of the programs is being met.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? The Instructional Leadership Team (ILT) and Intensive Support Team (IST), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered, teachers will work with students 1:1 and/or in small groups using targeted materials (Lexia Lessons and Skill Builders) to address specific literacy skills based on student online performance.

Grades 9-12 Decision Tree
Beginning of year data

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IF: Student meets the following criteria at the beginning of the school year:

2023-2024 FAST PM3 3 or above

THEN TIER 1 Only

Core Instruction

Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.

McGraw Hill's Florida StudySync is the State Approved Tier 1 core curriculum. Based on the results of a 2019 study linked below, StudySync meets the criteria for ESSA Tier 3 promising evidence.

https://www.mheducation.com/prek-12/program/microsites/MKTSP-ROA01M0/research-success.html

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

- Level 3 or above on FAST State Assessment
- Common assessments through StudySync
- Teacher created assignments and assessments

Explain how the effectiveness of Tier 1 instruction is monitored.

- Weekly administrative walkthrough
- Analysis of FAST data
- Analysis of common assessments from StudySync
- MTSS teams and Literacy Leadership Teams
- District Walkthroughs of schools
- Teacher collaborative team meetings to discuss data, problem solving, and engage in professional development

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?

- Targeted feedback to teachers based on administrative walkthroughs/observation
- School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data
- School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data
- District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends
- Literacy coaching cycles based on data, trends, and teacher needs

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

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Students who perform in the bottom quartile on the state FAST progress monitoring, or consistently below average on common unit assessments and/or teacher created assignments.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)

- 2023-2024 FAST PM3 level 2 – 9th and 10th grade
- Level 2 on State Assessment (FSA and/or FAST) 11th and 12th grade

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions
Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- Lexia PowerUp – Lexia PowerUp Literacy program was designed to target common deficits impacting struggling and non-proficient adolescent readers. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. PowerUp is organized into three separate instructional strands: Word Study, Grammar, and Comprehension. The evaluation of PowerUp is a gold standard randomized control trial that meets ESSA's standards for STRONG research.
- Imagine Learning (ELL students with 2.9 or below ACCESS score OR new ELL's). This program has a promising rating according to Evidence for ESSA website.
- NoRedInk SAT/ACT component – 11th and 12th grade students - NoRedInk is designed to help Florida teachers provide a personalized learning experience that is driven and aligned to the B.E.S.T. Standards and other national assessments. The SAT/ACT component of the program will assist the 11th and 12th grade students in need of meeting the concordant test scores to graduate. There is an extensive library of materials that are mapped out to target high frequency test items often while also adjusting to meet students' individual needs overall. This resource will help students meet the concordant score on the ACT/SAT in order to help them graduate. NoRedInk also provides rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate. Recommendation 1-6 show moderate evidence in Preventing Dropouts in Secondary Schools (What Works Clearing House and Institute of Education Sciences IES, 2017)

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

- Imagine Learning (ELL students with 2.9 or below ACCESS score OR new ELL's)
- Lexia Powerup
- NoRedInk

Number of times per week interventions are provided:
5 times per week

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~~Number of minutes per intervention session:~~ ~~At least 2-25 minutes per intervention session~~
~~Explain how the effectiveness of Tier 2 interventions are monitored.~~ ~~Teachers will review Leixa PowerUp progress reports on a weekly basis (start of end of the week) to determine which students need small group instruction. These reports will assist in setting student weekly goals. Other reports that will be pulled from the teacher are the usage by class and skill status by class reports.~~ ~~The ILT will monitor school usage and skills status reports for Lexia to determine weekly, biweekly, and monthly growth for the school. This will aide in determining which school supports need to be in place to assist teachers and students.~~ ~~Eleventh and twelfth grade teachers will run usage and ACT/SAT skills reports on a biweekly basis to determine the needs of their students and provide small group instruction where needed.~~ ~~The district will monitor usage and skills reports on a monthly basis to ensure fidelity of the programs is being met.~~
~~What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?~~ ~~The Instructional Leadership Team (ILT) and Intensive Support Team (IST), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered, teachers will work with students in small groups using targeted materials (Lexia Lessons and Skill Builders) to address specific literacy skills based on student online performance.~~ ~~For 11th and 12th graders that are not specific reading interventions delivered, teachers will work with these students in small group to explicitly teach test taking strategies using targeted materials that will help students pass the FSA/FAST or meet the concordant score by taking the ACT/SAT.~~
~~Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:~~ ~~Students who place in the foundational zone for Word Study and/or Comprehension within the Lexia PowerUp program will receive Tier 3 interventions.~~ ~~Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still demonstrating deficits in the foundational zone(s) based on Lexia PowerUp reports AND FAST progress monitoring data points. Data does not show student's trend line is~~

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closing the gap towards meeting the goal/aim line.

Teachers will assign specific skills in NoRedInk to support 11th and 12th graders who show skill deficits in reading and have not mastered the state assessment FSA/FAST test. Teachers will also work 1:1 or in small groups to help these students' mastery reading skills needed to pass the FSA/FAST/ACT or SAT in order to graduate.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)

- 2023-2024 FAST PM3 Level 1 – 9th and 10th grade
- Level 1 on State Assessment (FSA and/or FAST) 11th and 12th grade

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions
Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- Lexia PowerUp – Lexia PowerUp Literacy program was designed to target common deficits impacting struggling and non-proficient adolescent readers. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. PowerUp is organized into three separate instructional strands: Word Study, Grammar, and Comprehension. The evaluation of PowerUp is a gold standard randomized control trial that meets ESSA's standards for STRONG research.
- Imagine Learning (ELL students with 2.9 or below ACCESS score OR new ELL's). This program has a promising rating according to Evidence for ESSA website.
- NoRedInk SAT/ACT component – 11th and 12th grade students – NoRedInk is designed to help Florida teachers provide a personalized learning experience that is driven and aligned to the B.E.S.T. Standards and other national assessments. The SAT/ACT component of the program will assist the 11th and 12th grade students in need of meeting the concordant test scores to graduate. There is an extensive library of materials that are mapped out to target high frequency test items often while also adjusting to meet students' individual needs overall. This resource will help students meet the concordant score on the ACT/SAT in order to help them graduate. NoRedInk also provides rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate. Recommendation 1-6 show moderate evidence in Preventing Dropouts in Secondary Schools (What Works Clearing House and Institute of Education Sciences-IES, 2017)

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

- Imagine Learning (ELL students with 2.9 or below ACCESS score OR new ELL's)
- Lexia Powerup
- NoRedInk

Number of times per week interventions are provided:

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~~3 times per week~~
~~Number of minutes per intervention session:~~ ~~At least 15-20 minutes per intervention session~~
~~Explain how the effectiveness of Tier 3 interventions are monitored.~~ ~~Teachers will review Lexia PowerUp progress reports on a weekly basis (each Monday) to determine which students need small group instruction. These reports will assist in setting student weekly goals. Teachers will also pull needs instruction reports to determine which students need 1:1 targeted Lexia lesson(s) delivered. Skill builders reports, usage reports and skill status reports will also be pulled to ensure fidelity of the interventions provided to each student.~~ ~~The ILT will monitor school usage and skills status reports for Lexia to determine weekly, biweekly, and monthly growth for the school. This will aide in determining which school supports need to be in place to assist teachers and students.~~ ~~Eleventh and twelfth grade teachers will run usage and ACT/SAT skills reports on a biweekly basis to determine the needs of their students. Teachers will deliver reading intervention and work 1:1 with students who show reading deficits and need assistance with FSA/FAST/ACT and/or SAT lessons.~~ ~~The district will monitor usage and skills reports on a monthly basis to ensure the fidelity of the programs is being met.~~
~~What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?~~ ~~The Instructional Leadership Team (ILT) and Intensive Support Team (IST), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered, teachers will work with students 1:1 and/or in small groups using targeted materials (Lexia Lessons and Skill Builders) to address specific literacy skills based on student online performance.~~

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~~Appendix C - Health Education Opt Out Form~~

~~SCHOOL DISTRICT OF MANATEE COUNTY~~

~~Dear Parents,~~

~~The FLDOE State Board of Education has mandated instruction related to health education of district students across all grade levels. Florida Statute 1003.42(n) outlines required instruction related to family life, dating violence, and reproductive health education including a focus on abstinence and pregnancy prevention that must be taught across grade levels. This mandate will be satisfied through instruction to students in grades K-12 and will address age-appropriate elements of effective and evidence-based programs. Each student will receive age-appropriate skill-building instruction. Instructional materials can be found on the School District of Manatee County's webpage.~~

~~These instructional topics will include the following:~~

~~5th Grade~~	~~7th/8th Grade Science~~	~~HS Science or HOPE~~
~~Personal health and puberty~~	~~healthy communication for risk reduction, impact of social media on relationships, puberty, reproductive systems, & the benefits of abstinence, teen dating violence~~	~~Healthy/unhealthy relationships, pregnancy prevention, abstinence, relationship abuse, how to identify and respond, & resources for teens.~~

~~**It is understood that permission has been granted for your child to participate in the program with the following understandings (unless you decide to OPT-OUT your child by signing and returning the slip below):**~~

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~~• I understand that my child will be participating in a thorough comprehensive curriculum that teaches them about human development, reproduction, and healthy relationships (Grades 7-12).~~
~~• I understand that my child will develop skills of respect and appreciation for themselves, their families, and all people.~~
~~If you **DO NOT** want your son/daughter to participate in this program, please sign the form below and return it to your child's science teacher.~~

~~**OPT-OUT SLIP**~~
~~Please return this form to your child's science teacher ONLY if you do NOT want your child to participate in the health education lessons.~~
~~**I have read the above letter, and I do NOT want my child to participate in this program.**~~
~~NOTE: (There is no penalty to your child for not attending this health lesson. Provisions will be made for your child to attend another class during these lessons.)~~
~~Student's Name: _____~~
~~Parent/Guardian Signature: _____~~

~~X_____ Date: _____~~

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2024-25 Student Progression Plan Change Log

Last Revised May 15, 2024

This change log reflects substantive changes to the 2024-25 Student Progression Plan. Technical or grammatical changes are not reflected in this change log but are contained in the tracked changes within the 2024-25 Draft Student Progression Plan document.

Page/Section	Change Type	Change	Rationale
Cover page	Legislative	Corrected subparagraph reference (FS 1000.21(6))	Corrected citation
p. 7 First Enrollment	Legislative	Corrected subparagraph reference (FS 1000.21(6))	Corrected citation
p. 7 Evidence of Immunization	Legislative	Corrected language in health exam and immunization paragraph to align to statute 1003.22 FS	Alignment to 1003.22 FS
p. 10 First Enrollment	Recommendation	Added: Students 7 and older without any proof of prior education will be placed in an age-appropriate grade.	Misinterpretation of F.S. 1003.21(2)(b). Students with no prior ed. should attend K. Clarification from DOE is to place age appropriate.
p. 11 Over-age Students	Recommendation	Added "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.)." Updated statute reference.	Additional information for clarity
p. 11 School Choice Options	District/Board Procedure	Removed language about applying to clusters within region of zoned school—no longer applicable	Aligning to policy and controlled open enrollment
p. 12 School Choice Options	Recommendation	Changed Choice to Controlled Open Enrollment	Aligning to policy and procedure
p. 12 School Choice Options	Recommendation	Added "An Appeal Process for" Hardship	Clarification in language
p. 15 State Uniform Transfer of Credit	Legislative	Added Classical Learning Test (CLT) to the list of alternate assessments; "The approved alternative assessments are the PSAT, ACT, SAT and CLT."	Now included as an option per statute
p. 17 Reporting to Parents	Recommendation	Added rule reference to paragraph (6A-6.0904)	Citation added
p. 18 Report Card	Recommendation	Added "using ACCESS 2.0 for ELLs assessment results"	Clarification
p. 19 Curriculum Additions	Recommendation	Added "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."	Clarification
p. 20 Intervention, Remediation, and Progress Monitoring	Recommendation	Added more specific language re: interventions: "reading and/or mathematics"	To clarify that either subject area is covered under state requirements
p. 21 Intervention, Remediation, and Progress Monitoring	Legislative	Added- Evidence-based, explicit, systematic, and multi-sensory reading interventions grounded in the Science of Reading must occur beyond... Added requirements for teacher providing intervention to include literacy micro-credential	To comply with HB7039- HB 7039 provides specific requirements of literacy instruction and the strategies utilized for reading intervention.

p. 21 Intervention, Remediation, and Progress Monitoring	Legislative	Added student identified as having a substantial math deficiency must receive intervention from a highly qualified teacher	HB 7039 has added specific requirements for math intervention and teacher qualifications.
p. 21 Intervention, Remediation, and Progress Monitoring	Legislative	Added CLT	Legislation added CLT
p. 22 Intervention, Remediation, and Progress Monitoring	Legislative	Added language to include math to the parent consultation and communication paragraph: "and/or mathematics"	HB 7039 outlines requirements of parental notification for students who are found to have a substantial math deficiency, similar to a substantial reading deficiency.
p. 23 Intervention, Remediation, and Progress Monitoring	Legislative	Bullet Point 1: Added substantial math deficiency requirements to parental notification	HB 7039 outlines requirements of parental notification for students who are found to have a substantial math deficiency, similar to a substantial reading deficiency.
p. 23 Intervention, Remediation, and Progress Monitoring	Legislative	Bullet Point 3: Added substantial math deficiency requirements to parental notification	HB 7039 outlines requirements of parental notification for students who are found to have a substantial math deficiency.
p. 23 Intervention, Remediation, and Progress Monitoring	Legislative	Bullet Point 5: Added substantial math deficiency requirements to parental notification and Added clarifying information about resources available at home for parents to use for students with reading and/or math deficiency	7039 outlines requirements of parental notification for students who are found to have a substantial math deficiency, electronic resources are made available to parents from FDOE.
p. 23 Intervention, Remediation, and Progress Monitoring	Legislative	Bullet Point 10: Updated from New Worlds Reading to New Worlds Scholarship	To comply with HB7039- state statute changed to include New Worlds Scholarship for students with substantial reading and math deficiency.
p. 23 Intervention, Remediation, and Progress Monitoring	Legislative	Delete "in addition" and change wording- "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." Add language to address math substantial deficiency- "In addition, schools may not wait for a kindergarten-grade 4 students 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."	To comply with HB7039- HB 7039 is specific on *when* interventions must start for both reading and math.
p. 23 Intervention, Remediation,	Legislative	Add language for HB 7039- Schools may not wait until an evaluation is conducted pursuant to s. 1003.57 is	To comply with HB7039- immediate interventions necessary for students with

and Progress Monitoring		completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyslexia.	substantial reading and/or math deficiency
p. 25 Intervention, Remediation, and Progress Monitoring	Legislative	Added language to reflect HB 7039- Grounded in the Science of Reading	To comply with HB7039- added the specific language associated with reading intervention instruction
p. 25 Career and Technical Education	Recommendation	Added 'and high'	Includes all K-12
p. 25-26 Parental Rights	Formatting	Rebuilt parental rights section so numbering matches other sections in document. No changes to text.	
p. 27 Program of studies Grades K-5	District Procedure	Added social studies as a graded course in elementary school	District change to graded courses for 2024-2025 school year to reflect dedicated instructional time for social studies
p. 28 Mid-Year Promotion	Legislative	Updated statute and rule numbers associated with 3rd grade mid-year promotion. (s. 1008.25(8), F.S., Rule 6A-1.094221, F.A.C., and Rule 6A-1.094222, F.A.C.)	Updated this information to reflect the correct statute and rule numbers.
p. 28-29 Mid-Year Promotion	Legislative	Added specific requirements for third grade mid-year promotion directly from Promotion to Grade 4 Technical Assistance Paper	Updated information to align with mid-year promotion requirements for 3rd grade students before and after November 1st of each year
P. 32 Good Cause Criteria for 3rd Grade	Legislative	Change to Good Cause "5" to add a retention in prekindergarten as criteria for GC5	Updated information based on Promotion to Grade 4 Technical Assistance Paper
p. 35 Intensive Intervention	Recommendation	Removed reference to Appendix B—section recommended for deletion	
p. 35 Services for Students Retained in Grade 3	Legislative	Added/modified bullet points to include changes in requirements for 3rd grade retained students to align with Promotion to Grade 4 Technical Assistance Paper	Updated information based on Promotion to Grade 4 Technical Assistance Paper
p. 36 Services for Students Promoted to Grade 4 with a Good Cause Exemption	Legislative	Added language about primary instructional strategies to align with Promotion to Grade 4 Technical Assistance Paper	Updated information based on Promotion to Grade 4 Technical Assistance Paper
p.38 Middle School Program of Studies: Required Courses	Clarity	Add "(including 8th grade science, assessed by a state required assessment)"	Similar language is written out for Civics but not 8th grade science.
p.39 Required Remediation	District Procedure	Remove "within the last 2 or more consecutive years" language from Required Remediation section.	Remediation may be provided after the first year of not scoring a Level 3 or higher.

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p. 41 Promotion Requirements	District Procedure	Change language "Students who do not meet promotional criteria to 9th grade will be supported in the next grade level at an "alternative instructional setting" to "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."	Discontinuation of HOPE program for retained 8th grade students
p. 45 High School Credit Courses Offered in Middle School	Recommendation	Corrected title of Executive Director of Adult, Career, and Technical Education	Reflects current job description
p. 48 Grades (Table)	Legislative	Modified Semester 1 course grade calculations for State EOCs so EOC is 30% of final grade.	FL Statute 1003.4282 (3)(b)1
p. 54 Semester Grades (Table)	Legislative	Modified Semester 1 course grade calculations for State EOCs so EOC is 30% of final grade.	FL Statute 1003.4282 (3)(b)1
p. 54 Florida Course Credit	Recommendation	Removed "A student or parent must request this recalculation in writing."	Improved process/procedure
p. 56 Class Rank	Legislative	Updated 1007.271 language to align to statute	Align to current F.S. language
p. 57 Grade Forgiveness (Table)	Recommendation	Add Personal Finance and Money Management to the first row/first column cell.	New course and graduation requirement
p. 59 Credits	Recommendation	Remove "within the last 2 or more consecutive years" language from "Enhanced Instruction for Non-Proficient Students."	Remediation may be provided after the first year of not scoring a 3 or higher.
p.67 Credit for CTSO Participation	Legislative	Added section with language reflecting new legislation allowing credit for CTSO participation	New legislation
p. 68 Graduation Requirements: Summer Graduation	District Procedure	Removed language for one credit related to summer school. Added: 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."	Process improvement
p. 72 U.S. Government	Recommendation	Remove U.S. Government section (duplicate information)	Duplicate information on p. 70
p. 73 Assessment Requirements	Recommendation	Change "Civics" to "U.S. Government"	FCLE is taken in U.S. Government course
p. 73 Assessment Requirements	Legislative	Add Classical Learning Test (CLT) information	Legislation added CLT
p. 73-74 Assessment Requirements (Table)	Legislative	Replace outdated assessment requirements table with the state tables as of December 2023	Used the tables from the State's Assessment Grad Requirements documents: https://www.fldoe.org/core/fileparse.php/7764/urlt/gradrequirefsa.pdf

p. 74-75 Concordant Score Information	Legislative	Remove outdated concordant score table and language for 'Students Holding a Certificate of Completion' and the language on "The flexibility for concordant score requirements...."	The new table immediately above this section shows the concordant score options.
p. 76 High School Equivalency	Recommendation	Changed campus testing location from MTC West to MTC Main	Corrected testing campus location
p. 77 Certificate of Completion	Recommendation	Removed paragraph: "Any student who receives a Certificate of Completion may elect to remain in the secondary school, either as a full-time or part-time student, for up to one additional year, and receive special instruction designed to remedy his/her identified deficiencies. If the student meets the additional requirements to earn a diploma, the diploma will be awarded from the home high school."	Not aligned to 1003.433
p. 81 Standard Diploma Pathways	Legislative	Language in chart updated with 2023-2024 and add .5 credit Personal Finance and Money Management graduation requirement	Legislation added graduation requirement
p. 82 Standard Diploma Pathways	Legislative	Change 8 elective credits to 7.5 due to .5 credit requirement for Personal Finance and Money Management	Legislative change to graduation requirements
p. 83 ESE Assessment Requirements	Legislative	Deleted statute reference subparagraph # and removed reference to old Florida Statute	Updating to current Florida Statutes
p. 84-85 College Readiness	Legislative	Remove outdated College Readiness score tables and language and replaced with an updated table based on current cut scores	Outdated language and cut scores that are no longer current
p. 86 Virtual Education Programs	Recommendation	Language change: A student must be assigned to a virtual course" (removed 'teacher')	Clarification
p. 87-88 MVS Programs	Recommendation	Removed years from dates in section, added word 'prior' to language referencing previous school years	Section retains meaning without requiring annual updating
p. 89 How to Apply	Recommendation	Added "Enrollment windows are posted on the MVS Website, Brochure, and other District Communications"	Clarification for families/students
Appendix A-C	Recommendation	Removed appendices: 1) Intensive Opt-Out 2) CERP 3) Health Ed Opt-Out	Not required for SPP, ease of updates, approved by School Board through other items

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AGENDA ITEM NO. IV.4

School Board of Manatee County
May 24, 2024 - Workshop

Title
Student Code of Conduct 2024-2025 Proposed Changes

Executive Summary
The Code of Student Conduct is reviewed and revised annually and serves as the School Board's policies and procedures for governing student behavior on school grounds, at school activities, and while being transported to and from school.

Approving the advertising and setting a public hearing ensures compliance with the provisions of Section 120.54 (3)(a) 1, Florida Statutes. A copy of the proposed changes is attached with new language indicated by red underlined text and deleted language indicated by red strikethrough.

The purpose of this presentation is to review proposed changes to the Student Code of Conduct prior to the public hearing scheduled for the June 11, 2024, Board meeting.

Contact
Dr. Laurie Breslin
Executive Director Student Services and Family Engagement

Attachments:
2024-2025 Code of Student Conduct Change Summary
Board Workshop PowerPoint 5.24.24
SDMC_CodeStudentConduct_2024-2025 5.20- added 5/22/2024 REDLINED

2024-2025 Code of Student Conduct Change Summary

Special Circumstances:

- The title page date was changed to 2024-2025.
- The Superintendent's message will be updated. The current message remains as a placeholder.
- 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 was updated to better organize the flow of information.
- The Table of Contents will be updated after final document revisions.
- Rationale for any policy changes will be stated; otherwise, changes are simply formatting, grammatical, or to clarify language.
- There are edits throughout the document that clarify language and do not alter the intent of the policy or content in anyway. Only those things that revise policy will be included in the tabled titled "Proposed Changes Pursuant to Policies and Procedures".
- Aesthetic changes will be updated once all content is confirmed.
  Note: Page numbers currently reflect the redline draft copy with edits. The page numbers and spacing will change once deleted language is removed and the final document is formatted for publication.

All Proposed Changes Pursuant to District Policies and Procedures and Editing to Improve Clarity		
INTRODUCTION & TABLE OF CONTENTS		
v	Added the SDMC Mission, Vision and Core Values	Alignment with District Strategic Plan
vi	Updated the Main Heading in the Table of Contents • Section 1: Student Rights and Responsibilities • Section 2: Student Attendance • Section 3: School Health • Section 4: Student Discipline • Section 5: Discipline Matrices • Section 6: Procedures Relating to Disciplinary Actions • Section 7: Miscellaneous	Overall Organization and Alignment with District Strategic Plan

2024-2025 Code of Student Conduct Change Summary

SECTION 1 – STUDENT RIGHTS AND RESPONSIBILITIES		
Page	**Change**	**Rationale**
1	**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 action; and procedures to be followed for acts requiring disciplinary action. In the event of a situation which significantly alters the standard process for delivering education, such as natural disasters, pandemics, etc., the School District of Manatee County reserves the right to amend policies and procedures to allow for the continued education, articulation, and graduation of students, as well as the safety and security of our school communities. Students in the School District of Manatee County are subject to the Code of Student Conduct during the school day and regular school activities, while being transported on school buses or at public expense to and from school or other education facilities. Students are also subject at such time and places that include - but are not necessarily limited to - school sponsored events, field trips, athletic functions, and other activities where appropriate school personnel have jurisdiction over students. In addition, jurisdictional control over students may be extended as per Florida Statute Sections 1006.07, 1006.09, 1006.13, 1006.147, and 1003.31 whenever the conduct of a student is deemed to have a detrimental effect on the health, safety, and welfare of any member of the school community or the learning environment of the school.	Updated Safe, Positive Learning Environment to the beginning of the section to prioritize

1	~~This section summarizes the basic principles of student rights and responsibilities. As a student, you have a right to an education, regardless of your race, color, creed, national origin, religion, gender, marital status, heritage, disability, or sexual orientation. Some of your basic rights include the right to:~~ ~~• Learn~~ ~~• Agree or Disagree~~ ~~• Petition~~ ~~• Freedom of expression~~ ~~• Publish~~ ~~• Assemble~~ ~~• Privacy~~ 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 health, 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. ~~Your exercise of these rights must conform to the District Code of Student Conduct. While you also have the right to a free and appropriate education, this~~	Removed language that is repetitive
3	**Grades and ~~ACADEMIC HONOR CODE~~Academic Honor Code**	Changed title to Grades and Academic Honor Code and altered flow of information for better readability
6	**Multi-Tiered Systems of Support (MTSS)** MTSS refers to the instructional strategies, interventions, supports and resources that are used to help all students achieve academically and behaviorally. MTSS serves as the framework for organizing supports within a school and district so that the needs of the whole child are met. An effective system blends ~~culturally responsive~~ academic and behavior supports to create effective environments that address a range of student needs.	Alignment to FDOE language

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SECTION 3 – SCHOOL HEALTH		
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19	**MEDICATION POLICY** Taking legal medications (prescription drugs prescribed for you or over-the-counter drugs) at school, on a school bus, at any school activity, or on any field trip must strictly comply with this Medication Policy. This policy requires the following: a. You should make every effort to administer medications at home during non-school hours. b. All medications (including over-the-counter medications, vitamins and supplements) must be prescribed by a licensed physician and must be retained in the school clinic, except as described in 1002.20, Florida Statutes. c. For each medication to be administered, your 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. d. The written statement shall be on a Medication Authorization Form which can be obtained from the school's office and must be signed by both a physician and a parent or guardian before medications can be administered at school. e. You may not transport medications to school or be in possession of any medications while on school property, except as described in 1002.20, Florida Statutes. f. An authorized adult must bring the medication to be administered to the school's office and deliver it along with a completed Medical Authorization Form, except as described in 1002.20, Florida Statutes.	Added language pursuant to 1002.20, Florida Statutes
20	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. In order for your child 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.	Added language pursuant to 1002.20, Florida Statutes

2024-2025 Code of Student Conduct Change Summary

SECTION 4 – STUDENT DISCIPLINE		
Page	**Change**	**Rationale**
27	**Firearms Detection Systems** **Screening at SDMC Schools** 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, beginning on August 12, 2024, we will launch a new high-tech security scanner firearms detection system and a firearms detection canine to screen students and visitors for firearms. Firearms are not permitted on 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 in accordance with School Board Policy 5771. Student refusal to cooperate with the screening procedure will result in disciplinary action for the student in accordance with the Code of Student Conduct.	Added in language to align with School Board Policy 5771

32	**Out of School Suspension** Students who are serving out of school suspension are not allowed to participate in any athletic activities until they have returned to regular class attendance for one full school day. Students who are suspended for a total of 10 or more days (cumulative or single incident) in a school year will be subject to an administrative review to determine eligibility to participate in any extracurricular activities. The administrative review will encompass the incident or infraction, discipline, academic, and attendance history, and conference with the student and others involved. 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. ~~Based on the results of the review, the student may be ineligible to participate in any extracurricular activities for a period not to exceed 180 school days from the incident. If after the review process, the student is determined to be ineligible he or she may not participate in any event or activity as a representative of the school. These events or activities include but are not limited to: athletics, marching band, concert band, orchestra, choir, drama, JROTC competition teams, and or clubs or organizations sponsored by the school's faculty or staff. A student may appeal the 180-day suspension after 90 school days. The appeal must be in writing to the principal. The appeal process will take into consideration the student's attendance, grades, discipline, teacher comments, any other pertinent information, and student interview during a parent conference. The suspension from extracurricular activities will not be less than 90 school days. Should the suspension from extracurricular activities be changed to a period of time less than 180 school days, the student will be on probation until the conclusion of the 180-school day period.~~	Language was simplified to align with Florida statutes and Board policy

33	**Student Athletes - Drug and Tobacco Use** 1. No use of tobacco products. For the first offense a one game suspension will occur. The second offense will result in dismissal from the team. 2. ~~An athlete knowingly possessing, using, transferring, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind, or any facsimile regardless of content, on or off campus, may be suspended from athletic participation for 180 days. A student may appeal the 180 day suspension after 90 school days. The appeal must be in writing to the principal. The appeal process will take into consideration the student's attendance, grades, discipline, teacher comments, any other pertinent information, and student interview during a parent conference. The suspension from extracurricular activities will not be less than 90 school days. Should the suspension from extracurricular activities be changed to a period of time less than 180 school days, the student will be on probation until the conclusion of the 180 school day period.~~Students who violate the SDMC alcohol and drug policies are subject to penalties as outlined in the Student Code of Conduct. Students who are serving out of school suspension are not allowed to participate in any athletic activities until they have returned to regular class attendance for one full school day. Students who are suspended for a total of 10 or more days (cumulative or single incident) in a school year will be subject to an administrative review to determine eligibility to participate in any extracurricular activities. The administrative review will encompass the incident or infraction, discipline, academic, and attendance history, and conference with the student and others involved. In addition, 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.	Language was simplified to align with Florida statutes and Board policy

SECTION 5 – DISCIPLINE MATRICES		
Page	**Change**	**Rationale**
37	**Discipline Matrix for Schools** 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 infractions found in our FOCUS student information system. These larger infraction headings encompass the full range of student misconduct and include more specific behaviors (such as cutting in the lunch line or using profanity). ~~Each offense may be met with a range of appropriate consequences that escalate with each successive infraction of that offense. The matrix does not necessarily call for every intervention or consequence listed, but rather reflects a range of appropriate possibilities, considering any mitigating factors. All Office Discipline Referrals are also met with a phone call home to your parent(s), in addition to any consequences outlined in the matrix.~~ Once the type of offense is located on the left-hand side of the matrix, simply follow that row to the right to see which consequences and interventions are considered appropriate for the number of times that specific offense has been repeated. You may use the key below for proper identification of the specific types of administrative action found on the matrix. 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 may impose additional consequences for a particular behavior as long as these consequences do not violate school board policy or state statutes. The following behaviors and/or consequences framework were developed in accordance with SESIR reporting requirements. Any deviation from the consequences as detailed in the matrices must receive approval from the Executive Director of Elementary Schools or the Executive Director of Secondary Schools.	Language was simplified to align with Florida statutes and Board policy

SECTION 7 – MISCELLANEOUS		
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63	***Q. May a student with a disability be suspended from the bus?*** A. Yes. Students with disabilities may be suspended from the bus just as any other student. Responsibility for transporting the student to school would then fall to the parent. ~~However, any days missed during the bus suspension will be counted as an Out-of-School Suspension, unless the parent excuses or documents the absence.~~ ***Q. If transportation is a related service identified on the IEP or Section 504 Plan, may a student with a disability be suspended from the bus?*** A. Yes. If transportation is a related service identified on the student's IEP or Section 504 Plan, and suspension or expulsion from the bus is recommended, then the bus suspension will be counted as an Out-of-School Suspension if the student is not in attendance. **Q. May a parent or guardian record an IEP meeting?** ~~B.~~ A Yes. A parent/guardian, authorized representative of a parent/guardian, or IEP team member is permitted to record the meeting. The parent/guardian must notify the IEP team prior to the start of the meeting that he/she is planning to record the meeting. He or she must use his or her own recording device, and the District will obtain its own recording of the meeting. The District is under no obligation to provide the parent with a transcription of the recording the District obtains on its own equipment. If the District audio records an IEP Team meeting, the resulting recording shall become a part of the student's educational record and will be maintained in accordance with State and Federal law.	Language was simplified to align with Florida statutes and Board policy

66	**ELECTRONIC EQUIPMENT** ~~If you are in possession of~~Students may possess cell phones and other non-district issued electronic items at school, on buses, and at school functions provided that during school hours cell phones are silenced and concealed. ~~they may only be used before the morning bell rings and after school,~~The devices shall not be used during the school day unless your school has adopted a process for ~~policy~~ further allowing or restricting the use of personally owned electronic devices. ~~In all other instances, **they are to be kept turned off and out of sight on school grounds** unless an administrator or designee gives permission to use the device. Teachers may also allow you to utilize personal electronic devices for the completion of specific assignments, as a component of your coursework.~~ Pursuant to Section 1006.07, 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 your electronic device, per F.S. 1006.07. These electronic devices include, but are not limited to, the following: ~~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 that may or may not connect to the Internet • Earbuds or headphones	Revised electronic equipment language to align with F. S. 1006.07

66	~~If this rule is violated, an administrator may ask you to surrender the device and will hold it until you or your parent comes to retrieve it.~~ Violations of the cell phone policy will be handled in accordance with the SCC and may results 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~~st~~ 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.	Revised electronic equipment language to align with F. S. 1006.07
67	If school officials have reasonable suspicion that electronic items contain ~~evidence of a violation of the Code of Student Conduct, or~~ criminal activity, ~~they may conduct a search of the contents of the electronic item.~~the device may be provided to law enforcement.	Clarity and consistency with Florida Statutes
69	**Use of Social Media** The School District of Manatee County allows schools, students, teachers and staff to use social media for enhancing classroom learning and communication among members of the SDMC community. Your use of District-approved social media platforms must be consistent with all aspects of this Code of Student Conduct and must abide by Section 501.1736, Florida Statutes~~t.~~ For School Board Policies regarding student use of social media, please see Policy 7544 "Use of Social Media," as well as Policy 7540.03 "Student Technology Acceptable Use and Safety." Those policies can be found in the School Board Policy Manual on the School District website at https://www.manateeschools.net/Page/2186. For Student Social Media Guidelines, please visit the "Parents and Students" page of the School District website at www.manateeschools.net.	Revised language to include a reference to Section 501.1736, Florida Statues

72	**Comply with Cell Phone Policy** If you need to reach your child in an emergency during the school day, contact the front office. ~~Because cell phones and all other forms of electronic communication are to be turned off and put away out of sight once students are at school, parents should not text message or phone their children during the school day.~~Pursuant to Section 1006.07, 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."	Revised language to include a reference to Section 1006.07, Florida Statues

Board Workshop
May 24, 2024

2024-2025 Student Code of Conduct Proposed Changes

Presented by:

Laurie Breslin, Executive Director Student Services & Family Engagement

Presentation Expectations

- Student Code of Conduct Update Process
- Formatting & Editing Changes
- Changes Pursuant to Legislation
- Next Steps

SCC Committee

- 29 Members comprised of principals, assistant principals, counselors, district leadership, general counsel, school resource officer, students, and parents
- Charged with updating the current SCC to align with new state and local policies, and to ensure a safe and positive learning environment for our students

Formatting and Editing

- Cover page was updated for 2024-2025
- Footers reflect new school year and section headings
- Grammatical/typographical, pagination, and spacing edits
- Updated level headings and numbering
- Aesthetic changes will be updated once all content is confirmed
- Updated structure to align main headings with the SDMC Mission, Vision, and Strategic Plan

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

SDMC Strategic Plan

Ready for Life

Acceleration and Innovative Learning/College, Career Readiness

1. Improve easy access to quality family resources that support student learning
2. Ensure that all staff are trained to respond to students impacted by trauma and adverse childhood experiences, including highly effective student services and mental health supports
4. Create an instructional model centered around real-world skills, civic involvement, financial literacy and arts integration

Notable Changes Pending Board Approval

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SECTION 7 – MISCELLANEOUS		
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SECTION 7 – MISCELLANEOUS		
Page	**Change**	**Rationale**
66	**ELECTRONIC EQUIPMENT** ~~If you are in possession of~~Students may possess cell phones and other non-district issued electronic items at school, on buses, and at school functions provided that during school hours cell phones are silenced and concealed. ~~they may only be used before the morning bell rings and after school.~~The devices shall not be used during the school day unless your school has adopted a process for ~~policy~~ further allowing or restricting the use of personally owned electronic devices. ~~In all other instances, **they are to be kept turned off and out of sight on school grounds** unless an administrator or designee gives permission to use the device. Teachers may also allow you to utilize personal electronic devices for the completion of specific assignments, as a component of your coursework.~~ Pursuant to Section 1006.07, 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 your electronic device, per F.S. 1006.07. These electronic devices include, but are not limited to, the following: ~~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 that may or may not connect to the Internet • Earbuds or headphones	Revised electronic equipment language to align with F. S. 1006.07

66	~~If this rule is violated, an administrator may ask you to surrender the device and will hold it until you or your parent comes to retrieve it.~~ Violations of the cell phone policy will be handled in accordance with the SCC and may results 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 1st following the end of the school year, the item will be deemed abandoned. Each school will determine what to do with abandoned items. Neither the school nor school staff members are responsible for any such items if they are lost, stolen, broken or damaged.	Revised electronic equipment language to align with F. S. 1006.07
67	If school officials have reasonable suspicion that electronic items contain ~~evidence of a violation of the Code of Student Conduct, or~~ criminal activity, ~~they may conduct a search of the contents of the electronic item.~~the device may be provided to law enforcement.	Clarity and consistency with Florida Statutes
69	**Use of Social Media** The School District of Manatee County allows schools, students, teachers and staff to use social media for enhancing classroom learning and communication among members of the SDMC community. Your use of District-approved social media platforms must be consistent with all aspects of this Code of Student Conduct 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://www.manateeschools.net/Page/2186. For Student Social Media Guidelines, please visit the "Parents and Students" page of the School District website at www.manateeschools.net.	Revised language to include a reference to Section 501.1736, Florida Statues

Comply with Cell Phone Policy

If you need to reach your child in an emergency during the school day, contact the front office. ~~Because cell phones and all other forms of electronic communication are to be turned off and put away out of sight once students are at school, parents should not text message or phone their children during the school day.~~ Pursuant to Section 1006.07, 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."

Next Steps

- June 11 Board Meeting –
  - Approval of advertising a notice of intent to amend the Code of Student Conduct and set a public hearing on the proposed changes
- July 23 Board Meeting –
  - Public Hearing on the proposed changes to the Code of Student Conduct for the 2024-2025 school year
- July 23 Board Meeting –
  - Approval of adopting amendments to the Code of Student Conduct for the 2024-2025 school year

Board Workshop
May 24, 2024

2024-2025 Student Code of Conduct Proposed Changes

Presented by:

Laurie Breslin, Executive Director Student Services & Family Engagement

MANATEE COUNTY SCHOOL DISTRICT

STUDENT CODE OF CONDUCT
2024-2025

THE SCHOOL DISTRICT OF MANATEE COUNTY
CODE OF STUDENT CONDUCT
2023-2024

Dear Students and Parents,

~~It is a tremendous honor to serve as superintendent of the School District of Manatee County. My favorite part of working in education is witnessing first-hand the learning process taking place in classrooms led by talented teachers who inspire students. I look forward to meeting many of you in our schools as the year progresses.~~

~~A primary goal of the district is to provide a safe, caring, and focused learning environment for all students. To achieve this goal, the School Board has approved this comprehensive Code of Student Conduct. I encourage you to read and familiarize yourself with the Code of Student Conduct to make sure you understand what is expected from all students at school and school-related events.~~

~~I want to thank the students, school and district administrators, faculty and staff members, School Advisory Council members and representatives of our community for the time they devoted to developing this Code of Conduct. The Code of Student Conduct is reviewed annually for additions or deletions that may be necessary for clarification or required by new legislation. If you have any questions regarding the contents, please contact your school principal.~~

~~The information in this District Code of Student Conduct is being provided to all students and parents. Extra copies of this publication are available at school sites, or on the District website at www.manateeschools.net.~~

~~Thank you for your faithful support of our schools and district. I wish you all a safe and successful school year.~~Hold for letter



Sincerely,

Dr. Jason Wysong,
Superintendent



THE SCHOOL BOARD OF MANATEE COUNTY

BRADENTON, FLORIDA

Members

Chad Choate – Chairman (District 4)

Cindy Spray – Vice Chair - (District 2)

Gina Messenger - (District 1)

Mary Foreman - (District 3)

Richard Tatem – (District 5)

Superintendent of Schools

Dr. Jason Wysong

School Board of Manatee County policies may be viewed online at www.manateeschools.net

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SECTION 1: STUDENT RIGHTS AND RESPONSIBILITIES

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 action; and procedures to be followed for acts requiring disciplinary action.

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

Students in the School District of Manatee County are subject to the Code of Student Conduct during the school day and regular school activities, while being transported on school buses or at public expense to and from school or other education facilities. Students are also subject at such time and places that include - but are not necessarily limited to - school sponsored events, field trips, athletic functions, and other activities where appropriate school personnel have jurisdiction over students. In addition, jurisdictional control over students may be extended as per Florida Statute Sections 1006.07, 1006.09, 1006.13, 1006.147, and 1003.31 whenever the conduct of a student is deemed to have a detrimental effect on the health, safety, and welfare of any member of the school community or the learning environment of the school.

~~This section summarizes the basic principles of student rights and responsibilities. As a student, you have a right to an education, regardless of your race, color, creed, national origin, religion, gender, marital status, heritage, disability, or sexual orientation. Some of your basic rights include the right to:~~

- ~~Learn~~
- ~~Agree or Disagree~~
- ~~Petition~~
- ~~Freedom of expression~~
- ~~Publish~~
- ~~Assemble~~
- ~~Privacy~~

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 health, 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. ~~Your exercise of these rights must conform to the District Code of Student Conduct. While you also have the right to a free and appropriate education, this right shall be applied at the school serving your residential attendance zone, except as authorized~~

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~~by the School Choice Program or otherwise provided by School Board Policy.~~ **The Superintendent is authorized to assign or reassign a student to any program or school as deemed to be in the best interest of the student or School District, pursuant to** F.S. 1006.08**.**

If you are attending a charter school or a school out of your assigned area under the School Choice Program, you may be suspended, expelled or reassigned during the school year as provided in this Code. Your school choice may additionally be revoked for non-attendance, habitual tardiness, or disciplinary issues, upon the recommendation of the principal. The principal's recommendation is subject to review and approval by the District Administrative Appeals Committee.

First Amendment Freedom of Expression

In 1969, The United States Supreme Court ruled that public school students do not leave their constitutional right to freedom of expression at the schoolhouse gate. You have a right to freedom of expression; however, when you exercise that right, you must do so in a responsible manner that does not cause a disruption of the school or a school activity. A principal may impose reasonable time, place and manner restrictions on your exercise of First Amendment freedom of expression rights. If possible, before imposing reasonable time, place and manner restrictions, the principal will consult with the School District General Counsel and will notify the Superintendent (or designee) in such cases. If it is not possible to consult the School District General Counsel beforehand, the principal will do so as soon as possible.

Principal's Authority

The principal of each school is responsible for the administration of the school and the enforcement of the District Code of Student Conduct. The principal has the authority to direct students and staff and can impose any reasonable requirements that are not inconsistent with the District Code of Student Conduct or School Board Policy.

~~**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 action; and procedures to be followed for acts requiring disciplinary action.~~

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

~~Students in the School District of Manatee County are subject to the Code of Student Conduct during the school day and regular school activities, while being transported on school buses or at public expense to and from school or other education facilities. Students are also subject at such time and places that include – but are not necessarily limited to – school sponsored events, field trips, athletic functions, and other activities where appropriate school personnel have jurisdiction over students. In addition, jurisdictional control over students may be extended as per Florida~~

~~Statute Sections 1006.07, 1006.09, 1006.13, 1006.147, and 1003.31 whenever the conduct of a student is deemed to have a detrimental effect on the health, safety, and welfare of any member of the school community or the learning environment of the school.~~

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In Loco Parentis

State and federal law recognizes that teachers and school administrators have a need to stand in the place of parents over children entrusted to them at school. This is a concept called *in loco parentis*. While this power is not equal to a parent's power over a child, it permits school personnel to exercise a degree of supervision and control over students that could not be exercised over free adults. This concept is responsible for the fact that school personnel can search without a warrant based on reasonable suspicion and are not held to the higher standard of "probable cause" by which law enforcement is bound. It is also responsible for the fact that school personnel can interrogate a student without providing him or her with Miranda warnings or allowing the student to call a parent or attorney.

Prohibition of Discrimination

No student shall, on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, marital status, age, religion, or any other basis prohibited by law, be excluded from participation in, be denied the benefits of, or be subjected to discrimination or harassment under any educational programs, activities, services, or in any policies or practices by the School District of Manatee County. Any student who believes he or she has been discriminated against or has been harassed by an employee, student, or other third party, who is subject to control of the School Board, is encouraged to use the appropriate grievance procedures set forth in policy.

Grades and ~~ACADEMIC HONOR CODE~~Academic Honor Code

- ~~I will take responsibility for my own work. I will not cheat, help others cheat, or allow anyone else to do my work for me.~~
- ~~I will not plagiarize. I will use quotations and cite sources when I use someone else's words and ideas.~~
- ~~I will not 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 parent(s)/guardian(s).~~
- ~~I understand I will receive a zero on any assignment, as well as any other appropriate consequence for breaking the Honor Code.~~

Grades

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

1. Your Responsibilities
   a. To become informed of the grading criteria.
   b. To maintain standards of academic performance commensurate with your ability, and to make every effort to improve your performance upon receipt of notification of unsatisfactory progress.

2. Your Rights
   a. To receive a teacher's grading criteria at the beginning of each year or semester course.
   b. To receive a reasonable notification of failure or potential failure prior to the end of the grading period with sufficient time, when possible, to take corrective action.

3. Your Parents' Responsibilities
   a. To meet with your teachers upon request and assist in helping take corrective action if you are experiencing academic difficulty.
   b. To seek advice on before and after school programs that will assist you in succeeding in school.

~~**OTHER STUDENT RESPONSIBILITIES**~~

- ~~To read and become familiar with the Code of Student Conduct;~~
- ~~To attend school daily, prepare for class, and complete class and homework assignments to the best of your ability;~~
- ~~To know and follow school rules and instructions given by the school administration, teachers, and other staff;~~
- ~~To report to school staff any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community;~~
- ~~To bring to school only those materials that are allowed;~~
- ~~To treat everyone in the school community with respect;~~
- ~~To respect school property, community property, and the property of others.~~

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Academic Honor Code

- I will take responsibility for my own work. I will not cheat, help others cheat, or allow anyone else to do my work for me.
- I will not plagiarize. I will use quotations and cite sources when I use someone else's words and ideas.
- I will not 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 parent(s)/guardian(s).
- I understand I will receive a zero on any assignment, as well as any other appropriate consequence for breaking the Honor Code.

Other Student Responsibilities

- To read and become familiar with the Code of Student Conduct;
- To attend school daily, prepare for class, and complete class and homework assignments

to the best of your ability;
- To know and follow school rules and instructions given by the school administration, teachers, and other staff;
- To report to school staff any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community;
- To bring to school only those materials that are allowed;
- To treat everyone in the school community with respect;
- To respect school property, community property, and the property of others.

IGNITING POSITIVE SCHOOL CLIMATES

A school's climate can be simply defined as the "quality and character of school life" (National School Climate Council, 2007). This simple definition is underpinned by an array of intentional activities that support integral structures, such as trusting student and adult relationships, teaching and learning, the physical environment, and the safety of all school community members.

At its core, a positive school climate includes:

- positive relationships among and between all stakeholders (students, parents, all school personnel and community partners);
- engaging, relevant academic and extracurricular activities for all students that meets their social, academic, and developmental needs;
- meaningful family and community engagement;
- training and resources to resolve conflicts peacefully and respectfully;
- support for students who are experiencing an emotional crisis, trauma, or serious challenges in their homes and communities;
- clean and well-maintained campuses that support a sense of school pride;
- orderly learning environments, allowing all stakeholders to feel physically and emotionally safe.

These tenets of a positive school climate are reflected in several initiatives that are starting throughout the School District of Manatee County under the umbrella of what we call Project Spark.

SPARK
IGNITING POSITIVE SCHOOL CLIMATES

Project Spark combines prevention and early intervention through our Multi-Tiered Systems of Support (MTSS), and a 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)

MTSS refers to the instructional strategies, interventions, supports and resources that are used to help all students achieve academically and behaviorally. MTSS serves as the framework for organizing supports within a school and district so that the needs of the whole child are met. An effective system blends ~~culturally responsive~~ academic and behavior supports to create effective environments that address a range of student needs.

A three-tiered instruction and intervention framework is used to organize resources and supports to ensure student learning and educational success. The level of supports provided at each tier will match the needs of each student. Tier I~~One~~ is universal instruction and supports that is intended for all students. Tier II~~Two~~ consists of targeted and supplemental supports, designed for the estimated 20% of students who require more than universal instruction and support. Tier III~~Three~~ is the most intensive level and is intended for the 5-10% of students who may need more individualized support, in addition to their Tier I~~One~~ and II~~Two~~ interventions.

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

- Leadership
- Building Capacity/Infrastructure for Implementation
- Communication and Collaboration
- Data-Based Problem Solving
- Three-Tiered Instructional/Intervention Model
- Data Evaluation

For more information on our MTSS, please visit the School District of Manatee County's website.

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 the CHAMPs model to clarify expectations for learning activities and transitions that occur throughout a class or school. The CHAMPS acronym stands for:

- **C**onversation: Can students talk to each other during this activity? At what level?
- **H**elp: How do students get the teacher's attention and their questions answered?
- **A**ctivity: What is the task/objective? What is the end product?
- **M**ovement: Can students move about during this activity?
- **P**articipation: How do students show they are fully participating? What does work behavior look/sound like?

~~All district schools have at least one trained CHAMPs coach who is tasked to work with teachers for implementing CHAMPs in the classroom. CHAMPs coaches also work with school administrators to establish and solidify school-wide expectations.~~

To assist teachers and other school staff in better understanding developmentally appropriate teaching 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 disorder, 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 use 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 schools. 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 FL 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.

Supporting Safe and Welcoming Learning Communities

Along with elements such as our MTSS, community-building circles, and our district code of conduct, the SDMC undertakes several initiatives to help ensure a safe and welcoming environment for all students.

Several of our district schools partner with the Sandy Hook Promise Foundation and operate a SAVE (Students Against Violence Everywhere) Promise Club. SAVE promise clubs are led by a faculty sponsor and empower student leaders to develop and organize activities designed to create safe and welcoming environments for all students. SAVE Promise Clubs are supported by district staff who seek to increase the number of schools that operate these student leadership clubs. If you are interested in joining or starting a club on your campus, please contact your school's administration.

When threats of harm are made against the school or any member of our school community, each district school has a specially trained threat management team to assist in mitigating the threat of potential harm. The members of the threat management team are charged with investigating any threat of harm or concerning student behavior. They also develop appropriate safety plans to help ensure the threat cannot be carried out and that supports are provided to the students involved. Each school's threat management team includes school administrators, discipline personnel, counselors, and other staff, as well as local law enforcement. The SDMC, local law enforcement, and local community mental health providers work together to ensure our policies and procedures are in compliance with all legal requirements and that our schools provide the highest level of safety for all members of their community.

If you become aware of an explicit or implied threat of harm to a school or any member of our school community, please report the concern immediately. In nearly all mass casualty acts of violence in our schools, the perpetrator(s) announce their plans in advance through a phenomenon known as "leakage". Whether on social media or through face-to-face communication, too often these warning signs of impending violence are dismissed or go unreported. The state of Florida has established a reporting system called FortifyFL, which can be downloaded as an app for mobile devices and computers. FortifyFL is designed for suspicious behavior and serious threats that have been made against our schools and school community members. In addition to FortifyFL, the SDMC operates an anonymous reporting system for all acts of bullying, harassment, or other dangerous or unwelcome behaviors that target our students. Each district school has a link on the front page of their website for reporting and there is also a link found on our district website. Together, these reporting systems are designed to help ensure that all concerning or suspicious behavior can be immediately reported and investigated.

SCHOOL DRESS CODE

The dress and grooming of District students shall be neat and clean, promoting a safe and positive educational environment. Apparel that disrupts educational activities and processes of the school may result in the removal of the student from the regular learning environment until acceptable apparel can be secured for the student. Failure to comply with the dress code may result in disciplinary consequences outlined in state statute and the district discipline matrix.

Pursuant to F.S. 1006.07, wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the learning environment will have the following specific consequences. In addition to these consequences, the violation shall be corrected before the student is allowed back in the regular school environment:

a. For a first offense, a student shall be given a verbal warning and the school principal (or designee) shall call the student's parent or guardian.
b. For a second offense, the student may be ineligible to participate in any extracurricular activity for a period of time not to exceed 5 days and the school principal (or designee) shall meet with the student's parent or guardian.
c. For a third offense, the student will have lunch detention in a supervised area, not the cafeteria.
d. For a fourth offense, the student may be ineligible to participate in any extracurricular activity for a period not to exceed 30 days.

e. For a Fifth and subsequent offense, a student may receive an In-School Suspension pursuant to F.S. 1003.01(5) for a period not to exceed one (1) day and may be subject to any of the interventions listed above.

Requirements for student dress in all schools are listed below:

a. All shirts and blouses must cover 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, divided skirts, dresses, and culottes are allowed. They must be mid-thigh length or longer.

c. All trousers, pants, or shorts must completely cover undergarments, including boxer shorts.

d. All clothing, jewelry, or tattoos shall be free of the following: profanity; violent images, wording or suggestion; sexually suggestive phrases or images; gang-related symbols; alcohol, tobacco, drugs, or advertisements for such products.

e. Safe and appropriate footwear must be worn. Inappropriate footwear includes, but is not limited to, roller skates, skate shoes, and bedroom slippers.

Further Clarification/other requirements:

a. Form-fitting leotard/spandex type clothing is not allowed unless proper outer garments cover to mid-thigh length or longer.

b. See-through or mesh fabric clothing may only be worn over clothing meeting requirements.

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

d. Clothing and footwear traditionally designed as undergarments or sleepwear shall not be worn as outer garments.

e. Sunglasses may not be worn inside unless a parent provides a doctor's note to the school. Field trips are exceptions.

f. Bandanas or sweatbands are not allowed to be visible on school grounds during regular school hours.

g. Hats or other head coverings may be worn during outside P.E. activities and may not be worn during any portion of the regular school day without the expressed permission of the principal.

h. If the school has a mandatory school uniform policy, the student must adhere to those requirements.

SCHOOL UNIFORMS POLICY

Manatee County elementary or secondary schools may implement a mandatory uniform policy, governing students enrolled at the school only if all conditions set forth in the following procedures are met:

Initiation

a. A favorable vote of at least 67 percent or more by the School Advisory Council (SAC) must occur to support mandatory use of uniforms for students.
b. The school or SAC conducts a survey of parents of all students in that school and at least 51 percent of the families completing the survey must indicate that they are in favor of establishing such a program. Ballots must be received from a majority of eligible families. Parents are to be surveyed every three years at any school implementing a uniform program.
c. The school must establish a uniform committee that adequately represents all segments of the school community. The uniform committee must follow guidelines promulgated by the Superintendent for selection of uniforms.
d. The school-selected uniforms must comply in all respects with the other provisions of the district rules concerning appropriate attire.
e. The uniforms selected may not be characterized as gender-specific (both boys and girls may wear slacks).
f. The school must make provisions for those students who, by reason of financial hardship, cannot comply with the uniform and must notify the students' parents of these provisions.

Communication

Each school implementing a uniform policy must communicate to parents the following:

1. types and colors of uniform;
2. requirements for jackets or outer garments;
3. optional articles of attire, if any;
4. compliance measures to be employed;
5. the availability of financial support and the procedures for applying for assistance;
6. methods to facilitate recycling of uniforms within the school community; and
7. notice of uniform sales and lists of competitive prices from vendors of uniform articles.

The means by which this information is communicated shall include one or more of the following: school newsletters, parent forums, telephone hotline, PTA/PTO meetings and newsletters, school advisory council meetings, television, radio, newspaper announcements, posters displayed at school and in the community, and registration materials.

Compliance Measures

a. Each school shall develop incentives and positive reinforcement measures to encourage full compliance with the uniform policy. Each school should strive to achieve full compliance through use of incentives and positive reinforcement measures and should resort to disciplinary action only when positive measures fail to ensure compliance. In addition, schools shall communicate with parents so that expectations, rationale and benefits are

fully understood by the student and the family.

b. If necessary, disciplinary action may be taken to encourage compliance with the policy. Since the intent of the policy is not to inhibit or prohibit any student who is not in uniform from receiving the education to which he or she is entitled, no student shall be suspended from class or from school, expelled from school, or receive a lowered academic grade as a result of not complying with the policy.

c. Prior to initiating any disciplinary action against a student not complying with the policy, a school administrator shall hold a conference with the parent or guardian to solicit cooperation and support.

d. Disciplinary action is initiated only after all other means to secure support and cooperation as mentioned above have not succeeded. A "progressive discipline" approach is to be employed by the school support staff so as to encourage full and consistent compliance with the least amount of disciplinary action.

e. In order to ensure a smooth transition to a uniform policy, and in order to ensure that incentives and positive reinforcement measures are employed before resorting to disciplinary action, no school implementing a uniform policy shall take disciplinary action for the first two months of implementation unless those not in compliance materially or substantially interfere with the requirements of appropriate discipline.

f. Exceptions to wearing the uniform are permitted when:

   1. Uniforms of a nationally recognized youth organization such as JROTC, Civil Air Patrol, or the Boy Scouts or Girl Scouts are worn on regular meeting days.

   2. A student wears a button, arm band, or other accoutrement to exercise the right to freedom of speech as guaranteed by the First Amendment, unless the button, arm band, or other accouterment signifies or is related to gangs, gang membership or gang activity.

   3. The wearing of a school uniform violates a student's sincerely held religious belief.

   4. A student's parent or guardian has secured an exemption from the uniform policy by following the procedures set forth below.

g. Parents or guardians are permitted to exempt their children from the uniform program by the following procedure:

   1. Parents should be notified of the exemption procedure.
   2. A request is made by mail or in person by the parent or guardian for an Application for Exemption from the Uniform Program ("Application"). The parent or guardian may obtain an Application at the student's school site.
   3. The Application is completed in full and submitted to the school principal.
   4. The school principal or other designated administrator meets with the parents to discuss the uniform policy and the nature of the objections to the policy. The purposes of this meeting include: (a) ensuring that the parents or guardians understand the reasons for, and goals of the uniform policy; (b) verifying the accuracy of the information on the

Application; and (c) preventing fraud or misrepresentation.

ATHLETIC ELIGIBILITY

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

High School Eligibility Requirements

1. Must be regularly enrolled and in regular attendance at school. Charter school students, home education students (including FLVS Full-time) and private school students meeting criteria under F.S. 1006.15 may participate at their home zoned school or at another district school provided they have exercised school choice to that school through the district's controlled open enrollment process.
2. A student not currently suspended from interscholastic or intrascholastic extracurricular activities, or suspended or expelled from school, pursuant to a district school board's suspension or expulsion powers provided in law, including Florida Statute Sections 1006.07, 1006.08, and 1006.09, is eligible to participate in interscholastic and intrascholastic extracurricular activities.
3. A student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets the criteria in F.S. 1006.15(3)(h).
4. A student's eligibility to participate in any interscholastic or intrascholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation, pursuant to F.S. 1006.20 (2)(b).
5. Any violation of school discipline policies or the District Code of Student Conduct may be considered for exclusion as eligibility standards to participate in extracurricular interscholastic or intrascholastic activities.
6. A student must have a cumulative 2.0 grade point average on a 4.0 unweighted scale, or its equivalent, at the conclusion of each semester to be academically eligible during the next

semester (F.S. 1006.15(3)(a)1). Academic eligibility or ineligibility is determined on a semester basis. A student who is academically eligible at the beginning of a semester will continue to be academically eligible for that entire semester. Likewise, a student who is academically ineligible at the beginning of a semester will continue to be academically ineligible for that entire semester, except as provided in Bylaw 9.4.5.1.2.

Middle School Eligibility Requirements

1. Must be regularly enrolled and in regular attendance at school. Charter school students, home education students (including FLVS Full-time) and private school students meeting criteria under F.S. 1006.15 may participate at their home zoned school or at another district school provided they have exercised school choice to that school through the district's controlled open enrollment process.
2. Must carry a normal class load, maintain satisfactory classroom work (minimum 2.0 grade point average on previous quarter's report card) and maintain a satisfactory conduct record (no 4's in Citizenship on the previous quarter's report card). Sixth grade students are exempt for soccer only.
3. Must be less than 15 years 9 months of age. On the day a student reaches this age, regardless of when that day is, the student becomes ineligible to participate on the middle school level.
4. Must obtain signed permission from his/her parents or guardian on a form provided by the school.
5. Must have a school physical on file with the school.
6. Must be an amateur. This means that the student must not accept money, gift or donation for participating in a sport, or use a name other than his/her own when participating.
7. Must display good sportsmanship and follow the rules of competition before, during, and after every contest in which the student participates. If not, the student may be barred from participation for a period of time.
8. Must not provide false information to gain eligibility.
9. All non-traditional student eligibility will be determined on a semester-by-semester basis.
10. A student may not participate if serving an out of school suspension the day of competition.
11. A student must attend a minimum of one-half of a day of school to practice or participate in an athletic contest.
12. All participants must have appropriate paperwork (physical form and parent consent form) on file in the athletic director's office before the beginning of the All-Star Tournament.
13. A student transferring into a school must meet eligibility requirements. The student cannot take the spot of an existing team player on the roster.

Athletic Student Transfer Eligibility

A student who transfers is immediately eligible, as long as all other eligibility requirements are met. Students may not participate in the same sport in the same year at more than one school, unless one of the following exceptions are met:

1. Children of active-duty military whose move resulted from military orders.
2. Children relocated due to foster care placement or ~~McKinney—Vento~~McKinney Vento Act.
3. Children who move due to a court-ordered change in custody due to separation, or serious

illness or death of custodial parent.

4. Good cause policy in district or charter (district placement).

Per F.S. 1006.15, the School District of Manatee County has defined just cause for immediate eligibility as:

a) Special Assignment by Superintendent, or ~~Office of Student Assignment.~~approved placement by the Office of Student Assignment

~~b) Move to a new residence following the marriage of the student. The student immediately establishes a new residence that makes it necessary to attend a different school.~~

~~c)~~b) Reassignment by District School Board or Charter School Board.

c) 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.

d) Transfer of school within the Controlled Choice Open Enrollment process

e) Any other athletic eligibility appeal ruled upon by the Athletics Review Committee to intervene and make a decision on a case brought before the board by the Supervisor of Athletics. All decisions will be given within 10 school days from the date of the appeal.

Attendance

A student must be in attendance a minimum of one-half day on the day of competition or the day prior if the contest falls on a non-school day, unless documented (doctor's note, field trip, subpoena, etc.), to practice or participate in a contest on that day unless approved by the p~~P~~rincipal or designee.

HOMELESS STUDENT RIGHTS UNDER THE MCKINNEY-VENTO ACT

Under the McKinney-Vento Act, homeless students have the right to attend school, regardless of the location where they live or the length of time at that location. The student is to be enrolled immediately, regardless of whether the appropriate records required for enrollment are presented. The school will refer the parent/guardian to Project Heart, which will help in obtaining the required records. Students eligible under the McKinney-Vento Act have the right to continue in the same school they attended before their housing situation changed, or the school last attended, as well as receive assistance with transportation to that school of origin. Furthermore, the students are allowed to attend the school of origin for the rest of the school year, even if they obtain permanent housing during the school year.

If a student who is eligible under the McKinney-Vento Act is sent to a school other than the school of origin, a reason must be provided in writing, along with the process for appealing such a decision. The student may remain in the school of origin during the appeal. If it is proven the student was not eligible for McKinney-Vento Act rights and services, but the parent/guardian accepted goods, services or special rights, including free school lunches, school fraud rules will apply. The parent/guardian ~~-~~will be notified in writing and provided the process for disputing the charges of fraud.

SECTION 2: STUDENT ATTENDANCE HTS and RESPONSIBILITIES

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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 six 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 years 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 Compulsory School Law (F.S. 1003.21) states all children who are either six years of age (or who will be six years old by February 1 of any school year), but who have not attained the age of 18 must attend school regularly during the entire school term.~~

Florida law defines "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.

As a students enrolled in the School District of Manatee County you are required to abide by the following:

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~~a.~~ 1. You are~~You are~~ expected to be on time and in school for the entire student day, each school day.~~.~~

~~b.~~ 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.

~~c.~~ 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 refuse to cooperate with the school in the matter of regular school attendance for their child may be prosecuted for truancy by the State Attorney's Office.

FREQUENTLY ASKED QUESTIONS:

Q: What is an excused absence?

A: An absence can be excused for the following reasons:

a. You are ill or injured.
b. Major illness in your immediate family (this means parents, brothers, sisters, Grandparents, or others living in the home or who are close relatives).
c. Death in your immediate family
d. Religious instruction in your faith - requires note from your parent before the absence.
e. Subpoena or forced absence by any law enforcement agency. A copy of the subpoena or summons must be given to the principal or designee. This includes detention at a juvenile center in which you continue your education.
f. A major disaster as decided by the administration.

g. Any absences, including those for field trips, participation in another academic class or program, or other parental requests as judged appropriate by the principal, provided the request is submitted to the principal forty-eight (48) hours in advance of the absence. A principal may waive the requirement for advance notice if extenuating circumstances exist.
h. A documented appointment with a doctor, dentist, or other medical or legal professional.
i. An occurrence of head lice, with a maximum of two excused days.

Q: How many excused absences can I have?

A: You are allowed nine excused absences. Your parent may excuse nine absences per year. When you have reached your limit, official documentation is then required for every additional absence.

Q: What if I have used all of my excused absences and a family emergency occurs?

A: You must provide appropriate documentation to the school principal or designee for approval. These will be recorded as excused absences.

Q: How can I make up work when I am absent?

A: After an excused absence, you must arrange with your teacher for any make-up work. You have the same number of days you were absent to make up your work. This rule does not apply to some long-term assignments. (A long-term assignment is when a student has 10 or more days to complete the work.) These long-term assignments will be due on the specified date unless excused in writing by the teacher or principal. It is your responsibility to make these arrangements and to submit the make-up work within the deadlines set by the teacher(s). You do not have the right to make up work if your absence was unexcused.

Q. I am going to be absent for semester exams. May I take my exams early?

A: Semester exams may not be given early. You may take your semester exams upon your return to school.

Q: What is an unexcused absence?

A: Anything that does not meet the criteria of an excused absence is considered unexcused. (Please refer to Excused Absences Section.)

Q: How many unexcused absences can I have?

A. In Manatee County, state law requires the regular attendance of children between the ages of 6 and 18 and makes parents and legal guardians legally responsible for seeing that their children attend school. Family vacations during scheduled school time are considered unexcused absences. If you have accumulated a total of 5 unexcused absences in one month or 10 unexcused/unexplained absences in a 90-day period, your child's school will send a letter to the address listed on school records, in an attempt to ensure parent(s)/guardian(s) are aware of any developing attendance issues. Fifteen unexcused absences in a 90-day period may result in a referral for truancy court action. The District Truancy Department will send a 3-Day Demand Notice by U.S. Mail to the address listed on school records in the event of excessive consecutive unexcused/unexplained absences.

Q: What happens if I am late for school?

A: If you arrive at school late for any reason, you must report to the office and receive a tardy admit slip. The tardy will be deemed as excused or unexcused. You are expected to be in school at the start of the school day, every day.

Q: What is an excused tardy?

A: An excused tardy is when you are late for school due to sickness, injury, death in your family, medical or dental appointments with a note from the physician, school sponsored activities, court date, or other reason approved by the school principal. For elementary students, parents must accompany the student to the office when they are tardy.

Q: What is an unexcused tardy?

A: An unexcused tardy is when you are late to school due to, but not limited to, oversleeping, missing the school bus, shopping trips, pleasure trips, or excessive tardiness due to illness without a physician's verification that the medical condition justifies your tardiness. If an elementary student arrives late and comes into the office unaccompanied by an adult, he or she will receive an unexcused tardy.

Q: May I leave school early in the school day?

A: You are expected to be in school for the full day. However, if you must leave school early, you must go to the office and receive permission for early release. Parents of elementary and middle school students must report to the office to pick up their child. High school students aged 16 or older may sign themselves out early with parent permission, following the school sign-out procedures. You cannot leave your school campus for lunch or other unexcused personal reasons at any point during the school day.

Q: What are excused reasons for leaving school early?

A: Excused reasons for early dismissal follow the same guidelines as excused absences. They include: illness or injury, major illness or death in your immediate family, subpoena or forced absence by a law enforcement agency, a major disaster, a documented appointment with a doctor or dentist, discovery of head lice, participation in another academic class or program, or other parental requests as judged appropriate by the principal.

Q: What happens if I leave school early for unexcused reasons?

A: Numerous early dismissals are unacceptable and unfair to the other students whose instruction is interrupted each time a student leaves early. Individual schools may develop school-based consequences for unexcused early dismissal students.

Q: How does my school attendance affect my privilege to drive?

A: You will lose your driver's license, or privilege of applying for any driver's license, if you are not enrolled in or do not attend school regularly.

NOTE: Students who are withdrawn as dropouts or who have accumulated 15 unexcused absences in 90 calendar days will lose the privilege to apply for or hold a Florida Driver's License. Students who have lost the privilege must subsequently accumulate 30 consecutive SCHOOL days with no unexcused absences in order to receive a Reinstatement of Driving Privilege form. If you need further information regarding this issue, please contact the District Truancy Office at 751-6550, extension 43091.

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

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

SECTION 3 SCHOOL HEALTH

MEDICATION POLICY

Taking legal medications (prescription drugs prescribed for you or over-the-counter drugs) at school, on a school bus, at any school activity, or on any field trip must strictly comply with this Medication Policy. This policy requires the following:

a. You should make every effort to administer medications at home during non-school hours.

b. All medications (including over-the-counter medications, vitamins and supplements) must be prescribed by a licensed physician and must be retained in the school clinic, except as described in 1002.20, Florida Statutes.

c. For each medication to be administered, your 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.

d. The written statement shall be on a Medication Authorization Form which can be obtained from the school's office and must be signed by both a physician and a parent or guardian before medications can be administered at school.

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

f. An authorized adult must bring the medication to be administered to the school's office and deliver it along with a completed Medical Authorization Form, except as described in 1002.20, Florida Statutes..

g. Possessing medications prescribed to others is illegal and considered a Level 3 offense.

h. Students with any of the following medical conditions may carry and self-administer the medications or supplies listed below to attend to their conditions while at, or in transit to or from, school or school-sponsored activities, if the school has been provided written parental and physician authorization in advance:

Student's Medical Condition:	Student May Carry and Self-Administer:
Life-threatening Allergies or Asthma	An epinephrine auto-injector
Asthma	A metered dose inhaler
Pancreatic Insufficiency	A prescribed pancreatic enzyme supplement
Diabetes	Diabetic supplies, equipment, and specific food items identified in the written authorization along with a description of the activities the student is capable of performing without assistance, such as blood-glucose level checks, urine ketone testing, administering insulin, and treating hypo-or hyperglycemia.

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.

In order for your child 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.

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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. In order to protect the health and safety of the students, District personnel, and the community at large, the Board shall follow all State statutes and Health Department regulations which pertain to immunization under Policy 5320, and other means for controlling communicable disease spread through normal interaction in the school setting as set forth in Policy 8450.

SECTION 4: STUDENT DISCIPLINE

The School District of Manatee County recognizes that a safe, orderly, and supportive learning environment is the result of caring relationships and quality instruction. It is the responsibility of the district to help foster such environments by implementing clear, appropriate, fair, and consistent expectations and consequences for all schools and classroom teachers to construct and carry out their behavior support plans. For these plans to be optimally effective, schools and classrooms must in turn, have the latitude to work within established guidelines to create positive behavioral intervention systems which support the unique needs of their students, families, and communities. Our philosophy of discipline in the School District of Manatee County is rooted in the development of positive relationships with our students and families. We believe that students should have a chance to learn from their mistakes and the opportunity to restore any damaged relationships with peers and adults. Our discipline practices encompass preventative and early intervention measures that seek to strengthen relationships and build positive communities, so that misbehavior is less likely to occur or continue.

MISCONDUCT THAT REQUIRES SPECIFIC CONSEQUENCES

Acts that require specific consequences include the following:

- Possession or Use of Illegal Drugs or Alcoholic Beverages
- Possession or Use of Tobacco Products
- Bullying or Harassment
- Dating Violence and Abuse
- Threats Against Schools
- Chemical or Biological Attacks or Threats
- Possession of Guns, Weapons, or Dangerous Objects
- Gang Activity
- Violent Acts Resulting in Serious Injury
- Making False Accusations or Reports

Drugs and Alcoholic Beverages

Use of a drug authorized by a medical prescription from a registered physician for a specific student shall not be considered a violation of this rule. However, all procedures found in the School District of Manatee County's medication policy must be followed.

You shall not knowingly possess, use, transmit or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, any other controlled or synthetic substance defined in F.S. 893.03, or substitute for such, hemp, Cannabidiol (CBD), alcoholic beverage (including powdered alcohol), inhalant or intoxicant, or over the counter drugs of any kind. This applies to you on the school grounds before, during, or after school hours, or off the school grounds on a school bus, bus stop, at a school activity, function, or event. Also, you shall not possess, have under your control, sell or deliver any device, or contrivance, instrument or paraphernalia containing the substance or substances described in this paragraph, or any residue of such substance, or devices intended for use or used in injecting, inhaling/huffing, smoking,

administering, or using any of the foregoing prescribed drugs, narcotics or stimulants.

Possession, Use, Under the Influence

For substances that are not considered over-the-counter, the first offense for possession, use, or under the influence will result in up to a ten (10) day suspension. The principal or designee may offer to reduce your suspension to 5 days providing you and a parent or guardian attend and complete the district's SAFE (Substance Abuse and Family Education) Program. For a second offense of possession, use, or under the influence, you will be automatically suspended for up to 10 days and a recommendation for expulsion or reassignment to an alternative placement may be made to the Superintendent or designee.

Selling, Purchasing, Providing, Distributing, & Receiving

If you buy, sell, trade, provide, negotiate, receive, or engage in any drug or alcohol-related transaction at school, at a school activity, at a school bus stop or on a school bus - even if the sale or purchase does not actually take place - you will be suspended for up to 10 days and a recommendation for expulsion or reassignment to an alternative placement will be made to the Superintendent or designee. Providing or receiving Over The Counter drugs to other students may be considered a Level 2 infraction for endangerment, while providing others with medication prescribed to you (or others) may be considered a Level 4 offense that is subject to a suspension of up to 10 days.

Fake Drugs

If you are caught possessing or distributing a substance that is represented to be an illegal drug you may be suspended for up to 10 days or recommended for a disciplinary reassignment to another school or program.

Possession or Use of Tobacco

Possession or use of tobacco by minors is illegal. If you are caught smoking or in possession of tobacco, the School Resource Officer or other law enforcement officer may give you a written citation. In addition to possible fines, if you are caught using or possessing any form of tobacco, including electronic cigarettes at school, at any school-sponsored activity, at a school bus stop or on the school bus, you will receive a disciplinary consequence. Tobacco or nicotine products include cigars, cigarettes, dip, snuff, dissolvable tobacco products (e.g. gum, mints, or dissolvable strips) and electronic smoking devices. **Additionally, any electronic smoking device is subject to field-testing for illicit substances and may be <u>permanently</u> confiscated.**

Drug and Alcohol Offenses			
Over the Counter Drugs and Medications			
	1st Offense	**2nd Offense**	**Subsequent Offenses**
Possession	Level 1	Level 2	Level 3
Misuse	Level 2	Level 3	Level 4
Providing or Receiving	Level 2	Level 3	Level 4*
Selling or intent to sell/buy	Level 4*	Level 4*	Level 4*
Prescription Drugs (prescribed to the student)			
Possession	Level 2	Level 3†	Level 4
Misuse	Level 3†	Level 4	Level 4
Providing or Receiving	Level 4	Level 4*	Level 4*
Selling or intent to sell/buy	Level 4*	Level 4*	Level 4*
Illegal and Illicit Drugs			
Possession	Level 3†	Level 4*	Level 4*
Use or under the influence	Level 3†	Level 4*	Level 4*
Providing or Receiving	Level 4*	Level 4*	Level 4*
Selling or intent to sell/buy	Level 4*	Level 4*	Level 4*
Alcohol			
Possession	Level 3†	Level 4*	Level 4*
Use or under the influence	Level 3†	Level 4*	Level 4*
Providing or Receiving	Level 4*	Level 4*	Level 4*
Selling or intent to sell/buy	Level 4*	Level 4*	Level 4*

*** Student is automatically suspended for up to 10 days and reassigned to an alternative program**

† Student is offered the SAFE program to assist with any substance use issue

Bullying and Harassment

Conduct that constitutes bullying or harassment, as defined below, is prohibited.

Bullying is the mistreatment of an individual or group characterized by a willful intent to cause harm and a perceived advantage in power. These acts can be socially, emotionally, or physically damaging in nature, to include, but not limited to: teasing, name calling, rumor spreading, exclusion, intimidation, threats, damaging personal property, stealing, public or private humiliation, stalking, pushing, shoving, or other physical attacks, and sexual, religious, or racial/ethnic harassment. Harassment involves any threatening, insulting, or dehumanizing act or gesture, which places an individual in reasonable fear of harm to his or her person or damage to his or her property; has the effect of substantially interfering with an individual's educational performance, opportunities, or benefits; or has the effect of substantially disrupting the orderly operation of a school or activity.

Both bullying and harassment are prohibited at school, during school-related activities (whether on or off campus), on the school bus, at school bus stops, and through the use of computers or other electronic devices, which is known as cyberbullying. Cyberbullying and harassment are also prohibited through off-campus Internet posting, phone calls, or text messaging - if such behavior disrupts the orderly environment of any district school or activity or interferes with the educational opportunities of others.

If you engage in bullying or harassment, the consequences and appropriate remedial action may range from positive behavioral interventions up to and including suspension, reassignment to an alternative program, and expulsion. More severe or persistent infractions will result in more intensive interventions and administrative actions. Additionally, the appropriate school administrator or designee will report to the victim's parents any incident of bullying or harassment once an investigation of an incident has been initiated. Bullying should be reported to the appropriate school administrator or through the School District of Manatee County's anonymous reporting system.

Hazing

Hazing is defined by F.S. 1006.135 as any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. Hazing includes, but is not limited to:

(a) pressuring, coercing, or forcing a student to:
1. Violate state or federal law
2. Consume any food, liquor, drug, or other substance; or
3. Participate in physical activity that could adversely affect the health or safety of the student.

(b) any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

Dating Violence or Abuse

Conduct that constitutes dating violence and abuse as defined below is prohibited. Dating violence is a pattern of verbal, physical, emotional, or sexual violence or abuse used by one person in a current or past relationship to exert power and control over the other person. ~~Abuse~~

Abuse may include insults, coercion, social sabotage, sexual harassment, threats or acts of physical or sexual abuse. The abusive partner uses this pattern of violent or coercive behavior to gain power and maintain control over the other person.

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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.

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The principal or designee will immediately conduct an investigation of the allegation and proceed under paragraph L. PROCEDURES FOR SUSPENSION AND EXPULSION. If the principal or designee determines a student is guilty of dating violence or abuse, the student will be suspended from school for up to 10 days and may, where appropriate, be recommended for assignment to another school or program as an accommodation for the victim. Suspected criminal conduct will be reported to law enforcement.

The District Health Education Curriculum for grades 7-12 will include a component on teen dating violence and abuse, with emphasis on prevention education.

Threats Against Schools and Persons

If you are involved in making a destructive device, fake destructive device, or planning the use of such a device, either at school, or at a school activity, or while you are at school or at a school activity, you will be suspended for up to 10 days, recommended for expulsion, and reported to law enforcement for prosecution. The same actions will be taken if you make a threat by any means against the school, school property, school personnel, or students, regardless of any disruption on campus or any school-related function. This includes direct, veiled, or implied threats communicated verbally, in writing, or through social media platforms. If you make any such threat, you will be referred to your school's threat management team. This team is charged with helping to ensure the safety of all persons in your school and will take steps that may include interviews with friends, teachers, staff, parents, or employers regarding any concerns they may have. The threat management team is also responsible for making referrals for mental health services and to law enforcement for continued investigation, if you pose a concern or threat to the school or any member of the school community. **You 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.**

Reporting Threats or Suspicious Activity

Students, parents, staff, or any individual may report threats, or any concerning behaviors exhibited by a member of our school community. All persons are strongly encouraged to be vigilant of potential signals, warning signs, and threats and to not hesitate in reporting their concerns immediately. This is particularly true of online or social media posts. FortifyFL is an app specifically designed by the State of Florida to assist in reporting suspicious or concerning behavior, which may be downloaded to your mobile device for immediate reporting.

NOTE: If you make a threat or false report - to include a bomb threat, bomb threat hoax, or a knowingly false report - concerning the use of a destructive device or firearm in a violent manner, as defined by F.S. 790.162 and 790.163, involving a school or school personnel's property, school transportation, or a school-sponsored activity, you may be expelled (with or without continuing education services) from your regular school for a period of not less than one full year, as well as referred for criminal prosecution and mental health services identified by the school district, pursuant to F.S. 1012.584(4) for evaluation or treatment, when appropriate (1006.07 (2) (l) F.S.). The Superintendent may consider the expulsion requirement on a case-by-case basis and request the School Board to modify the requirement by assigning you to a disciplinary program, if it is determined to be in the best interest of you and the school system. Commission of either of these offenses is a second-degree felony, punishable by up to 15 years imprisonment and a $10,000 fine. The School Board must maintain a policy for all threats to commit violence or harm. Even threats made in jest or in exaggeration must be treated as serious and may subject you to suspension, reassignment, or expulsion. This includes simulating realistic gunfire, explosions, or acts of violence using apps or other technology. If you make a threat of violence, the school administration will assess the situation and where appropriate, take administrative action.

Violent and Aggressive Acts

If you violently attack a School Board employee or any other person or act as a decoy in a violent attack at school, a school function, on the bus or at a bus stop, you will be suspended from school for up to 10 days and may face a recommendation for expulsion or reassignment to an alternative program. If you are charged with violently attacking another person somewhere else other than school, you may be removed from the general education program and administratively assigned to another program if your principal believes your presence on campus may be disruptive or pose a concern for the safety of students or staff.

If you commit two 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, you may be placed on a district-level Behavior Assessment and Modification (BAM) contract. A third such offense in the same school year may result in your 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 require you be expelled from school, with or without continuing educational services, for a period of not less than one full year, referred to mental health services identified by the school district, pursuant to F.S. 1012.584(4), and referred for criminal prosecution if you bring a firearm or a weapon to school, to any school function, or onto any school sponsored transportation, or if you possess a firearm or weapon at school. Expulsion is required, even if you brought the firearm or weapon for self-defense. The School Board may assign you to a disciplinary program for the purpose of continuing educational services during the period of expulsion. The Superintendent may consider the expulsion requirement on a case-by-case basis and request the School Board to modify the requirement by assigning you to a disciplinary program or other appropriate consequence, if it is determined to be in the best interest of you and the school system.

Firearms Detection Systems

Screening at SDMC Schools

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, beginning on August 12, 2024, we will launch a new high-tech security scanner firearms detection system and a firearms detection canine to screen students and visitors for firearms.

Firearms are not permitted on 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 in accordance with School Board Policy 5771. Student refusal to cooperate with the screening procedure will result in disciplinary action for the student in accordance with the Code of Student Conduct.

NOTE: Per F.S. 790.115, the School District of Manatee County strictly prohibits any firearms from being stored in student vehicles parked on any school grounds or at any school-sponsored event. Your principal may give you written permission to possess a gun or weapon while on campus or at a school function when the gun or weapon is part of the curriculum of the school. An example of this is when a gun or rifle may be part of JROTC drill and firing ranges. If you bring weapon-like contraband to school, to any school function, or onto any school sponsored transportation, or if you use any non-weapon as a weapon to threaten or injure others, you may be suspended for up to 10 days and possibly recommended for alternative placement, expulsion, and referred for criminal prosecution.

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WEAPONS AND FIREARMS
Category A
Mandatory Alternative Placement or Expulsion
F.S. 1006.13 and F.S. 790.001(6)(13)

a. Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
b. The frame or receiver of any such weapon described above;
c. Any firearm muffler or firearm silencer;
d. Any machine gun;
e. Any destructive device as defined by F.S. 790.001(4) including but not limited to bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing an explosive, incendiary, or poison gas;
f. Any type of weapon which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive and which has a barrel with a bore of ½ inch or more in diameter;
g. Knife or dirk (excluding common pocket knife, plastic knife and blunt bladed table knife);
h. Metallic or other knuckles;
i. Slungshot - a striking weapon consisting of weight or other hard object affixed on a flexible handle or strap;
j. Billy club;
k. Flare gun;
l. Tear gas gun, except a self-defense chemical spray carried solely for the purpose of self-defense in a compact size and containing not more than 2 ounces of chemical.
m. Chemical weapon or device or any other deadly weapon.
n. Electric weapon or device.

WEAPON-LIKE CONTRABAND
Category B
Suspension or Alternative Placement or Expulsion
F.S. 1006.13 and F.S. 790.001(6)(13)

a. Slingshot;
b. Fireworks;
c. Razorblade/razor;
d. Any knife or bladed instrument not covered in Category A;
e. Non-weapons used as weapons: A student using as a weapon any article or substance not normally considered to be a weapon (including but not limited to rocks, pens, pencils, lasers, chains, lumber, screwdriver, etc.) or facsimile (toy or otherwise) but which is used by a student as a weapon to intimidate, threaten, coerce or injure another individual shall be suspended and may be recommended for expulsion.
f. Any replica or facsimile of any item listed in Categories A or B, including toys, souvenirs, antiques, broken, or inoperable weapons, including but not limited to bb guns, pellet guns, paint guns, squirt guns, regardless of how they are used or displayed.
g. Ammunition and any component thereof, including but not limited to bullets, shotgun shells, bullet casings, magazines, or clips.

In addition to the administrative actions listed in the Code of Student Conduct, possession of weapon-like contraband by any student while the student is on school property or in attendance at a school function may also result in criminal prosecution (F.S. 790.115).

Gang Activity

No student shall commit any act which promotes gangs or gang-related activities. A criminal street gang is a formal or informal organization or group that has as one of its primary activities the commission of criminal or delinquent acts and consists of three or more persons who have a common name or common identifying signs or symbols and have one or more members who engage in a pattern of criminal street gang activity. Conduct prohibited by this policy includes but is not limited to the following:

a. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs or other items which may be evidence of membership or affiliation in any gang.
b. Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) to convey membership or affiliation in a gang.
c. Soliciting others for gang membership.
d. Tagging, or otherwise defacing school or personal property with gang or gang-related symbols or slogans.
e. Requiring payment of protection, insurance, or otherwise intimidating or threatening any person related to gang activity.
f. Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity.
g. If you commit any gang-related activity while at school, a school activity, school bus stop, or on a school bus, you will be suspended from school for up to 10 days. If you commit a second gang- related activity while under the jurisdiction of the school district that can be documented by law enforcement, you may be assigned to an alternative program or face expulsion.

"Sexting"

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

Making False Accusations

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

MISCONDUCT THAT MAY RESULT IN DISCIPLINE

You are expected to behave during the time you are at school, at school activities, at the school bus stop and on the school bus. You may be disciplined if you do anything during those times or attempt to do anything that violates a school rule or that may:

- Hurt, harass or threaten others,
- Damage property,
- Disrupt class, school or a school activity,
- Be dishonest or
- Violate a criminal law or state statute.

You may be subject to disciplinary action even if your conduct occurs off campus but is connected to activities or incidents that occurred on campus or at a school activity, or conduct that, regardless of where it occurs, is directed at a Board official or employee, or the property of such official or employee.

INVESTIGATIONS AT SCHOOL

Administrative

If you are suspected of violating the District Code of Student Conduct, school officials can question you without first contacting your parent. You do not have a right to have your parent present or a right to an attorney when you are questioned. If you refuse to answer questions asked by school officials, you may be disciplined.

Criminal

If you are a suspect in a criminal investigation that may result in your arrest or criminal charges, law enforcement will make a good faith effort to contact your parent before the law enforcement officers begin questioning you. If a parent cannot be located, law enforcement officers may proceed with questioning. If your parent is contacted, the law enforcement officers may allow your parent to be present during your questioning.

Victim or Witness

If you are a victim or a witness, law enforcement officers, Children and Family Services investigators, or administrative investigators are allowed to question you without first contacting your parent. If the investigation involves child abuse, the official conducting the investigation will decide who can be present during your interview. If you refuse to answer questions asked by school officials, you may be disciplined.

Removal of a Student Under Arrest

If you are subject to arrest, with or without a warrant, the officer can remove you without your parents' consent or the consent of school officials. The administrator will try to notify your parent before you are removed or as soon as possible after your removal.

Removal for Involuntary Examinations

The school principal or the principal's designee shall make a reasonable attempt to notify your parent or guardian, if you are removed from school, school transportation, or a school- sponsored activity and taken to a receiving facility for a Baker, Marchman, or other evaluation, pursuant to F.S. 394.463. The principal or the principal's designee may delay notification for no more than 24 hours after you are removed, if the principal or designee deems the delay to be in your best interest or if a report has been submitted to the central abuse hotline, pursuant to F.S. 39.201, based upon knowledge or suspicion of abuse, abandonment, or neglect.

Searches and Seizures

You, your locker, vehicle, purse, backpack and other personal possessions may be searched if there is a reasonable belief (suspicion) that any of them contain drugs, weapons, contraband or other items not permitted on campus. You are expected to cooperate fully with your school administration in all searches and investigations. The failure to fully cooperate may be grounds for your school administration to infer that you are in possession of contraband or illegal items and the matter will be referred to law enforcement as deemed necessary. Trained sniff-screening

dogs are allowed in the schools to prevent drugs and weapons at school. Routine checks by the dogs are not considered a search; however, an alert by the dog gives reasonable suspicion for a search. Dogs may not check students themselves to determine probable cause for a search. The use of trained dogs is a safety precaution to provide you a safe school in which to learn.

Student Athletes

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Dismissal / Quitting a Team

Any athlete or manager who is suspended from a team, voluntarily quits a team or is dismissed from a team for disciplinary reasons is not permitted to go out for another sport while the original sport is still in season. The season is officially over when the team plays the last game of the season. A season is defined as the first day of practice through the last play-off game.

Out of School Suspension

Students who are serving out of school suspension are not allowed to participate in any athletic activities until they have returned to regular class attendance for one full school day. Students who are suspended for a total of 10 or more days (cumulative or single incident) in a school year will be subject to an administrative review to determine eligibility to participate in any extracurricular activities. The administrative review will encompass the incident or infraction, discipline, academic, and attendance history, and conference with the student and others involved. 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. ~~Based on the results of the review, the student may be ineligible to participate in any extracurricular activities for a period not to exceed 180 school days from the incident. If after the review process, the student is determined to be ineligible he or she may not participate in any event or activity as a representative of the school. These events or activities include but are not limited to: athletics, marching band, concert band, orchestra, choir, drama, JROTC competition teams, and or clubs or organizations sponsored by the school's faculty or staff. A student may appeal the 180-day suspension after 90 school days. The appeal must be in writing to the principal. The appeal process will take into consideration the student's attendance, grades, discipline, teacher comments, any other pertinent information, and student interview during a parent conference. The suspension from extracurricular activities will not be less than 90 school days. Should the suspension from extracurricular activities be changed to a period of time less than 180 school days, the student will be on probation until the conclusion of the 180-school day period.~~

Criminal Offenses

1. Criminal Charges: After a hearing with the principal, a student charged with a criminal offense will be suspended from extracurricular or co-curricular activities by the school principal until the charge is adjudicated.
2. Adjudication Withheld: A student who has been suspended from extracurricular activities because of a criminal charge may be reinstated at the principal's discretion if adjudication is withheld.
3. Felony: A student's conviction in "adult" court or judgment of "delinquency" in a juvenile court for any act that would have been felonious in "adult" court will mandate loss of eligibility to

participate in any student activity for the duration of the years enrolled in a Manatee County public high school from the time of conviction. After one calendar year following conviction, the student may request a review of his/her eligibili31ty 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.

Student Athletes - Drug and Tobacco Use

1. No use of tobacco products. For the first offense a one game suspension will occur. The second offense will result in dismissal from the team.
2. ~~An athlete knowingly possessing, using, transferring, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind, or any facsimile regardless of content, on or off campus, may be suspended from athletic participation for 180 days. A student may appeal the 180 day suspension after 90 school days. The appeal must be in writing to the principal. The appeal process will take into consideration the student's attendance, grades, discipline, teacher comments, any other pertinent information, and student interview during a parent conference. The suspension from extracurricular activities will not be less than 90 school days. Should the suspension from extracurricular activities be changed to a period of time less than 180 school days, the student will be on probation until the conclusion of the 180 school day period.~~Students who violate the SDMC alcohol and drug policies are subject to penalties as outlined in the Student Code of Conduct. Students who are serving out of school suspension are not allowed to participate in any athletic activities until they have returned to regular class attendance for one full school day. Students who are suspended for a total of 10 or more days (cumulative or single incident) in a school year will be subject to an administrative review to determine eligibility to participate in any extracurricular activities. The administrative review will encompass the incident or infraction, discipline, academic, and attendance history, and conference with the student and others involved. In addition, 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.

TITLE IX

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

The United States Department of Education requires school districts to follow a specific Title IX Grievance Process while investigating allegations of sexual misconduct. The Office of Civil Rights of the United States Department of Education considers sexual misconduct (including sexual harassment, sexual violence, sexual assault and intimate partner violence) to be a form of sexual discrimination and requires the school districts to take immediate and effective steps to respond to sexual misconduct.

For a Title IX investigation to apply, the incident must have occurred in an education program or activity in which the District has substantial control over both the respondent and the context in which the incident

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occurred.

"Sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. Any School District of Manatee County employee conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or

3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34

U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Responsibilities and Obligations
The School District of Manatee County takes its obligation to comply with Title IX very seriously. Inquiries concerning the application of Title IX and the Grievance Procedures may be referred to the District's Title IX Coordinators:

Schools & Educational Facilities

Office of Student Services - 2501 63rd Avenue East Bradenton, FL 34203
(941) 751-6550 extension 43038

District & Employment
Human Resources - 215 Manatee Avenue West Bradenton, Florida 34205
(941) 708-8770 extension 41006

CONDUCT ON SCHOOL BUSES
The School Board believes you and your fellow students, as well as the bus driver, should be able to ride safely on school buses. In addition to any bus-specific consequences, you may be disciplined for any action on the bus in the same manner as if the conduct had happened at school. You are also subject to disciplinary action while at the bus stop, if your behavior has a harmful effect on the health, safety, or welfare of any member of the school community. You should assume that you are being recorded any time you are riding a school bus.

Parent Responsibility
Your parents are responsible for your behavior at the bus stop prior to the arrival of the bus in the morning and after the departure of the bus at the end of the day. However, if you are at the bus

stop and violate school rules, the school can still discipline you for your behavior if it has a harmful effect on the health, safety, or welfare of any member of the school community. Students are to be on time and stand off the roadway.

Damage to Bus
If you cause any damage to the bus or another vehicle, your parent will be required to pay for the damage.

Waiting for the Bus
Wait for the bus to come to a complete stop before you approach the bus. To cross in front of the bus, wait for the driver to signal you.

Items Not Allowed on a Bus

a. Any item prohibited elsewhere in the District Code of Student Conduct
b. Glass containers of any kind
c. Balls
d. Bats
e. Cologne/perfume
f. Cutting instruments of any kind
g. Any large or bulky item that interferes with proper seating of students (examples: large musical instruments or athletic equipment)
h. Any animal
i. Batons, drum sticks, tennis rackets (unless in proper carrying case)
j. Aerosol sprays may be possessed but use on buses or enclosed areas is expressly prohibited

Rules While on the Bus

The bus driver is in charge and you must obey the driver at all times. You must tell the bus driver your correct name when asked. The bus driver and school will keep a seating chart. You must be on time; the bus cannot wait for you if you are tardy. YOU MAY NOT RIDE ANY BUS OTHER THAN YOUR ASSIGNED BUS. You can be disciplined if you do not follow all district and school rules and the following special rules: a. Sit in your assigned seat and use the seat belt if available. b. Stay seated at all times while the bus is in motion. c. Do not place any part of your body outside the bus windows. d. Do not distract the driver with loud conversation or noises. e. Observe appropriate classroom conduct. f. Do not eat or drink on the bus. g. Maintain absolute silence at railroad crossings. h. Do not throw any items on the bus or out of the bus windows. i. Do not mark, cut or damage bus seats or the bus itself. j. Do not display signs from the bus. k. Do not use obscene language or gestures. l. Cell phones are to be turned off.

Discipline If You Do Not Follow the Bus Rules

a. If you commit minor infractions, the school bus driver has the authority to address your behavior. If you cause repeated problems on the bus, the bus driver will give the school a written discipline referral for what you did. School administrators can take any action contained in this Code against you for misbehaving at a bus stop or on a bus.
b. Discipline on school buses will be dealt with according to the following protocols; however, severe infractions (for example, fighting, setting a fire on the bus) may result in immediate suspension or recommendation for expulsion based on the recommendation of the principal or designee.

Elementary Bus Discipline Protocol

1st Offense: Operator - student conference and parent contacted by Courtesy Notice prepared by Operator. Student re-assigned to the front of the bus for one week and closely monitored.

2nd Offense: Operator - student conference and parent contacted by Courtesy Notice prepared by Operator. Student re-assigned to the front of the bus for two weeks and closely monitored.

3rd Offense: Referral submitted, with recommended bus suspension up to 1 day. Upon return to bus, student assigned to front of the bus for one week and closely monitored.

4th Offense: Referral submitted, with recommended bus suspension up to 3 days. Upon return to bus, student assigned to front of the bus for two weeks and closely monitored.

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

6th Offense: Referral submitted, with recommended bus suspension up to 10 days. Letter from school to parent stating next referral may result in recommendation for removal from the bus for the remainder of the year.

Secondary Bus Discipline Protocol

1st Offense: Operator - student conference and parent contacted by Courtesy Notice prepared by Operator. Student re-assigned to the front of the bus for one week and closely monitored.

2nd Offense: Referral submitted, with recommended bus suspension up to 1 day. Upon return to bus, student re-assigned to front of the bus for two weeks and closely monitored.

3rd Offense: Referral submitted, with recommended bus suspension up to 3 days. Upon return to bus, student re-assigned to front of the bus for two weeks and closely monitored.

4th Offense: Referral submitted, with recommended bus suspension up to 5 days. Conference with parent, student, school administrator and Transportation Staff. Upon return to bus, student re-assigned to front of the bus for two weeks and closely monitored.
5th Offense: Referral submitted, with recommended bus suspension up to 10 days. Letter from school to parent stating next referral may result in removal from the bus for the remainder of the year.

c. Suspension from the school bus may be imposed only by the principal or designee by following the procedures for suspension from school. Bus suspensions may not be extended beyond the number of days originally prescribed by the principal or designee.
d. You can be removed from the school bus by the Superintendent or his designee for up to one calendar year for misconduct or a violation of the bus rules on a school bus or at a bus stop, based upon the recommendation of the principal and after the principal has suspended you from riding the bus for 10 days for an incident. Before the Superintendent or designee removes you from the bus, you and your parents will be informed in writing of the ~~Principal's~~principal's recommendation and the basis for that recommendation. The Superintendent or designee will inform you and your parents in writing of any removal from the bus.
e. Even if you transfer to a new school, you will be held responsible for any previous incidents of bus misconduct from your previous school.

SECTION 5 IV DISCIPLINE MATRICES

Discipline Matrix for Schools

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 infractions found in our FOCUS student information system. These larger infraction headings encompass the full range of student misconduct and include more specific behaviors (such as cutting in the lunch line or using profanity). ~~**Each offense may be met with a range of appropriate consequences that escalate with each successive infraction of that offense. The matrix does not necessarily call for every intervention or consequence listed, but rather reflects a range of appropriate possibilities, considering any mitigating factors. All Office Discipline Referrals are also met with a phone call home to your parent(s), in addition to any consequences outlined in the matrix.**~~

Once the type of offense is located on the left-hand side of the matrix, simply follow that row to the right to see which consequences and interventions are considered appropriate for the number of times that specific offense has been repeated. You may use the key below for proper identification of the specific types of administrative action found on the matrix. 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 may impose additional consequences for a particular behavior as long as these consequences do not violate school board policy or state statutes. The following behaviors and/or consequences framework were developed in accordance with SESIR reporting requirements. Any deviation from the consequences as detailed in the matrices must receive approval from the Executive Director of Elementary Schools or the Executive Director of Secondary Schools.

Action Code	Administrative Action Type	Action Code	Administrative Action Type
ASD	After School Detention	LDT	Lunch Detention
ALT	Alternative Placement Referral	S	Other SESIR Defined
AOS	Alternative to OSS	OSS	Out of School Suspension
AWD	Assign Work Detail	PCN	Parent Conference
BSD	Before School Detention	PPH*	Parent(s) Phoned
BCM	Behavior Contract Made	PWR	Parent(s) Written
CUP	Clean Up – Vandalism	PMD	Peer Mediation
CMS	Community Service	RGU	Referred to Guidance
CFS	Confiscation	RLW	Referred to Law Enforcement
CFR	Conflict Resolution (includes NCO)	RTI	Response to Intervention (MTSS)
CAW	Counseled and Warned	RES	Restitution

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DIS	Other District Defined (such as contracts, intervention courses)	SPH	Susp. Extended, Pending Hearing
EXS	Extra School	ISC	Susp. Until Parent Conf. – ISS
FIN	Fine Charged	OSC	Susp. Until Parent Conf. – OSS
ISS	In-School Suspension	SBS	Suspended from Bus
LOA	Letter of Apology	TMO	Time Out
LPP	Loss of Parking Privileges	Zero	Student receives no grade for work
LOP	Loss of Privileges		

+ All Office Discipline Referrals are to be met with attempted telephone contact with the enrolling parent
* Denotes a School Environmental Safety Incident Report (SESIR) infraction – defined by the state

SDMC Elementary School Discipline Matrix – Grades PK-2

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
LEVEL 1 OFFENSES						
AT	Attendance Violation	No Referral – work with parents to resolve attendance issues				
DB	Disruptive Behavior	CAW	LOP, PWR, TMO	PCN, LOP, ISS, RGU, TMO	LDT, LOP, PCN, RTI 1 Day ISS	LOP, PCN, RTI, 1 Day ISS
DC	Dress Code Violation	No referral – work with parents to resolve any issues regarding appropriate attire				
DO	Disrespect Towards Others	CAW, LOA	LOA, LOP	CFR, LOA, LOP, PWR, RGU	CFR, LDT, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
FS	Failure to Serve Consequence	CAW	LOP, PWR	LOP, PCN	LDT, LOP, PCN, RTI	LOP, PCN, RTI, 1 Day ISS
HP	Horseplay	CAW	CAW, LOP	LOP, PWR, RGU, TMO	LDT, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
ID	Identification Infraction	No Referral – Parents must pay for lost or replacement ID badges				
IN	Inappropriate Behavior (Minor)	CAW	LOP	LOP, PWR, RGU, TMO	LDT, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
MV	Medication Policy Violation	CAW	LOP, PWR, PCN	LOP, PCN	LDT, LOP, PCN, RTI	LOP, PCN, RTI, 1 Day ISS
TA	Tardies, Habitual	-	-	-	-	-
TE	Technology – Inappropriate or Unauthorized Use	CAW	LOP, PWR	LOP, PCN	LDT, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
LEVEL 2 OFFENSES						
AN	Aggression, Non-Physical	CAW, CFR, LOA, TMO	CFR, LOA, LOP, PWR, RGU, TMO	LOP, PCN, RGU, RTI, 1 Day ISS,	LOP, PCN, RTI, 1-2 Days ISS,	1 Day OSS, LOP, PCN, ALT
BL	Bullying, Non-SESIR	CAW, CFR, LOA, TMO	CFR, LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RTI, 1-2 days ISS	BCM, DIS, LOP, PCN, 1 Day OSS	ALT, LOP, 1-2 Days OSS
CH	Cheating	LOP, Zero,	LOP, PWR, Zero,	LOP, PCN, PWR, RGU, TMO, Zero	LDT, LOP, PCN, RTI, TMO, Zero,	LOP, PCN, Zero, 1 Day ISS
CO	Contraband, Possession	CAW, CFS, LOP,	CFS, LOP, PWR, RGU, TMO	CFS, LOP, PCN, RGU, TMO	CFS, LOP, PCN, RTI, 1 Day ISS	ALT, CFS, LOP, PCN, RTI, 1 Day ISS
DF	Defiance	CAW, LOA, LOP	LOA, LOP, PWR, RGU, TMO	BCM, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
DA	Disrespect towards Staff or Authority	CAW, LOA, LOP	LOA, LOP, PWR, RGU, TMO	BCM, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
EC	Electronic Cigarette Possession	CFS, PCN, RLW	CFS, PCN, RLW, RTI, 1 Day ISS	CFS, PCN, RLW, RTI, 1 Day OSS	Contact DCF	-
EN	Endangerment	CAW, LOA, LOP	LOP, PWR, RGU, TMO	LOP, PCN, RGU, RTI, TMO	LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
IN	Inappropriate Behavior (Major)	CAW, LOP, TMO	LOP, PWR, RGU, TMO	BCM, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
HA	Harassment, Non-SESIR	CAW, LOP, TMO	LOP, PWR, RGU, TMO	BCM, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
LC	Leaving Campus Without Authorization	CAW, LOP	LOP, PCN, RTI, TMO	LOP, PCN, RTI, TMO, 1 Day ISS	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
*TBC	SESIR Tobacco Possession or Use	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
TF	Theft / Larceny (Under $750)	CAW, LOA, LOP, RES	LOA, LOP, PWR, RES, RGU, RLW, TMO	LOP, PCN, RES, RGU, RLW, RTI, TMO	DIS, LOP, PCN, RES, RTI, RLW, 1 Day ISS	ALT, LOP, PCN, RES, RLW, RTI, 2 Days ISS
VN	Vandalism (Under $1,000)	CAW, LOA, LOP	LOA, LOP, PWR, RES, RGU, RLW, TMO	LOP, PCN, RES, RLW, RTI, TMO	DIS, LOP, PCN, RES, RTI, RLW, 1 Day ISS	ALT, LOP, PCN, RES, RLW, RTI, 2 Days ISS
LEVEL 3 OFFENSES Due to age considerations, the PK 2 Matrix does not include SESIR incidents. Please refer to the Grade 3 5 Matrix, if you determine behavior from a PK 2 student qualifies as a SESIR incident.						
AG	Aggression, Physical	CAW, CFR, LOA, TMO	CFR, LOA, LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Days OSS,	ALT, LOP, PCN, 1-2 Days OSS
*ALC	SESIR Alcohol Possession, Use, or Distribution	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
*BUL	SESIR Bullying	See Grades 3-5 Matrix	-	-	-	-
CS	Contraband, Sale	CAW, CFS, LOP, PWR	CFS, LOP, PNC, RGU, TMO	CFS, LOP, PCN, RTI, 1 Day ISS	CFS, DIS, LOP, PCN, RTI, 1 Day OSS	ALT, CFS, DIS, LOP, PCN, RTI, 1-2 Days OSS
DV	Dating Violence or Abuse	See Grades 3-5 Matrix	-	-	-	-
*DRU	SESIR Drug Possession or Use	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
FT	Fighting, Non-SESIR	CAW, CFR, LOA, TMO	CFR, LOA, LOP, PWR, RGU, 1 Day ISS	DIS, LOP, PCN, RTI, 1 Days OSS,	ALT, LOP, PCN, 1-2 Days OSS	-
GN	Gang-Related Activity	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
*HAR	SESIR Harassment	See Grades 3-5 Matrix	-	-	-	-
*HAZ	SESIR Hazing	See Grades 3-5 Matrix	-	-	-	-
OS	Other Serious Misconduct	LOP, PWR, TMO	LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Days OSS,	ALT, LOP, PCN, 1-2 Days OSS
*STL	SESIR Theft/Larceny	See Grades 3-5	-	-	-	-

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
	($750 or More)	Matrix				
SX	Sexting	See Grades 3-5 Matrix	-	-	-	-
*SXH	SESIR Sexual Harassment	See Grades 3-5 Matrix	-	-	-	-
*SXO	SESIR Sexual Other	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
*TRS	SESIR Trespassing	See Grades 3-5 Matrix	-	-	-	-
*VAN	SESIR Vandalism	See Grades 3-5 Matrix	-	-	-	-
LEVEL 4 OFFENSES Due to age considerations, the PK 2 Matrix does not include SESIR incidents. Please refer to the Grade 3 5 Matrix, if you determine behavior from a PK 2 student qualifies as a SESIR incident.						
*ARS	SESIR Arson	See Grades 3-5 Matrix	-	-	-	-
*BAT	SESIR Battery	See Grades 3-5 Matrix	-	-	-	-
*DOC	SESIR Disruption on Campus	See Grades 3-5 Matrix	-	-	-	-
*DRD	SESIR Drug Distribution	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
FA	False Accusation	LOP, PCN, PWR, 1 Day ISS	LOP, PCN, RGU, RTI, 1-2 Days ISS	ALT, PCN, 1-2 Days OSS	-	-
*FIT	SESIR Fighting	See Grades 3-5 Matrix	-	-	-	-
*OMC	SESIR Other Major	See Grades 3-5 Matrix	-	-	-	-
*PHA	SESIR Physical Attack	See Grades 3-5 Matrix	-	-	-	-
*ROB	SESIR Robbery	See Grades 3-5 Matrix	-	-	-	-
*SXA	SESIR Sexual Assault	See Grades 3-5 Matrix	-	-	-	-
*SXB	SESIR Sexual Battery	See Grades 3-5 Matrix	-	-	-	-
*TRE	SESIR Threat	See Grades 3-5 Matrix	-	-	-	-
WC	Weapon-Like Contraband	CAW, CFS, LOP, PWR, RGU, RLW	CFS, DIS, LOP, PNC, RGU, RTI, 1 Day ISS	ALT, CFS, DIS, LOP, PNC, RTI, 1-2 Days OSS	-	-
*WPO	SESIR Weapon Possession or Use	See Grades 3-5 Matrix				

SDMC Elementary School Discipline Matrix – Grades 3-5

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
AT	Attendance Violation	CAW, LOP	LOP, TMO	No referral for arriving late to campus– work with parents to resolve attendance issues		
DB	Disruptive Behavior	CAW, TMO	LOP, PWR, RGU, TMO, 1 Day ISS	LOP, PCN, RGU, RTI, 1-2 Days ISS	LDT, LOP, PCN, RTI, 1 Day OSS	LOP, PCN, RTI, 1-2 Days OSS
DC	Dress Code Violation	No referral – work with parents to resolve any issues regarding appropriate attire				
DO	Disrespect Towards Others	CAW, LOA	CFR, LOA, LOP, PMD, TMO	CFR, LOP, PMD, PWR, RGU, TMO, 1 Day ISS, RTI	CFR, LDT, LOP, PCN, PMD, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1-2 Days OSS
FS	Failure to Serve Consequence	CAW	ASD, BSD, LDT, LOP	ASD, BSD, LDT, LOP, PCN, 1 Day ISS	ASD, BSD, LDT, LOP, PCN, RTI, 1-2 Days ISS	LDT, LOP, PCN, RTI, 2-3 Days ISS
HP	Horseplay Identification	CAW	CAW, LOP, RGU, TMO	LDT, LOP, PWR, RGU, RTI, TMO	LDT, LOP, PCN, RTI, 1 Day ISS	LDT, LOP, PCN, RTI, 1-2 Days ISS
ID	Infraction	No Referral – Parents must pay for lost or replacement ID badges				
IN	Inappropriate Behavior (Minor)	CAW	LDT, LOP, TMO	LDT, LOP, PWR, RGU, RTI, 1 Day ISS	LDT, LOP, PCN, RTI, 1-2 Days ISS	LDT, LOP, PCN, RTI, 1 Day OSS
MV	Medication Policy Violation	CAW, PWR	LOP, PWR, PCN	LDT, LOP, PCN, RTI	LDT, LOP, PCN, RTI, 1 Day ISS	LDT, LOP, PCN, RTI, 1-2 Days ISS
TA	Tardies, Habitual	-	-	-	-	-
TE	Technology – Inappropriate or Unauthorized Use	CAW, CFS	LOP, PWR, CFS, TMO	CFS, LDT, LOP, PCN, TMO, RTI	CFS, LDT, LOP, PCN, RTI, 1 Day ISS	CFS, LOP, LDT, PCN, RTI, 1-2 Days ISS
AN	Aggression, Non-Physical	CAW, CFR, LOA, PMD, TMO	CFR, LDT, LOA, LOP, PMD, PWR, RGU, 1 Day ISS	LDT, LOP, PCN, PMD, RGU, RTI, 1-2 Days ISS,	DIS, LOP, PCN, RTI, 1 Day OSS,	ALT, LOP, PCN, ALT, 1-2 Days OSS
BL	Bullying, Non-SESIR	CAW, CFR, LOA, TMO	CFR, LDT, LOP, RGU,1-2 Days ISS	BCM, DIS, LOP, PCN, RTI, 1 Day OSS	ALT, BCM, DIS, LOP, PCN, RTI, 1-2 Days OSS	ALT, LOP, 1-3 Days OSS
			LDT, LOP, PWR,	LDT, LOP, PCN,	LDT, LOP, PCN,	LOP, PCN, Zero,

CH	Cheating	LOP, TMO, Zero,	RGU, Zero, 1 Day ISS	RTI, Zero, 1-2 Days ISS	RTI, Zero, 1 Day OSS	1-2 Days OSS
CO	Contraband, Possession	CAW, CFS, LOP, TMO	CFS, LOP, PCN, RGU, 1 Day ISS	CFS, LDT, LOP, PCN, RTI, 1-2 Days ISS	CFS, DIS, LDT, LOP, PCN, RTI, 1 Day OSS	ALT, CFS, LOP, PCN, 1-2 Days OSS
DF	Defiance	CAW, LOA, LOP, TMO	LDT, LOA, LOP, PWR, RGU, 1	BCM, LDT, LOP, PCN, RGU, RTI,	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
			Day ISS	1-2 Days ISS		
DA	Disrespect towards Staff or Authority	CAW, LOA, LOP	LDT, LOA, LOP, PWR, RGU, TMO	BCM, LDT, LOP, PCN, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
EC	Electronic Cigarette Possession	CFS, DIS, PWR, RLW, 1 Day ISS	CFS, PCN, RLW, RTI, 1-2 Days ISS	CFS, PCN, RLW, RTI, 1 Day OSS	CFS, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	ALT, 1-3 Days OSS, Contact DCF
EN	Endangerment	CAW, LOA, LOP, TMO	LDT, LOP, PWR, RGU, 1 Day ISS	BCM, LDT, LOP, PCN, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
IN	Inappropriate Behavior (Major)	CAW, LOP, TMO, 1 Day ISS	LDT, LOP, PWR, RGU, TMO, 1-2 Days ISS	BCM, LDT, LOP, PCN, RGU, RTI, 1 Day OSS	DIS, LOP, PCN, RTI, 1-2 Days OSS	ALT, LOP, PCN, 1-3 Days OSS
HA	Harassment, Non-SESIR	CAW, LOP, TMO	LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
LC	Leaving Campus Without Authorization	CAW, LDT, LOP, TMO	LDT, LOP, PCN, RTI, TMO, 1 Day ISS	LDT, LOP, PCN, RTI, TMO, 1-2 Days ISS	DIS, LDT, LOP, PCN, RTI, 1-3 Days ISS	ALT, LOP, PCN, 1 Day OSS
*TBC	SESIR Tobacco Possession or Use	CFS, PWR, RLW, TMO, 1 Day ISS	CFS, PCN, RLW, RTI, 1-2 Days ISS, 1 Day OSS	CFS, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	ALT, CFS, PCN, RLW, Contact DCF	-
TF	Theft / Larceny (Under $750)	CAW, LOA, LOP, RES, RLW, TMO	LDT, LOA, LOP, PWR, RES, RGU, RLW, 1 Day ISS	LDT, LOP, PCN, RES, RLW, RTI, 1-2 Days ISS	DIS, LDT, LOP, PCN, RES, RTI, RLW, 1-2 Days OSS	ALT, LOP, PCN, RES, RLW, 1-3 Days OSS
VN	Vandalism (Under $1,000)	CAW, CUP, LOA, LOP, RES, RLW, TMO	CUP, LDT, LOA, LOP, PWR, RES, RGU, RLW, 1 Day ISS	CUP, LDT, LOP, PCN, RES, RLW, RTI, 1-2 Days ISS	CUP, DIS, LDT, LOP, PCN, RES, RTI, RLW, 1-2 Days OSS	ALT, CUP, LOP, PCN, RES, RLW, 1-3 Days OSS
LEVEL 3 OFFENSES						
AG	Aggression, Physical	CAW, CFR, LOA, LOP PMD, 1 Day ISS, 1 Day OSS	CFR, LDT, LOA, LOP, PMD, PWR, RGU, 1-2 Days ISS. 1-2 Days OSS	LDT, LOP, PCN, PMD, RGU, RTI, 1-3 Days OSS,	DIS, LOP, PCN, RTI, 1-4 Days OSS,	ALT, LOP, PCN, ALT, 2-5 Days OSS
*ALC	SESIR Alcohol Possession, Use, or Distribution	LOP, PCN, RLW, 3-5 Days OSS (Use SAFE)	ALT (automatic), LOP, PCN, RLW, 3-5 Days OSS, Contact DCF	-	-	-
*BUL	SESIR Bullying	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOP, RGU,1-2 Days OSS	BCM, DIS, LDT, LOP, PCN, RTI, 1-3 Days OSS	ALT, BCM, DIS, LOP, PCN, RTI, 2-3 Days OSS	ALT, LOP, 2-4 Days OSS

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
CS	Contraband, Sale	CFS, LOP, PWR, 1-2 Days ISS, 1 Day OSS	CFS, LOP, PNC, RGU, RTI, 1 Day OSS	BCM, CFS, LOP, PCN, RTI, 1-2 Days OSS	ALT, BCM, CFS, DIS, LOP, PCN, RTI, 1 Day OSS	ALT, CFS, DIS, LOP, PCN, RTI, 1-2 Days OSS
DV	Dating Violence or Abuse	CFR, LOP, RLW, 1-2 Days ISS, 1 Day OSS	BCM, CFR, LOP, PCN RLW, RTI, 1 Day OSS	CFR, DIS, LOP, PCN, RLW, RTI, 1-2 Days OSS	ALT, CFR, LOP, RLW, 1-3 Days) OSS	-
*DRU	SESIR Drug Possession or Use	LOP, PCN, RLW, 3-5 Days OSS (Use SAFE)	ALT LOP, PCN, RLW, 3-5 Days OSS, Contact DCF	-	-	-
FT	Fighting, Non-SESIR	CFR, LDT, LOA, LOP, PMD, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOA, LOP, PMD, PWR, RGU, 1-2 Days OSS	DIS, LDT, LOP, PCN, RTI, 1-3 Days OSS	ALT, DIS, LOP, PCN, RTI, 1-4 Days OSS	-
GN	Gang-Related Activity	CFR, LOP, PCN, RLW, 1-2 Days OSS	BCM, DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS, Contact DCF	ALT (automatic), LOP, PCN, RLW 2-4 Days OSS. Contact DCF	-	-
*HAR	SESIR Harassment	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOP, RGU,1 Day OSS	BCM, DIS, LDT, LOP, PCN, RTI, 1-2 Days OSS	ALT, BCM, DIS, LOP, PCN, RTI, 1-3 Days OSS	ALT, LOP, 2-4 Days OSS
*HAZ	SESIR Hazing	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOP, RGU,1 Day OSS	BCM, DIS, LDT, LOP, PCN, RTI, 1-2 Days OSS	ALT, BCM, DIS, LOP, PCN, RTI, 1-3 Days OSS	ALT, LOP, 2-4 Days OSS
OS	Other Serious Misconduct	LDT, LOP, PWR, 1-2 Days ISS, 1 Day OSS	LDT, LOP, PCN, PWR, RGU, 1-2 Days OSS	BCM, DIS, LOP, PCN, RTI, 1-3 Days OSS	BCM, DIS, LOP, PCN, RTI, 2-3 Days OSS,	ALT, LOP, PCN, 2-4 Days OSS
*STL	SESIR Theft/Larceny ($750 or More)	LDT, LOA, LOP, PWR, RES, RLW, 1 Day ISS, 1 Day OSS	BCM, LOP, PCN, RES, RGU, RLW, RTI, 1-2 Days OSS	BCM, LOP, PCN, RES, RLW, RTI, 1-3 Days OSS	DIS, LOP, PCN, RES, RTI, RLW, 1-4 Days OSS	ALT, LOP, PCN, RES, RLW, 2-5 Days OSS
SX	Sexting	LDT, LOP, PWR, RLW, 1 Day ISS, 1 Day OSS	LDT, LOP, PCN, RGU, RLW, 1 Day OSS	BCM, LDT, LOP, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS, Contact DCF	ALT, LOP, 2-4 Days OSS, Contact DCF
*SXH	SESIR Sexual Harassment	CFR, LOA, LOP, PWR, RGU, RLW, 1 Day ISS, 1 Day OSS	CFR, LOP, PCN, RLW, RTI, 1 Day OSS, Contact DCF	BCM, CFR, LOP, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	CFR, DIS, LOP, PCN, RLW, 1-3 Days OSS	ALT, LOP, 2-4 Days OSS
*SXO	SESIR Sexual Other	CFR, LOP, PCN, RLW, 1-2 Days OSS, Contact DCF	BCM, CFR, DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS, Contact DCF	ALT (automatic), LOP, PCN, RLW 2-4 Days OSS, Contact DCF	-	-
*TRS	SESIR Trespassing	LOP, PWR, RLW, 1 Day ISS	LOP, PCN, RLW, 1 Day OSS	BCM, LOP, PCN, RLW, RTI, 1-2 Days OSS	DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS	ALT, LOP, RLW, 2-4 Days OSS

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
*VAN	SESIR Vandalism	CUP, LOA, LDT, LOP, PCN, PWR, RES, RLW, 1 Day ISS, 1 Day OSS	CUP, LDT, LOP, PCN, RES, RGU, RLW, 1-2 Days ISS	BCM, CUP, LDT, LOP, PCN, RES, RLW, RTI, 1-2 Days OSS	CUP, DIS, LDT, LOP, PCN, RES, RTI, RLW, 1-3 Days OSS	ALT, CUP, LOP, PCN, RES, RLW, 2-4 Days OSS
LEVEL 4 OFFENSES						
*ARS	SESIR Arson	ALT, PCN, LOP, RLW, 2-4 Days OSS	ALT, PCN, RLW, 4-6 Days OSS	-	-	-
*BAT	SESIR Battery	ALT, CFR, LOP, PCN, RLW, 2-4 Days OSS	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	ALT, PCN, RLW, 5-10 Days OSS	-	-
*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	ALT, LOP, PCN, RLW, 2-4 Days OSS	ALT, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	ALT, PCN, RLW, 5-10 Days OSS	-	-
*DRD	SESIR Drug Distribution	ALT, PCN, RLW, 5-10 Days OSS, Contact DCF	-	-	-	-
FA	False Accusation	ALT, LOA, LOP, PCN, 2-4 Days OSS	ALT, DIS, LOA, LOP, PCN, RTI, 4-6 Days OSS	ALT, PCN, 5-10 Days OSS	-	-
*FIT	SESIR Fighting	CFR, LOP, PCN, 1-3 Days OSS	CFR, DIS, LOP, PCN, RTI, 3-5 Days OSS	ALT, PCN, 5-10 Days OSS	-	-
*OMC	SESIR Other Major	CFS, LOP, PCN, 1-3 Days OSS	ALT, CFS, DIS, LOP, PCN, RTI, 3-5 Days OSS	ALT, CFS, PCN, 5-10 Days OSS	-	-
*PHA	SESIR Physical Attack	CFR, LOP, PCN, RLW, 2-4 Days OSS	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	ALT, PCN, RLW, 5-10 Days OSS	-	-
*ROB	SESIR Robbery	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 3-5 Days OSS	ALT, PCN, RLW, 5-10 Days OSS	-	-	-
*SXA	SESIR Sexual Assault	ALT, LOP, RLW, 5-10 Days OSS, Contact DCF	ALT, RLW, 5-10 Days OSS, Contact DCF	-	-	-
*SXB	SESIR Sexual Battery	ALT, LOP, RLW, 5-10 Days OSS, Contact DCF	-	-	-	-

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
*TRE	SESIR Threat	CFR, LOP, PWR, PCN, RLW, RTI, 1-3 Days OSS, Conduct Threat Assessment	ALT, CFR, DIS, LOP, PCN, RTI, RLW, 3-5 Days OSS, Conduct Threat Assessment	ALT, PCN, RLW, 5-10 Days OSS, Conduct Threat Assessment	-	-
WC	Weapon-Like Contraband	CFS, LOP, PWR, RGU, RLW, 1-3 Days OSS Consider Threat Assessment	ALT, CFS, DIS, LOP, PNC, RTI, 3-5 Days OSS Consider Threat Assessment	ALT, CFS, DIS, LOP, PNC, 5-10 Days OSS Consider Threat Assessment	-	-
*WPO	SESIR Weapon Possession or Use	ALT, CFS, PNC, 5-10 Days OSS, Conduct Threat Assessment	-	-	-	-

SDMC MIDDLE SCHOOL MATRIX FOR GRADES 6-8

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
LEVEL 1 OFFENSES						
AT	Attendance Violation	ASD, BSD, or LDT	ASD, BSD, or LDT, AWD, EXS	1 Day ISS, TMO, LOP, BCM, RTI	1-2 Days ISS, LOP, PCN, RTI	2-3 Days ISS, LOP, RTI
DB	Disruptive Behavior	ASD, BSD, or LDT	ASD, BSD, or LDT, EXS	1 Day ISS, TMO, LOP, BCM, RTI	1-2 Days ISS, or 1 Day OSS LOP, BCM, RTI	2-3 Days ISS, or 1-3 Days OSS, BCM, LOP, PCN,
DC	Dress Code Violation	CAW	LOP (5 Days), PCN	LDT, RTI	LOP (30 Days) , RTI	1 Day ISS, LOP, PCN
DO	Disrespect Towards Others	ASD, BSD, or LDT, LOA	EXS, 1Day ISS, LOA, TMO	1-2 Days ISS, LOP, PWR, RTI	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, LOP, PCN, RTI
FS	Failure to Serve Consequence	EXS, 1 Day ISS, or AWD	1-2 Days ISS, AWD, or 1 Day OSS	2-3 Days ISS, 1-2 Days OSS, LOP	3-4 Days ISS, 2-3 Days OSS, LOP, PCN	4-5 Days ISS, 3-4 Days OSS, LOP
HP	Horseplay	ASD, BSD, or LDT	EXS	1-3 Days ISS, TMO, RTI	1-2 Days OSS, LOP, BCM	2-3 Days OSS BCM, LOP, PCN, RTI
ID	Identification Infraction	CAW	ASD, BSD, or LDT	1 Day ISS, TMO	1-3 Days ISS, LOP	1 Day OSS, LOP, PCN
IN	Inappropriate Behavior (Minor)	ASD, BSD, or LDT, AWD (if (appropriate)	EXS, AWD, 1 Day ISS, TMO	1 Day ISS, TMO, AWD, LOP, RTI	1-2 Days ISS, 1 Day OSS, LOP, BCM, RTI	2-3 Days ISS, 1-2 Days OSS, LOP, PCN, RTI
MV	Medication Policy Violation	CAW	ASD, BSD, or LDT	EXS, LOP	1-2 Days ISS, PCN, LOP	1-2 Days OSS, LOP, BCM
TA	Tardies, Habitual	CAW	ASD, BSD, or LDT, AWD	EXS, LOP, TMO, RTI	1 Day ISS, TMO, EXS, LOP, RTI	1-3 Days ISS, EXS, LOP, PCN

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
TE	Technology – Inappropriate or Unauthorized Use	CAW	ASD, BSD, or LDT, CFS	EXS, 1 Day ISS, TMO, CFS, RTI	1-3 Days ISS, CFS, LOP, PCN, RTI	1-2 Days OSS, EXC, CFS, LOP, PCN
LEVEL 2 OFFENSES						
AN	Aggression, Non-Physical	1-2 Days ISS, TMO, 1 Day OSS, CFR	1-2 Days OSS, LOP, CFR	2-3 Days OSS, LOP, RTI, BCM,	3-4 Days OSS, LOP, RTI, PCN	4-5 Days OSS, LOP, PCN, ALT
BL	Bullying, Non-SESIR	1-2 Days ISS, TMO, 1 Day OSS, CFR	1-2 Days ISS, 1-2 Days OSS, CFR, LOP, BCM	2-3 Days OSS, LOP, BCM, PCN, RTI	3-4 Days OSS, LOP, DIS, PCN,	4-5 Days OSS, LOP, ALT
CH	Cheating	Zero, ASD, BSD, or LDT, LOP	Zero, EXS, LOP	Zero, 1 Day ISS, TMO, LOP	Zero, 1-3 Days ISS, LOP, PCN	Zero, 1-2 Days OSS, LOP
CO	Contraband, Possession	1-2 Days ISS, TMO, 1 Day OSS, CFS	2-3 Days ISS, 1-2 Days OSS, LOP, CFS	2-3 Days OSS, LOP, BCM, CFS, 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	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, LOP, PCN, RTI	3-5 Days OSS, LOP, DIS
DA	Disrespect towards Staff or Authority	1-2 Days ISS, TMO	2-3 Days ISS, TMO, 1-2 Days OSS LOP	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, PCN, DIS, RTI	4-5 Days OSS, LOP, ALT
EC	Electronic Cigarette Possession	2 Days ISS, 1Day OSS, DIS, CFS, FIN, RLW	2 Days OSS, CFS, FIN, RLW	3-4 Days OSS, CFS, LOP, FIN, RLW, PCN, RTI	4 Days OSS, LOP, CFS, FIN, RLW, PCN, RTI	5 Days OSS, LOP, CFS, FIN, RLW, PCN
EN	Endangerment	1-2 Days ISS	1-2 Days OSS, LOP	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, PCN, RTI	4-5 Days OSS, LOP, DIS, ALT
IN	Inappropriate Behavior (Major)	EXS, AWD, 1-2 Days ISS, TMO, 1 Day OSS	2-3 Days ISS, 1-2 Days OSS	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, BCM, RTI	4-5 Days OSS, LOP, RTI, PCN, DIS
HA	Harassment, Non-SESIR	1-2 Days ISS, TMO	1-2 Days OSS, LOP, CFR	2-3 Days OSS, LOP, BCM, PCN, RTI	3-4 Days OSS, LOP, DIS, PCN,	4-5 Days OSS, LOP, DIS, ALT
LC	Leaving Campus W/O Authorization	1-2 Days ISS, TMO, EXS	2-3 Days ISS, EXS, ASD, LDT, BSD	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, LOP, DIS, PCN, RTI	4-5 Days OSS, LOP, ALT
*TBC	SESIR Tobacco Possession or Use	1-2 Days ISS, TMO, CFS, FIN, RLW	1-2 Days OSS, CFS, DIS, FIN, RLW	2-3 Days OSS, CFS, DIS, FIN, RLW, PCN, RTI	3-4 Days OSS, LOP, CFS, FIN, RLW, PCN	4-5 Days OSS, LOP, CFS, FIN, RLW, PCN
TF	Theft / Larceny (Under $750)	1-2 Days ISS, TMO, 1 Day OSS, RLW, RES	1-2 Days OSS, RLW, RES, LOP	2-3 Days OSS, RLW, RES, LOP, PCN, RTI	3-4 Days OSS, RLW, RES, LOP, RTI, BCM	4-5 Days OSS, RLW, RES, LOP, ALT
VN	Vandalism (Under $1,000)	1-2 Days ISS, TMO, 1 Day OSS, RES, AWD	1-2 Days OSS, RES, AWD, CMS, LOP, RLW, PCN	2-3 Days OSS, RES, AWD, CMS, LOP, RLW, PCN, RTI	3-4 Days OSS, RES, AWD, CMS, LOP, RLW, DIS, RTI	4-5 Days OSS, RES, CMS, RLW, LOP, ALT
LEVEL 3 OFFENSES						

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent 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, RTI	6-7 Days OSS, LOP, ALT
*ALC	SESIR Alcohol Possession, Use, or Distribution	5-10 Days OSS (Use SAFE), PCN, RLW	5-10 Days OSS, ALT (automatic), RLW	-	-	-
*BUL	SESIR Bullying	1-2 Days OSS, LOP	2-4 Days OSS, LOP, BCM, 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 Days OSS,CFS, RLW LOP, ALT	-
DV	Dating Violence or Abuse	1-2 Days OSS, LOP, RLW	2-4 Days OSS, LOP, RLW, DIS, PCN	4-5 Days OSS, LOP, RLW, DIS, PCN, RTI	5-6 Days OSS, RLW, LOP, ALT	-
*DRU	SESIR Drug Possession or Use	5-10 Days OSS (SAFE), PCN, RLW	5-10 Days OSS, ALT (auto), RLW	-	-	-
FT	Fighting, Non-SESIR	1-5 Days OSS*, CFR	5-10 Days OSS, CFR, BCM, DIS, PCN, RTI	5-10 Days OSS, ALT (auto)	-	-
GN	Gang-Related Activity	1-5 Days OSS, PCN, RLW	5-10 Days OSS, RLW, ALT (auto)	-	-	-
*HAR	SESIR Harassment	1-2 Days OSS, LOP	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, DIS, PCN, RTI, RLW	5-6 Days OSS, LOP, RLW, ALT	-
*HAZ	SESIR Hazing	1-2 Days OSS, LOP	2-4 Days OSS, LOP, PCN	4-5 Days OSS, LOP, DIS, RTI	5-6 Days OSS, LOP, ALT	-
OS	Other Serious Misconduct	1-3 Days OSS, LOP	3-5 Days OSS, LOP, BCM, PCN	5-6 Days OSS, LOP, DIS, RTI, ALT	6-7 Days OSS, LOP, ALT, RTI	-
*STL	SESIR Theft/Larceny ($750 or More)	1-3 Days OSS, RLW, RES	3-4 Days OSS, RLW, RES, LOP, RTI	4-5 Days OSS, RLW, RES, LOP, PCN	5-6 Days OSS, RLW, RES, LOP, RTI, ALT	-
SX	Sexting	1-2 Days ISS, 1-2 Days OSS, RLW	2-4 Days OSS, RLW, LOP	4-5 Days OSS, RLW, LOP, BCM, PCN, RTI	5-6 Days OSS, RLW, LOP, DIS, ALT	6-7 Days OSS, RLW, LOP, ALT
*SXH	SESIR Sexual Harassment	1-5 Days OSS, RLW	5-10 Days OSS, RLW, PCN, RTI, DIS	5-10 Days OSS, RLW, ALT	-	-
*SXO	SESIR Sexual Other	1-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, PCN, ALT	-	-	-
*TRS	SESIR Trespassing	1 Day ISS, 1 Day OSS, RLW	1-2 Days OSS, RLW, LOP	2-3 Days OSS, RLW, LOP, PCN	3-4 Days OSS, RLW, LOP, ALT, DIS	4-5 Days OSS, RLW, LOP, ALT

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
*VAN	SESIR Vandalism	1-5 Days OSS, RES, RLW, AWD	3-7 Days OSS, RES, AWD, DIS, RTI	5-10 Days OSS, RES, RLW, ALT	-	-
LEVEL 4 OFFENSES						
*ARS	SESIR Arson	3-10 Days OSS, RLW, PCN, ALT	5-10 Days OSS, RLW, PCN, ALT	-	-	-
*BAT	SESIR Battery	3-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, PCN, DIS, ALT	5-10 Days OSS, RLW, ALT	-	-
*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	3-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, DIS, PCN, RTI, ALT	5-10 Days OSS, RLW, ALT	-	-
*DRD	SESIR Drug Distribution	5-10 Days OSS, ALT (auto), RLW	-	-	-	-
FA	False Accusation	3-5 Days OSS, PCN, ALT	5-10 Days OSS, ALT	-	-	-
*FIT	SESIR Fighting	3-7 Days OSS, CFR	5-10 Days OSS, CFR, BCM, DIS, PCN	5-10 Days OSS, ALT	-	-
*OMC	SESIR Other Major	3-5 Days OSS, ALT, RLW	5-10 Days OSS, ALT, RLW	-	-	-
*PHA	SESIR Physical Attack	3-5 Days OSS, RLW	5-10 Days OSS, RLW, PCN, DIS, ALT	5-10 Days OSS, RLW, ALT		
*ROB	SESIR Robbery	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
*SXA	SESIR Sexual Assault	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
*SXB	SESIR Sexual Battery	5-10 Days OSS, RLW, ALT	-	-	-	-
*TRE	SESIR Threat	3-7 Days OSS, RLW, Conduct Threat Assessment	5-10 Days OSS, RLW, PCN, RTI, DIS, ALT Conduct Threat Assessment	5-10 Days OSS, RLW, ALT Conduct Threat Assessment	-	-
WC	Weapon-Like Contraband	3-10 Days OSS, RLW, ALT, DIS Consider Threat Assessment	5-10 Days OSS, RLW, ALT, DIS Consider Threat Assessment	-	-	-
*WPO	SESIR Weapon Possession or Use	5-10 Days OSS, RLW, ALT Conduct Threat Assessment	-	-	-	-

SDMC HIGH SCHOOL MATRIX FOR GRADES 9-12

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
LEVEL 1 OFFENSES						
AT	Attendance Violation	LDT	ASD, BSD,	AWD, EXS, 1 Day ISS, TMO, RTI	AWD, 1-2 Days ISS, LOP, BCM,	2-3 Days ISS, BCM, LOP, PCN
DB	Disruptive Behavior	ASD, BSD, or LDT	EXS, TMO	1 Day ISS, TMO, RTI	1-2 Days ISS, LOP, BCM, RTI	2-3 Days ISS, BCM, LOP, PCN,
DC	Dress Code Violation	CAW	LOP (5 Days), PCN	LDT, RTI	LOP (30 Days), RTI	1 Day ISS, LOP, PCN
DO	Disrespect Towards Others	ASD, BSD, or LDT, LOA	EXS, 1Day ISS, TMO, LOA	1-2 Days ISS, TMO, LOP, PWR, RTI	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, LOP, PCN, RTI
FS	Failure to Serve Consequence	EXS, 1 Day ISS, or AWD	1-2 Days ISS, AWD, or 1 Day OSS	2-3 Days ISS, 1-2 Days OSS, LOP	3-4 Days ISS, 2-3 Days OSS, LOP, PCN	4-5 Days ISS, 3-4 Days OSS, LOP
HP	Horseplay	ASD, BSD, or LDT	EXS, TMO	1 Day ISS, TMO, RTI	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS BCM LOP, PCN, RTI
ID	Identification Infraction	CAW	ASD, BSD, or LDT	1 Day ISS, TMO	1-2 Days ISS, LOP	2-3 Days ISS, LOP, PCN
IN	Inappropriate Behavior (Minor)	ASD, BSD, or LDT, AWD (if appropriate)	EXS, AWD, 1 Day ISS, TMO	1 Day ISS, TMO, AWD, LOP, RTI	1-2 Days ISS, 1 Day OSS, LOP, BCM	2-3 Days ISS, 1-2 Days OSS, LOP, PCN, RTI
MV	Medication Policy Violation	CAW	ASD, BSD, or LDT	EXS	1-2 Days ISS, PCN	1-2 Days OSS, LOP, BCM
TA	Tardies, Habitual	CAW	LDT	ASD, BSD, or LDT, RTI	EXS, LOP, RTI	EXS, LOP, PCN
TE	Technology – Inappropriate or Unauthorized Use	CAW	LDT, CFS	ASD, BSD, or LDT, CFS, TMO, RTI	1-3 Days ISS, TMO, CFS, LOP, PCN	1-2 Days OSS, EXC, CFS, LOP, PCN
LEVEL 2 OFFENSES						
AN	Aggression, Non-Physical	1-2 Days ISS, TMO, 1 Day OSS	1-3 Days ISS, TMO, 1-2 Days OSS, LOP, CFR	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, PCN, RTI	4-5 Days OSS, LOP, RTI
BL	Bullying, Non-SESIR	1-2 Days ISS, TMO, 1 Day OSS, CFR	1-2 Days ISS, 1-2 Days OSS, CFR, LOP, BCM	2-3 Days OSS, LOP, BCM, PCN, RTI	3-4 Days OSS, LOP, DIS, PCN, RTI	4-5 Days OSS, LOP, ALT
CH	Cheating	Zero, ASD, BSD, or LDT	Zero, EXS	Zero, 1 Day ISS, LOP	Zero, 1-2 Days ISS, LOP, PCN	Zero, 1-2 Days OSS
CO	Contraband, Possession	1-2 Days ISS, 1-2 Days OSS, CFS	1-2 Days OSS, LOP, CFS	2-3 Days OSS, LOP, BCM, CFS, RTI	3-4 Days OSS, CFS LOP, PCN, RTI	4-5 Days OSS, CFS, LOP, RTI

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
DF	Defiance	1-2 Days ISS, TMO	2-3 Days ISS, TMO, LOP, 1 Day OSS	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, LOP, PCN, RTI	3-5 Days OSS, LOP, DIS, ALT
DA	Disrespect towards Staff or Authority	1-2 Days ISS, TMO	2-3 Days ISS, TMO, 1-2, Days OSS LOP	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, PCN, DIS, RTI	4-5 Days OSS, LOP, ALT
EC	Electronic Cigarette Possession	2 Days ISS, 1Day OSS, DIS, CFS, FIN, RLW	2 Days OSS, CFS, FIN, RLW	3-4 Days OSS, CFS, LOP, FIN, RLW, PCN, RTI	4 Days OSS, LOP, CFS, FIN, RLW, PCN, RTI	5 Days OSS, LOP, CFS, FIN, RLW, PCN
EN	Endangerment	1-2 Days ISS	1 Day OSS, LOP	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, PCN, RTI	4-5 Days OSS, LOP, DIS, ALT
IN	Inappropriate Behavior (Major)	EXS, AWD (if (appropriate), 1-2 Days ISS, TMO, 1 Day OSS	2-3 Days ISS, TMO, 1-2 Days OSS	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, BCM, RTI	4-5 Days OSS, LOP, RTI, PCN
HA	Harassment, Non-SESIR	1-2 Days ISS, TMO, 1 Day OSS	1-2 Days OSS, LOP, CFR	2-3 Days OSS, LOP, BCM, PCN, RTI	3-4 Days OSS, LOP, DIS, PCN,	4-5 Days OSS, LOP, ALT
LC	Leaving Campus Without Authorization	1-2 Days ISS, TMO, EXS	2-3 Days ISS, TMO, LOP	1-2 Days OSS, LOP, RTI	2-3 Days OSS, LOP, DIS, PCN, RTI	4-5 Days OSS, LOP, ALT
*TBC	SESIR Tobacco Possession or Use	1-2 Days ISS, TMO, CFS, FIN, RLW	1-2 Days OSS, CFS, DIS, FIN, RLW	2-3 Days OSS, CFS, DIS, FIN, RLW, RTI	3-4 Days OSS, LOP, CFS, FIN, RLW, PCN	4-5 Days OSS, LOP, CFS, FIN, RLW, PCN
TF	Theft / Larceny (Under $750)	1-2 Days ISS, TMO, 1 Day OSS, RLW, RES	1-2 Days OSS, RLW, RES, LOP	2-3 Days OSS, RLW, RES, LOP, PCN, RTI	3-4 Days OSS, RLW, RES, LOP, RTI, BCM	4-5 Days OSS, RLW, RES, LOP, ALT
VN	Vandalism (Under $1,000)	1-2 Days ISS, TMO, 1 Day OSS, RES, AWD	1-2 Days OSS, RES, AWD, CMS, LOP, RLW, PCN	2-3 Days OSS, RES, AWD, CMS, LOP, RLW, PCN, RTI	3-4 Days OSS, RES AWD, CMS, LOP, RLW, DIS	4-5 Days OSS, RES, CMS, RLW, LOP, ALT
LEVEL 3 OFFENSES						
AG	Aggression, Physical	1-3 Days ISS 1-2 Days OSS, LOP, CFR	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, PCN, RTI	5-6 Days OSS, LOP, DIS, ALT	6-7 Days OSS, LOP, ALT
*ALC	SESIR Alcohol Possession, Use, or Distribution	5-10 Days OSS (Use SAFE), PCN, RLW	5-10 Days OSS, ALT (automatic), RLW	-	-	-
*BUL	SESIR Bullying	1-3 Days OSS, LOP	3-4 Days OSS, LOP, BCM, 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,	2-4 Days OSS,	4-5 Days OSS,	5-6 Days OSS,	-

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
		LOP, CFS	LOP, CFS	LOP, CFS, RLW, DIS, PCN, RTI	CFS, RLW LOP, ALT, RTI	
DV	Dating Violence or Abuse	1-3 Days OSS, LOP, RLW	2-4 Days OSS, LOP, RLW, DIS, PCN	4-5 Days OSS, LOP, RLW, DIS, PCN, RTI	5-6 Days OSS, RLW, LOP, ALT	-
*DRU	SESIR Drug Possession or Use	5-10 Days OSS (Use SAFE), PCN, RLW	5-10 Days OSS, ALT (auto), RLW	-	-	-
FT	Fighting, Non-SESIR	1-5 Days OSS, CFR	5-10 Days OSS, CFR, BCM, DIS, PCN	5-10 Days OSS, ALT (auto)	-	-
GN	Gang-Related Activity	1-5 Days OSS, PCN, RLW	5-10 Days OSS, RLW, ALT (auto)	-	-	-
*HAR	SESIR Harassment	1-3 Days OSS, LOP	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, DIS, PCN, RTI, RLW	5-6 Days OSS, LOP, RLW, ALT	-
*HAZ	SESIR Hazing	1-3 Days OSS, LOP	2-4 Days OSS, LOP, PCN	4-5 Days OSS, LOP, DIS, RTI	5-6 Days OSS, LOP, ALT	-
OS	Other Serious Misconduct	1-3 Days OSS, LOP	3-5 Days OSS, LOP, BCM, PCN	5-6 Days OSS, LOP, DIS, RTI, ALT	6-7 Days OSS, LOP, ALT	-
*STL	SESIR Theft/Larceny ($750 or More)	1-3 Days OSS, RLW, RES	3-4 Days OSS, RLW, RES, LOP	4-5 Days OSS, RLW, RES, LOP, PCN, RTI	5-6 Days OSS, RLW, RES, LOP, RTI, ALT	-
SX	Sexting	1-2 Days ISS, 1-2 Days OSS, RLW	2-3 Days OSS, RLW, LOP	3-4 Days OSS, RLW, LOP, BCM, PCN, RTI	5-6 Days OSS, RLW, LOP, DIS	6-7 Days OSS, RLW, LOP, ALT
*SXH	SESIR Sexual Harassment	1-5 Days OSS, RLW	5-10 Days OSS, RLW, PCN, RTI, DIS	5-10 Days OSS, RLW, ALT	-	-
*SXO	SESIR Sexual Other	1-5 Days OSS, DIS, RLW, ALT	5-10 Days OSS, RLW, PCN, ALT	-	-	-
*TRS	SESIR Trespassing	1 Day ISS, 1 Day OSS, RLW	1-2 Days OSS, RLW, LOP	2-3 Days OSS, RLW, LOP, PCN	3-4 Days OSS, RLW, LOP, ALT, DIS	4-5 Days OSS, RLW, LOP, ALT
*VAN	SESIR Vandalism	1-5 Days OSS, RES, RLW, AWD	3-7 Days OSS, RES, AWD, DIS	5-10 Days OSS, RES, RLW, ALT	-	-
LEVEL 4 OFFENSES						
*ARS	SESIR Arson	3-5 Days OSS, RLW, PCN, ALT	5-10 Days OSS, RLW, PCN, ALT	-	-	-
*BAT	SESIR Battery	3-10 Days OSS,	5-10 Days OSS,	5-10 Days OSS,	-	-

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
		RLW	RLW, PCN, DIS, ALT	RLW, ALT		
*BRK	SESIR Burglary	ALT, CFR, LOP, PCN, RLW, 2-4 Days OSS	ALT, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS		-	-
*DOC	SESIR Disruption on Campus	3-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, DIS, PCN, RTI, ALT	5-10 Days OSS, RLW, ALT	-	-
*DRD	SESIR Drug Distribution	5-10 Days OSS, ALT (auto), RLW	-	-	-	-
FA	False Accusation	3-5 Days OSS, PCN, ALT	5-10 Days OSS, ALT	-	-	-
*FIT	SESIR Fighting	3-7 Days OSS, CFR	5-10 Days OSS, CFR, BCM, DIS, PCN	5-10 Days OSS, ALT		
*OMC	SESIR Other Major	3-5 Days OSS, ALT, RLW	5-10 Days OSS, ALT, RLW	-	-	-
*PHA	SESIR Physical Attack	3-5 Days OSS, RLW	5-10 Days OSS, RLW, PCN, DIS, ALT	5-10 Days OSS, RLW, ALT		
*ROB	SESIR Robbery	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
*SXA	SESIR Sexual Assault	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
*SXB	SESIR Sexual Battery	5-10 OSS, RLW, ALT	-	-	-	-
*TRE	SESIR Threat	3-7 Days OSS, RLW, Conduct Threat Assessment	5-10 Days OSS, RLW, PCN, RTI, DIS, ALT Conduct Threat Assessment	5-10 Days OSS, RLW, ALT Conduct Threat Assessment	-	-
WC	Weapon-Like Contraband	3-10 Days OSS, RLW, ALT, DIS Consider Threat Assessment	5-10 Days OSS, RLW, ALT, DIS Consider Threat Assessment	-	-	-
*WPO	SESIR Weapon Possession or Use	5-10 Days OSS, RLW, ALT Conduct Threat Assessment	-	-	-	-

SECTION 6 PROCEDURES RELATING TO DISCIPLINARY ACTIONS

Each school and classroom in the school District of Manatee County is required to develop their own behavior plans, which support the unique needs of their students, families, and communities. Common disciplinary actions at each school may include, but not be limited to the following:

Loss of Privilege
For a specified period of time, you may lose a privilege on campus. These privileges include, but are not limited to, parking, use of technology, extracurricular activities, and assemblies.

Disciplinary Probation/ Check-in/Check-out
For a specified period of time, you are assigned to report frequently to a staff member who will assist in monitoring your adjustment to the school situation.

Detention/Extra School
You report to an assigned location at your school for a specified period of time before or after school for supervised study hall activities. Extra school is not intended to interfere with your regular class schedule.

Fine/Restitution
You may be given a written citation by the School Resource Officer and required to pay a fine if you are caught smoking or in possession of tobacco. You may be required to pay restitution for any damage you may have caused to School Board property.

Student Work Assignments
If your parent and a school administrator agree, the administrator can assign you to a work detail at the school. The principal will decide who will supervise your work.

Saturday School
You may be required to attend Saturday School if an administrator has contacted your parent at least twenty-four (24) hours in advance.

In-School Suspension
You may be assigned to a specific location at your school during the school day where you will be required to continue your regular academic coursework. This assignment may be for a single period (usually referred to as Time Out), all day, or for multiple days. Time Out may also be used in lieu of detentions when transportation or other issues prevent their assignment.

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

MAJOR DISCIPLINARY ACTIONS

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

School Bus Suspension

You can be denied the privilege of riding a school bus by the principal or designee for up to 10 school days. Suspension from the school bus may be imposed only by the principal or designee by following the procedures for suspension from school.

Out-of-School Suspension

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

OUT-OF-SCHOOL SUSPENSION Q & A

Q. Who can suspend you?

A. The principal or someone designated by the principal can suspend you.

Q. How long can you be suspended?

A. You can be suspended from school for one school day or up to ten (10) school days. School principals or designees may not impose suspensions of undefined lengths, pending a parent conference or other stipulations.

Q. What happens before a suspension?

A. When the principal or designee becomes aware that a student may have broken a rule in the District Code of Student Conduct or a school rule, he or she will investigate by talking to students, teachers or others who may know something about what happened. Even if you are not one of the students who may have broken the rule, the principal or designee may talk to you as part of the investigation. After talking to people who were involved or witnesses, the principal or designee will determine who he or she thinks broke a rule.

Q. What if the principal or designee determines you broke a rule?

A. As soon as possible, the principal or designee will talk to you and tell you that you are accused of breaking a rule in the District Code of Student Conduct or a school rule. You also will be given written notification, such as a disciplinary referral, which tells you the same thing. You will be told why it is believed that you have broken the rule. After this happens, you should know what you are accused of doing and what evidence there is that supports the accusations.

Q. What happens next?

A. You will then have an opportunity to tell the principal or designee your side of the story. You can ask that he or she talk to someone you think may know something about what

happened. You can give the principal or designee a written statement to read. After listening to you and reading anything you have provided, the principal or designee may talk to the people you named and anyone else who might have knowledge about the situation, as may be appropriate in the opinion of the principal or designee. After that, the principal or designee will decide if you have broken a rule in the District Code of Student Conduct or a school rule. If he or she decides you have broken a rule, the principal or designee will then determine whether you should be suspended from school, and if so, for how long. You will be told about this decision.

Q. Will my parents know?

A. Prior to the beginning of the suspension, the principal or designee will attempt to telephone your parents and let them know about the suspension. If your parents cannot be reached by telephone, then the principal or designee will record the dates and times contact was attempted. Also, within 24 hours of the decision, a letter will be mailed to your parents informing them of the suspension. If you or your parents claim you did not receive the letter, it will not change the suspension. You will be given another copy of the letter if you request one.

Q. Can you appeal a suspension?

A. You can request the principal reconsider the evidence and decision. However, the principal's decision to suspend a student is final.

Q. How do I make up my work while on suspension?

A. You are encouraged to remain current with all class assignments but are required to obtain your work. The following means are available: 1. Ask fellow students to obtain the class work for you. 2. Contact your teacher via email or phone. 3. Access teacher websites or weekly assignment sheets, if available.

All makeup work is due on the day of your return from suspension. In the case of in-class activities such as labs, tests, quizzes, class projects, etc., the teacher will determine a reasonable amount of time for assignments to be completed.

Disciplinary Reassignment

The School District of Manatee County offers an alternative program for students who struggle with behavioral issues in their current setting or create a concern for the safety of others. Pursuant to School Board policy, the Superintendent of Schools or designee may decide to reassign you, if it is determined to be in your best interest, or the best interest of the school. If your actions create a concern for the safety and welfare of any student or staff member or substantially interferes with the safe and orderly operation of a school, you are eligible for reassignment to an alternative program under the School Safety reassignment process, regardless of any current or past patterns of behavior. These acts would normally involve infractions such as battery on a school board employee, causing substantial injury or mental distress to others, threats to commit acts of violence, sexual misconduct, weapon or drug-related behaviors, or any variety of criminal acts committed on a school campus. Likewise, being charged with an off-campus criminal act by law enforcement, which creates a concern for the safety and welfare of students or staff, or which substantiates a pattern of unsafe behavior may result in a School Safety reassignment, per ss 1006.09, 1006.147, and 1006.13.

You may also be referred for a School Safety Reassignment to the alternative program for persistent behaviors which substantially disrupt the learning environment and are not mitigated through school-based interventions. Such behaviors may include interfering with instruction; the use of profane or offensive language or gestures; disrespect towards school staff; defiance of school staff; theft, destruction, or improper use of school equipment; possession of contraband or prohibited items; or continually being out of area. You may also be referred for reassignment for patterns of behavior which substantially interfere with the educational rights of other students. These behaviors may include acts such as bullying, harassment, extortion, threats, theft, fighting, or any conduct which is disruptive to the orderly educational process in the classroom.

If you are assigned to an alternative program for disciplinary reasons, you cannot be present on any other school grounds or on any Manatee School District property at any time. If you have been reassigned to an alternative program for disciplinary reasons, you may instead choose to attend another school outside the district. However, your academics, attendance, and behavior must be evaluated in a physical setting with peers in order to return to any Manatee County school. Virtual or purely online programs are not an acceptable alternative without specific review and authorization from the district office of Drop-Out Prevention and Alternative Programs.

Expulsion

You can be expelled (excluded) from school by the School Board for the remainder of a school term or school year and one additional year of attendance. During the time you are expelled, you may or may not receive educational services. Students who commit violent acts that involve the use of a firearm as defined in the Code of Student Conduct will be expelled, with or without educational services. All other students will be evaluated on a case-by-case basis and where possible, recommendations for diversionary or intervention programs will be made in lieu of arrest or expulsion.

EXPULSION AND DISCIPLINARY REASSIGNMENT Q & A

If you are found to be guilty of a severe breach of conduct or are guilty of continuing misconduct, the principal or designee may suspend you for up to 10 days after following the suspension procedures and recommend to the Superintendent or designee that you should be expelled or reassigned to another school or program. All alternative placements and expulsion recommendations for students with disabilities are made by the appropriate IEP or 504 team.

Q. What happens if the principal recommends reassignment to another school or program?

A. The principal will refer the case to the Office of Drop-Out Prevention and Alternative Programs to determine whether it should move forward or be declined. If approved, you will either be directly assigned to another school or program or have your case go before the School Safety Reassignment Committee for deliberation. Any vote by the committee will be the recommendation made to the Superintendent or designee. Should you be reassigned, you will be provided information concerning the school or program and instructions on how to enroll.

Q. What is the School Safety Committee?

A. A group of district and school administrators which evaluate the facts of each case and the student's history to make recommendations for reassignment to an alternative program. The Committee is additionally charged with evaluating the interventions attempted by the school, prior to the reassignment referral being submitted.

Q. Can the recommendation of the committee be appealed?

A. You may appeal the decision to the Office of Alternative programs and Drop-out Prevention. Facts of the case must be appealed to the principal if the reassignment referral is being forwarded by the school for on-campus behavior.

Q. What happens if my principal recommends expulsion?

A. Your principal may recommend an expulsion to the Director of Student Services. The Director will in turn listen to the facts of the case and make a recommendation to the Superintendent. However, only the School Board can expel a student. If the Superintendent agrees with the recommendation, the District General Counsel or designee will inform your parents in writing about the recommendation and why expulsion is being recommended. The notice will additionally inform your parents they can request a hearing.

Q. What happens if my parents do not request a hearing?

A. The School Board will take final action on the recommendation for expulsion without a hearing. By not requesting a hearing, you are admitting that you did what you were accused of doing.

Q. What happens if I request an expulsion hearing?

A. The School District General Counsel will notify you when and where the hearing will be conducted. The Office of Dropout Prevention and Alternative Programs will inform your parents of the procedures involved and your procedural rights. At the hearing, the General Counsel, on behalf of the Superintendent, presents the evidence in support of the recommendation for expulsion. You, your parents, your attorney or other qualified representative will be permitted to cross examine witnesses and offer evidence on your behalf, including your testimony. The cost of your attorney will be your parent's responsibility. Your parents may elect to have the hearing open or closed to the public.

Q. What procedures govern the expulsion hearing?

A. The expulsion hearing is governed by sections 120.569 and 120.57(2), Florida Statutes. A copy of those sections will be provided to you upon request.

Q. What happens after the expulsion hearing?

A. The School District General Counsel will submit to the School Board a recommended order consisting of findings of fact, conclusions of law, and a recommendation on the expulsion. You, your parents, or your attorney will have an opportunity to submit written objections to the

recommended order. The School Board is limited on what it can do with respect to the recommended order by section 120.57 (1), Florida Statutes.

Q. Who makes the final decision to expel me?

A. The School Board will make the final decision on whether you should be expelled and if so, for how long. The School Board will also decide if you will receive educational services during your expulsion. Your parents may elect to have the School Board meeting open or closed to the public.

Q. How long can the School Board expel me?

A. You can be expelled for the remainder of the current school year and one additional school year. A student who is serving an expulsion during the last semester of his or her senior year may not participate in the graduation ceremony.

Q. Can I appeal the School Board's decision to expel?

B. You can appeal the School Board's decision to the Second District Court of Appeal in Tampa. You must do so within 30 days of the time you are expelled; you may or may not receive educational services.

Felony Arrests

Students are required to self-report any felony arrest to their principal within 48 hours of the arrest. An arrest that would be a felony if the student were an adult must also be self-reported. The principal will review information about the arrest to determine, after conferring with the Executive Director of School Management, whether the student should be suspended from all extracurricular activities and possibly suspended from school, or reassigned to an alternative placement. Failure to self-report such an arrest may result in suspension from all extracurricular activities for a minimum of one calendar year and suspension from school or reassignment to an alternative placement.

Extension of Ten-Day Suspension

If the principal suspends you for 10 days, the Superintendent may extend your suspension until the outcome of the criminal charges that have been filed against you. During your suspension, pending the outcome of the criminal charges, you will be assigned to an alternative educational program.

Criminal Victimization

In accordance with F.S. 1006.13, students who are found to have committed certain felony offenses against another student are prohibited from attending the same school or riding on the same school bus with the victim or the victim's siblings. According to F.S. 1006.13(5)(d), "The offender, or the parents of the offender if the offender is a juvenile, shall arrange and pay for transportation associated with or required by the offender's attending another school or that would be required as a consequence of the prohibition against riding on a school bus on which the victim or a sibling of the victim is riding. However, the offender or the parents of the offender may not be charged for existing modes of transportation that can be used by the offender at no additional cost to the District School Board."

Corporal Punishment

The use of corporal punishment is prohibited. This prohibition extends to parents or guardians on school grounds.

REPORTS TO LAW ENFORCEMENT AGENCIES

The School Board views disruptive and criminal acts, and those which may affect the health, safety and welfare of, or pose a legitimate threat to those on a school campus, as extremely serious in nature. In addition to disciplinary action administered at the school level, certain acts are expected to be reported to law enforcement as required by the State Attorney Office. The actions of law enforcement do not dictate the corrective measure enforced by the school.

LIMITED ROLE OF LAW ENFORCEMENT

To help avoid the unnecessary criminalization of our students, law enforcement action should be limited to situations when it is necessary to protect the physical safety of students and staff or appropriate to address criminal activity. Law enforcement involvement should not be requested in a situation that can be safely and appropriately handled by a school's internal disciplinary procedures.

THE COACH AARON FEIS SCHOOL GUARDIAN PROGRAM

Like law enforcement, school guardians hired through the Coach Aaron Feis School Guardian program in Manatee County are in place to help ensure the physical safety of our students, staff, and school community. School guardians are not to be involved in student discipline matters unless it is a matter of safety. School guardians additionally have no authority to act in any law enforcement capacity, except to the extent necessary to prevent or abate an active assailant incident.

REPORTS TO DEPARTMENT OF CHILDREN AND FAMILIES (DCF)

All employees of the District have the responsibility to report all actual and suspected cases of child abuse, abandonment or neglect. They also have the responsibility to comply with child protective investigations and all other provisions of law related to child abuse, abandonment or neglect. All employees of the District shall have immunity from liability if they report such cases in good faith. Abuse is defined as "any willful act or threatened act that results in any physical, mental, or sexual injury or harm that causes or is likely to cause the child's physical, mental or emotional health to be significantly impaired."

REFERRALS TO MENTAL HEALTH AGENCIES

If you present a concern for the safety of others, due to your actions or words, as determined by your school or district administration, law enforcement, or a threat management team, you will be referred for mental health services, per F.S. 1012.584. These services may be provided on campus or through off-campus mental health providers that partner with our district. In the event you present an immediate concern for the safety of yourself or others, the Marchman or Baker Acts may be enacted (see Page 4) to ensure an appropriate mental health examination and intervention(s) occur. This may result in an involuntary examination and removal from campus, pursuant to F.S. 394.463. Such contact may be in person by a mental health professional or using telehealth as defined in F.S.456.47.

SELF-REPORTING UPON INITIAL REGISTRATION

Upon initial registration in any district school from another district, state, charter, home or private school, you are required per F.S. 1006.07 to self-report any previous school expulsions, prior arrests resulting in charges, Juvenile Justice actions, and referrals to mental health services. You are also required to report any placements in an alternative setting for disciplinary or safety reasons. Students found to have been expelled or placed in an alternative program in lieu of expulsion from another school or district may serve any remaining duration of the original expulsion as outlined in F.S. 1006.07.

DISCIPLINE FOR STUDENTS WITH DISABILITIES (SECTION 504 AND IDEA)

If you are an IDEA or Section 504 eligible student and have an Individualized Education Plan (IEP) or Section 504 Plan, you are expected to comply with the District Code of Student Conduct and school rules just like any other student. If you violate the District Code of Student Conduct or school rules, you are subject to discipline just like any other student. There are, however, some special rules dealing with suspensions, assignments to alternative programs, and expulsions.

Q. How are In-School Suspensions handled?

A. If a student with a disability receives an in-school suspension, the student's IEP or Section 504 Plan will continue to be in force. An in-school suspension is not considered an out-of-school suspension if the IEP or Section 504 Plan is followed.

Q. Can a student with a disability receive an out-of-school suspension?

A. Yes. A student with a disability may be suspended from school just like any other student and will not receive any educational services during the suspension.

Q. Can a principal use other forms of discipline with a student who has a disability?

A. Yes. A principal or designee may use any other form of in-school discipline when dealing with a student with a disability who has violated the District Code of Student Conduct or a school rule, provided that non-disabled students are disciplined the same way. Such discipline actions may include detentions, in-school suspension, extra school, Saturday school, or exclusion from extracurricular activities or field trips.

Q. What happens when a student with a disability reaches ten days of Out-of-School Suspension?

A. School personnel familiar with the student and the student's IEP or Section 504 Plan will meet with the parents as a team. For both IDEA and Section 504 eligible students, this team will determine if the student's disability is causing the misconduct (Manifestation Determination) and whether changes to the IEP or Section 504 Plan are necessary. For the IDEA eligible student, this team will also ensure a current Functional Behavioral Assessment (FBA) and a Behavior Intervention Plan (BIP) are in place, or recommend changes to either document.

Q. Can a student with a disability be reassigned to another school?

A. Yes. A student with a disability may be reassigned to another school, provided certain conditions are met. Students with disabilities may be reassigned to an alternative program for persistent disruptive behavior, only if that behavior is determined to not be substantially related to or caused by their disability and a current FBA and BIP are in place. Students may be also reassigned to an alternative program for behavior which represents a concern for the safety of other students or staff or the orderly operation of a school. If committed on campus, these acts must also not be substantially related to or caused by the student's disability.

Q. If a student with a disability has a weapon, illegal drugs or causes serious bodily injury to someone, what disciplinary actions may be taken?

A. When a student with a disability commits one of these infractions at school or at a school-related function, that student may be subject to the same administrative action and for the

same length of time as a non-disabled peer - provided the behavior is determined to 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 than forty-five (45) school days. Such placement does not require parent consent.

Q. Who determines the interim alternative educational setting (IAES)?

A. The IAES will be determined by the IEP or Section 504 Plan team.

Q. May a student with a disability be expelled?

A. Yes, but only if services are provided by the district.

Q. May a student with a disability be suspended from the bus?

A. Yes. Students with disabilities may be suspended from the bus just as any other student. Responsibility for transporting the student to school would then fall to the parent. ~~However, any days missed during the bus suspension will be counted as an Out-of-School Suspension, unless the parent excuses or documents the absence.~~

Q. If transportation is a related service identified on the IEP or Section 504 Plan, may a student with a disability be suspended from the bus?

A. Yes. If transportation is a related service identified on the student's IEP or Section 504 Plan, and suspension or expulsion from the bus is recommended, then the bus suspension will be counted as an Out-of-School Suspension if the student is not in attendance.

Q. May a parent or guardian record an IEP meeting?

B. Yes. A parent/guardian, authorized representative of a parent/guardian, or IEP team member is permitted to record the meeting. The parent/guardian must notify the IEP team prior to the start of the meeting that he/she is planning to record the meeting. He or she must use his or her own recording device and the District will obtain its own recording of the meeting. The District is under no obligation to provide the parent with a transcription of the recording the District obtains on its own equipment. If the District audio records an IEP Team meeting, the resulting recording shall become a part of the student's educational record and will be maintained in accordance with State and Federal law.

ENGLISH LANGUAGE LEARNERS

English Language Learners (ELLs) are not to be subjected to disciplinary action exclusively because of their use of a language other than English. However, all School District of Manatee County students, regardless of their ability to speak English, are governed by the Code of Student Conduct.

SECTION 7 ~~CRISIS PROTOCOL~~MISCELLANEOUS

CRISIS PROTOCOL

Providing a safe and secure environment for our students to learn is the top priority of the School District of Manatee County. Measures have been taken to ensure our staff and students are prepared in the event a crisis situation occurs in one of our schools. A comprehensive Crisis Management Plan has been created to guide our staff through a wide variety of situations. Fire drills, tornado drills, lock-down drills, and shelter-in-place drills are practiced at each site to ensure routines and safety procedures are well established and familiar to all.

In a shelter-in-place, all school doors will be locked and regular classroom instruction continues behind the locked doors. In a lock-down, all school doors are locked and all students and staff are out of view. Classroom instruction is discontinued.

What parents need to know during either crisis:

a. Please DO expect to be notified with a special parent advisory sent home from the school and/or with a telephone message from our telephone notification service when the school is able to provide accurate information and/or the incident is resolved.
b. Please DO cooperate with school and/or district directives.
c. Please DO consult local media for regular updates about the incident. Listen for information updates on local radio and television stations. You may be directed to an off-campus parent staging area for the latest information regarding a campus crisis.
d. Please DO NOT call the school because phone lines will be needed for emergency communication.
e. Please DO NOT call your child's cell phone because cell phones are not to be used during a crisis.
f. Please DO NOT go to the school if a crisis situation should occur. Roads are closed, doors are locked and campuses are off-limits to anyone other than authorized personnel.

Pursuant to F.S. 120.54, in the event of an emergency, the Superintendent or the School Board can enact additional rules governing student conduct which shall be enforced as included in this Code of Student Conduct.

Unannounced Lock-down Drills

The principal may conduct unannounced lockdown drills from time to time and will inform parents after the fact about the drill by way of automated telephone calls.

STUDENT AND FAMILY REUNIFICATION PLAN

In case of a school emergency or a natural disaster, you need to be aware of our school's plan for releasing your child. First and foremost, remain calm. Remember, it is our primary concern that students remain safe at all times, and there is a plan for an orderly dismissal and release of our students. When you learn your child's school is in a lockdown situation or any other emergency situation, do not call the school and do not come to the school. Staff will be very busy during an emergency and will not be able to attend to the safety of your children if they have to answer your phone calls. If you come to the school during an emergency, in all likelihood you will not be allowed into the school or even into the inner perimeter set up by emergency responders. The presence of hundreds of parents showing up on the scene will hinder the efforts of emergency responders, which in turn may jeopardize the safety of your child. Instead, if the situation warrants the release of students, direct notification to your listed emergency contact numbers as well as the use of local news media will provide instructions on when and where the release will take place. Students may be bused to an off-

site location for their release to parents.

Once an “all clear” is given at the school, and if there is a need to release students for the day, the Student and Family Reunification Plan will be put into place. For the safety of every child, we must document to whom each child is released. Students will only be released to a parent, guardian, or childcare personnel as designated on your child’s school *Contact, Medical, and Emergency Form*. When you arrive at the facility where students will be released, proceed to the designated area and plan to do the following:

- Fill out a Student Release Form.
- Present photo identification.
- Move to the Student release area and wait for your child.
- A runner will go to the assembly area, get your child, and bring him or her to the release area. Be prepared to show your ID again.
- Sign for the student and depart. **REMINDER: Your child will be released only to those listed on the *Contact, Medical, and Emergency Form*. It is therefore imperative you keep information on your child’s *Contact, Medical, and Emergency Form* up to date, including your cell phone number or other emergency contact information. Please note that if for any reason your child is not picked up, he or she will be placed in an alternate place of safety.** These procedures should be shared with everyone you list on the *Contact, Medical, and Emergency Form* so they are familiar with our plan and these concerns. If you have any questions about the Student and Family Reunification Plan, contact your child’s school principal.

REGISTER YOUR EMERGENCY CONTACT INFORMATION TODAY!

The school district, in cooperation with TIFF (To Inform Families First) urges you and your family to register your emergency contact phone numbers TODAY. In the event of an emergency, families can be notified more quickly through this service. On the Internet, simply log onto the following website as follows:

www.hsmv.state.fl.us

Click ONLINE SERVICES - EMERGENCY CONTACT INFORMATION

For more information on this important initiative click on:

www.toinformfamiliesfirst.org

ELECTRONIC EQUIPMENT

~~If you are in possession of~~Students may possess cell phones and other non-district issued electronic items at school, on buses, and at school functions provided that during school hours cell phones are silenced and concealed. ~~they may only be used before the morning bell rings and after school.~~The devices shall not be used during the school day unless your school has adopted a process for ~~policy~~ further allowing or restricting the use of personally owned electronic devices. ~~In all other instances, **they are to be kept turned off and out of sight on school grounds** unless an administrator or designee gives permission to use the device. Teachers may also allow you to utilize personal electronic devices for the completion of specific assignments, as a component of your coursework.~~ Pursuant to Section 1006.07, 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 your 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 that may or may not connect to the Internet
- Earbuds or headphones

~~If this rule is violated, an administrator may ask you to surrender the device and will hold it until you or your parent comes to retrieve it.~~ Violations of the cell phone policy will be handled in accordance with the SCC and may results 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~~st~~ 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 recording. Additionally, students may not post to the Internet recordings of fighting, acts of bullying, assault, or battery, whether staged or real – regardless of time or location.

During any district, state, or federally required assessment administration, if you are found with an electronic device that reproduces, transmits, calculates, or records (e.g., a cell phone, camera, or calculator) in your pocket, at your desk, or within your reach during testing, your test will be invalidated. Additionally, the device will be confiscated, and you will be disciplined.

If school officials have reasonable suspicion that electronic items contain ~~evidence of a violation of the Code of Student Conduct, or~~ criminal activity, ~~they may conduct a search of the contents of the electronic item.~~the device may be provided to law enforcement.

TECHNOLOGY AND INTERNET SAFETY POLICY

Technology is an integral part of your educational experience and must be used in a way that is consistent with the goals of the School District of Manatee County (SDMC). Technology includes, but is not limited to, computers, tablets, other electronic devices, software, email, the Internet, and other network resources. Your use of technology is a privilege and you are responsible for using it appropriately. This includes use of district technology while off school property. The following are improper uses of technology:

a. Photographing, recording, or using images of any person without their knowledge or consent.
b. Accessing pornographic or obscene images, language or materials, including screen savers.
c. Transmitting any material in violation of federal, state, local law, School Board policy, regulation, or the District Code of Student Conduct. This ~~includes, but~~includes but is not limited to: copyrighted material; threatening, obscene or pornographic material; test questions or answers; student work products; trade secrets; and computer viruses or malware.
d. Using technology for commercial activities unless explicitly permitted by the School Board.
e. Modifying the original SDMC pre-set software image including, but not limited to: loading software applications not authorized by SDMC; changing the computer name; changing or removing operating system extensions; altering security/filtering software; altering the pre-loaded operating system or application; or taking apart the computer for access to internal parts.
f. Downloading music, games, or videos at any time on a district computer.
g. Using cellular phones or other wireless communication devices during unauthorized times of the school day. Cellular phones, tablets, and other electronic devices may only be used on campus before or after school, unless your school has different policy restrictions, or you have permission from an administrator or designee.
h. Using email, instant messaging, texting, web pages or other technology operations to threaten, disrupt, or interfere with the safety and welfare of the school community, including engaging in cyber-bullying, harassment, or "sexting."
i. Gaining or attempting to gain unauthorized access to SDMC networks, computer servers, or data files.
j. Gaining or attempting to gain unauthorized access to non-SDMC networks, computer servers, or data files utilizing SDMC equipment.
k. Using profanity, obscenity, or other language which may be offensive to another person, or reposting personal communications without the author's prior consent, when using computer network access.
l. Downloading or printing any material that deemed inappropriate by the School District.
m. Attempting to log on to the SDMC network or other district-affiliated systems using another's identity or password.
n. Sharing of logins and passwords to the SDMC network.
o. Bypassing or attempting to bypass SDMC filtering software.
p. Unauthorized disclosure, use and dissemination of personal information regarding students, unauthorized online access by students, including hacking and other unlawful activities and access by students to inappropriate matter on the Internet is prohibited.

NOTE: There is no right or expectancy of privacy on District provided or owned technology. School officials may review any information or files on such technology at any time.

Use of Social Media

The School District of Manatee County allows schools, students, teachers and staff to use social media for enhancing classroom learning and communication among members of the SDMC community. Your use of District-approved social media platforms must be consistent with all aspects of this Code of Student Conduct and must abide by Section 501.1736, Florida Statutes~~t~~.

For School Board Policies regarding student use of social media, please see Policy 7544 "Use of Social Media," as well as Policy 7540.03 "Student Technology Acceptable Use and Safety." Those policies can be found in the School Board Policy Manual on the School District website at https://www.manateeschools.net/Page/2186. For Student Social Media Guidelines, please visit the "Parents and Students" page of the School District website at www.manateeschools.net.

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DISCLAIMER OF RESPONSIBILITY FOR PERSONAL PROPERTY

Although the school attempts to maintain a safe and secure environment, theft and loss do sometimes occur. All personal property in possession of the student should be identified with the student's name. The school disclaims responsibility for any lost, stolen, broken or confiscated property. Parents send and students bring such items to school at their own risk. Students are expected to turn in to the office any found items.

SECTION VII PUBLIC NOTICES

PARENTAL RIGHTS AND RESPONSIBILITIES

The role of parents, guardians, and families is critical to the healthy growth and development of each of our students. Some of the basic parent rights include:

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

School staff and parents must work together to maximize a student's success at school. We are committed to working with and supporting families and we request parents work with and support us. As a parent you are expected to:

Sign in at the Office

Sign in through the Raptor System when you go to any school and before you go anywhere else on the campus. (You must present your driver's license or official picture identification to be scanned for student safety issues.)

Be Involved

Get to know the people at your child's school by participating in teacher conferences and school-parent activities such as Parent-Teacher Association (PTA)/Parent-Teacher Organization (PTO) meetings and School Advisory Council (SAC) meetings. Be actively involved in the learning process at home and in school, such as volunteering, collaborating with teachers on your child's performance in school, and fostering learning at home by providing your child appropriate assistance and monitoring of homework. Participate in your child's elementary report card conferences, which are scheduled following the first and third quarters of the school year.
School Board Policy 2111 Parent/Family Involvement may be accessed on the district website, or you may request a copy at the district office at 215 Manatee Avenue West, in Bradenton.

Provide Information

Each year provide your child's school your current telephone number, home address, work telephone number and emergency contact number. Parents must immediately notify the school of any changes in contact information.

Support School Rules

Understand and support the rules in this District Code of Student Conduct and talk to your child about them.

Support Dress Code

Teach your child to follow the dress code as outlined in this document. Because school is a place to work and learn, dressing neatly and appropriately for school is very important.

Promote Punctuality

Make sure your child arrives at school on time every day. Parents should be aware that if they live within two (2) miles of their child's school, School District transportation will not be provided unless required as a related service for a student with a disability.

Ensure Your Child's Safety
Ensure your child arrives at school no more than thirty minutes before the start of the school day and leaves campus no more than thirty minutes after the school day or activity unless you have made special arrangements with a teacher, administrator or a before/after school care program. Supervision will not be provided beyond that time. Supervision for students attending school activities outside the regular school day such as clubs, dances, carnivals, practices and games will be provided 30 minutes before and after the activity. Be aware that school nursing services are not available at extracurricular activities or before or after the school day. It is the parents' responsibility to provide any medical needs for their children before or after the school day.

Comply with Safety Rules
Adhere to school developed, on-site traffic plans for vehicles when bringing students to school or picking them up after school. If your children are walkers or bicyclists, encourage them to follow safety rules and use pedestrian-safety features where available.

Notify School of Absences
Contact the school when your child is absent and explain the reason for the absence. It is recommended you call the day of the absence, but parents do have 48 hours to notify the school. In situations specified in the attendance section, written documentation will be required by the school.

Notify School When You Move
Notify the school principal in writing if you move from the last address you have provided the school. You must notify the principal within five days of your move. If you have not moved out of your school's attendance zone, your child may continue at that school and may be entitled to transportation. If you have moved out of your school's attendance zone, in many cases your child may remain in the current school through the rest of the school year, but district transportation will not be provided. If the school discovers you have moved and have not provided notification, your child could be assigned to an alternative school or considered to be "found out of that school's attendance area." This could mean an immediate change of school for your child, and your child could be deemed ineligible for athletics and other activities.

Support School Discipline
Work with school staff members to solve discipline or other problems. You should let the school know if something has happened at home that could affect how your child behaves in school.

Provide Correct Student Pickup Information
Be aware that only people whose names and contact information are listed on the Enrollment Form may pick up a student from school during the school day. The enrolling parent should complete the Health Information Card. Identification must be shown to the office staff when someone signs out a student from school.

Pay Damages
Be prepared to pay for any damage done to School Board property by your child. If payment is

not made and the amount is substantial, the principal will refer the matter to the Superintendent.

Reimburse School
Pay for lost or damaged books or other teaching materials. Failure to pay may mean no other books or materials will be given to your child, your child will not be able to participate in extra-curricular activities or your child will be required to pay the debt through community service at the school. The principal will make those decisions.

Per School Board policy, if you cannot afford to pay for instructional materials or a fee that your child has incurred at school, you may submit a letter to the Superintendent seeking a waiver. Please consult School Board policy for the information necessary to request such a waiver.

Know School's Delivery Policies
Contact the school before delivering items for your child. Allowing deliveries to students is at the discretion of each individual school.

Comply with Cell Phone Policy
If you need to reach your child in an emergency during the school day, contact the front office. ~~Because cell phones and all other forms of electronic communication are to be turned off and put away out of sight once students are at school, parents should not text message or phone their children during the school day.~~Pursuant to Section 1006.07, Florida Statutes, "s student may not use a wireless communication device during instructional time, except when expressly directed by a teacher solely for educational purposes."

Know CHOICE Options
If you want your child to attend a different school, visit the Office of Student Assignment and follow the CHOICE Student Assignment Plan procedures or call them at (941) 708-4971.

Know Parental Rights
Be aware that when parents are divorced or separated, both parents have full rights to participate in the child's school activities and to know what is happening at school. The non-enrolling parent will not be allowed to remove the child from school without the permission of the enrolling parent. A non-enrolling parent has the right of access to student records and information unless a court order prohibits such access.

Curricula and Instructional Materials
In accordance with 1006.28(2)(a) and 1002.20(19)(b), F.S. and School Board Policy 2520, parents have the right to learn about their minor child's course of study, to include the source of any supplemental instructional materials. Parents may request a copy of instructional materials from their child's teacher or may purchase certain materials with a written request to the school's principal. For parents who are interested in learning more about the types and nature of extracurricular activities and club offerings, please visit your school's website.

Parents or Manatee County residents who object to the purchase of specific instructional materials on the basis of moral, sexual, religious, or other perceived harms may complete a form available on the district website. The form must be submitted to the Curriculum Department within 30 days of the district adoption of the specific materials. Parents who object to specific content based on sexuality may also withdraw their minor child from those portions of the school district's required comprehensive health education instruction, with a written request to the school principal.

Classroom Transfers
An enrolling parent has the right to request his or her child be transferred to another classroom teacher. **Parents must formally submit the request in writing** and the principal or designee shall approve or deny the transfer within 2 weeks after receiving such a request. If a request for transfer is denied, the principal or designee must notify the parent and specify the reasons for the denial. This provision does not give parents the right to choose a specific classroom teacher.

Classroom and Bus Removals
Per F.S. 1003.04, the parent of each public K-12 student must cooperate with the authority of the student's district school board, Superintendent, principal, teachers, and school bus drivers, according to F.S. 1003.31 and F.S. 1003.32, to remove the student from the classroom and the school bus and, when appropriate and available, to place the student in an alternative educational setting, if the student is disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive.

Healthcare Services
Per Florida's parental bill of rights, at the beginning of each school year, parents will be notified of all healthcare services offered at their child's school and provided with the opportunity to individually consent to or decline each service. Please visit your child's school website for further information.

PUBLIC NOTICES
The Family Educational Rights and Privacy Act (FERPA), affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

The right to inspect and review the student's education records within 30 days of the day the School receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The right to request amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor,

instructor, or support staff member (including health or medical staff); a person serving on the School Board; a person or company with whom the school has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with requirements of FERPA. The name and address of the Office that administers FERPA are:

FAMILY POLICY COMPLIANCE OFFICE
U.S. DEPARTMENT OF EDUCATION
400 Maryland Avenue,
SW Washington, DC 20202-8520

Annual Notice: Students with Disabilities

Parents have the right to:

a. Have your child take part in, and receive benefits from, public education programs without discrimination due to his/her disabling condition(s).
b. Receive prior notice with respect to identification, evaluation, or educational programming for your child.
c. Have your child receive a free appropriate education.
d. Have your child receive educational services in facilities which are comparable to those provided to non-handicapped students.
e. Examine your child's educational programming decisions made, based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
f. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
g. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the district.
h. File a local grievance with the local school district's grievance officer.
i. File a complaint with the Office for Civil Rights (OCR).
j. Take action through Civil Court.
k. Be represented by an attorney or legal counsel.
l. Request an impartial hearing regarding district decisions concerning the identification, evaluation, or educational programming for the students. The parent/guardian and their legal representative will have full opportunity for participation.
    - The hearing request must be made to the Superintendent of the District.

- The hearing will be held by an impartial hearing officer qualified to hear 504 proceedings.

Notification of Student Social Security Number Collection and Usage
In compliance with Florida Statute 119.071(5), this statement provides notification of the purpose for the collection and usage of student social security numbers by the School District of Manatee County. According to F.S.1008.386, When a student enrolls in a public school in this state, the district school board shall request that the student provide his or her social security number and shall indicate whether the student identification number assigned to the student is a social security number. However, a student is not required to provide his or her social security number as a condition for enrollment or graduation. A student satisfies this requirement by presenting to school enrollment officials his or her social security card or a copy of the card. The Department of Education shall establish a process for assigning a Florida student identification number to each student in the state, at which time a school district may not use social security numbers as student identification numbers in its management information systems. The Commissioner of Education shall assist school districts with the assignment of student identification numbers to avoid duplication of any student identification number.

Service Animals
Subject to specific guidelines, certification, and authorization by the School District of Manatee County, students with disabilities or other medical issues are permitted to have service animals accompany them during the school day. Service animals are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, alerting people to the presence of potentially deadly food allergens, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Please contact your school administration for initiating the process of using a service animal in any Manatee County school.

Military Transfers
Priority is given to the dependent children of active duty military personnel transferring to the School District of Manatee County. Military transfer priority is granted only at the time of the initial military transfer to the district and does not apply to future county-wide program application periods. By state law, dependent children of active duty military personnel transferring into the district are given first priority for placement at the time of their initial transfer. Students who participated in special programs and extracurricular activities at their transferring schools will be given priority access to the same programs and extracurricular activities when available (Florida Statute 1003.05).

Notification of Availability of School Public Accountability Report
The annual school public accountability report is available online through the Florida Department of Education. Please visit the site and select Manatee County, then the appropriate school.

Video Surveillance on School District Property
In order to maintain a safe environment for students, staff and the public, and to control vandalism and criminal activity on School District property, the District has installed and will utilize video

surveillance systems on School District property, including school buses. Any activities recorded on the video cameras may be used for school discipline or for law enforcement purposes. Federal and state law governs disclosure and use of video material, and such material could become part of a student's record. Requests for school videos are exempt under Florida Statute as well as FERPA -34 CFR s. 99.12, unless under a subpoena.

Student Identification

You must have your student ID on you at all times when you are on a school campus or on any district bus. If your school requires you to wear or otherwise display your student ID, then you must follow all procedures pursuant to that rule. You must also display your student ID and have it scanned, each time you board a district bus.

Pledge of Allegiance

F.S. 1003.44 requires the Pledge of Allegiance be recited at the beginning of each school day. When the national anthem is played or the pledge is recited, students and all civilians shall stand at attention, men removing the headdress, except when such headdress is worn for religious reasons. When the pledge is recited, students shall stand with the right hand over the heart. With a written request by a student's parent or guardian, a student will be excused from reciting the pledge, including standing and placing the right hand over his or her heart. When the pledge is given, unexcused students must show full respect to the flag by standing at attention. When the Junior Reserve Officer Training Corps (JROTC) Color Guard presents the colors for the national anthem or Pledge of Allegiance at a school or district function, the audience is asked to rise before the procession begins from the back of the room. The audience remains standing after the pledge or anthem and during the entire time the Color Guard walks to the back of the room. The audience remains standing until the Color Guard is dismissed.

Moment of Silence

Per FS 1003.45, the principal of each public school shall require teachers in first-period classrooms in all grades to set aside at least 1 minute, but not more than 2 minutes, daily for a moment of silence, during which students may not interfere with other students' participation. A teacher may not make suggestions as to the nature of any reflection that a student may engage in during the moment of silence. Each first-period classroom teacher shall encourage parents or guardians to discuss the moment of silence with their children and to make suggestions as to the best use of this time.

The Hope Scholarship Program

If you have been subjected to a range of violent incidents on campus, to include battery, harassment, hazing, bullying, kidnapping, physical attack, robbery, sexual offenses, assault, threat, intimidation, or fighting, your parents may choose to withdraw you from your zoned school and enroll you in another public school that has capacity, or to request a scholarship to attend an eligible private school. Requests for scholarships to participating private schools is on a first-come, first-serve basis and is subject to available funding and other restrictions, per F.S. 1002.40.

Entering Areas Intended for the Opposite Sex

Based upon legislative changes in the law, if you enter an area on campus designated for the opposite biological sex and refuse to immediately leave when asked, there may be a criminal penalty for students age 18 and above 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 an undesignated bathroom.

PUBLIC NOTICES WITH PARENTAL OPT-OUT PROVISIONS

Directory Information/Photographs/Publications

FERPA also requires that the School District, with certain exceptions, obtain written parental consent prior to the disclosure of personally identifiable information from a child's education records. However, the School District may disclose appropriately designated "directory information" without written consent, unless the parent has advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the School District to include this type of information from a child's education records in certain school publications. Examples include:

- A playbill, showing a student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks and law enforcement agencies. If parents do not want the School District to disclose directory information from their child's education records without prior written consent, they must notify the District in writing by September 15 of each year or within 30 days of receiving this annual notice. The School District has designated the following information as directory information:

- Student's name
- Electronic mail address
- Photograph or other likeness (with parental consent)
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of athletic team members
- Degrees, honors, and awards received
- The most recent school attended

NOTE: Objecting to the release of directory information may result in your name, photograph and other directory information being excluded from yearbooks, sports programs, and other school publications. Both parents have a right to see the school records of their child unless there is a certified copy of a court order on file at the school that specifically denies the right to access school records.

Copies of school records are available for minimal copying charge. If you have any questions about these rights, please contact your school office.

Military Opt-Out Procedures

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

Higher Education Opt-Out Procedures

Under federal law, institutions of higher learning are entitled, upon request, to a list of names, addresses, and telephone numbers of high school students, unless you object to such release. You or your parents must notify your principal in writing if you do not want your name, address, and telephone number released to institutions of higher learning without prior written parental consent. This written notification may be submitted at any time and the School District will honor the objection from that point forward unless you otherwise provide written notification to your principal.

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

PPRA affords parents certain rights regarding the District's conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. Consent before students are required to submit a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education: a. Political affiliations or beliefs of the student or student's parent; b. Mental or psychological problems of the student or student's family; c. Sexual behavior or attitudes; d. Illegal, anti-social, self-incriminating, or demeaning behavior; e. Critical appraisals of others with whom respondents have close family relationships;

f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers; g. Religious practices, affiliations, or beliefs of the student or parents; or h. Income, other than as required by law to determine program eligibility. 2. Receive notice and an opportunity to opt a student out of: a. Any other protected information survey, regardless of funding; b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; c. Activities involving collection, disclosure, or use of personal information that has been obtained to market or to sell or otherwise distribute the information to others; and d. In accordance with s. 1002.222(1)(a), the right to opt out of any district-level data collection not required by law. 3. Inspect, upon request and before administration or use, the following: a. Protected information surveys of students; b. Instruments used to collect personal information from students for any of the above for marketing, sales, or other distribution purposes; and c. Instructional material used as part of the educational curriculum. These rights transfer

from the parents to the student who is 18 years old or an emancipated minor under State law. Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-5901

Code of Conduct Committee Members

We would like to recognize and thank the following members of the School District of Manatee County and our surrounding community for contributing to the development of the 2024-2025 Code of Student Conduct.

Patrick Bartholmew – Director of Safety and Security
Larissa Bennett – School Counselor Coordinator
Dr. Laurie Breslin – Executive Director of Student Support and Family Engagement
Kevin Chapman – Executive Director of Administration
Steven Chronis – District Threat Management Coordinator
Travis Cochran – Assistant Principal, Manatee High School
Ginger Collins – Principal, Southeast High School
Pamela D'Agostino- General Counsel
Michelle Danowski – Assistant Principal, Freedom Elementary School
Ashly Dohme – Assistant Principal, Parrish Community High School
Maria Gil – Assistant Principal, Bashaw Elementary School
Melanie Johnson – Assistant Director of Transportation
Lt. Julio Jordan-Escalona – School Resource Officer
Bill Kelley – Director of Risk Management
Rachel Kendzior – Parent Representative
Ronnie King – Principal, Lincoln Middle School
Dr. Terrance Marshall – Assistant Principal, Electa Lee Middle School
Maribeth Mason – Associate Director, ESE
Colleen Maynard - Assistant Director, Manatee Technical College
Mario Mendoza – Coordinator, Migrant Education
James Mennes – Principal, Mills Elementary
Jennifer Moore – Assistant Principal, Abel Elementary School
Amy Ross Bradl – ESE Teacher, Willis Elementary School
Sharon Scarbrough – Executive Director of Secondary Schools
Dr. Angela Schmitz – Specialist, Neglected and Delinquent
George Schrier- Director of Student Services
Matthew Sevarino – Parent, Southeast High School
Nick Sevarino – Student, Southeast High School
Jacob Sponsel – Assistant Principal, Nolan Middle School

We would like to recognize and thank the following members of the School District of Manatee County and our surrounding community for contributing to the development of the 2023-2024 Code of Student Conduct. A very special thank you to the students and parents of Manatee County Youth Commission and their advisor Ally Bergman.

Brad Baietto – Assistant Principal, Braden River Middle School

Patrick Bartholomew – Director of School Safety and Security

Larissa Bennett – School Climate Coordinator

Amy Bradl – Teacher, Willis Elementary School

Phil Burghardt – Parent Task Force

Kara Carney – Teacher – Rogers Gardens-Bullock Elementary

Paul Champagne – Assistant Principal, Parrish Community High School

Kevin Chapman – Director of Strategic Planning

Willie Clark – Executive Director of Secondary Education

Kimone Cooper – Assistant Principal, Buffalo Creek Middle School

Shelly Decesare – Principal, Electa Lee Middle School

Scott Flynn – Assistant Principal – Prine Elementary School

Dr. Jennifer Gilray – Assistant Director, Manatee Technical College – Main campus

Samara Hemingway Primous – Principal, Samoset Elementary School

Bill Kelley – Director of Risk Management

Mario Mendoza – Coordinator, Title One and Migrant Programs

Mike Mullen – Principal, Martha B. King Middle School

Joe Roberts – Exceptional Student Education Coordinator

Quantas Simmons – Assistant Principal, Palmetto High School

Latrina Singleton – Director, Federal Programs

Mitch Teitelbaum – General Counsel, School District of Manatee County

Samantha Webb – Principal, Abel Elementary School

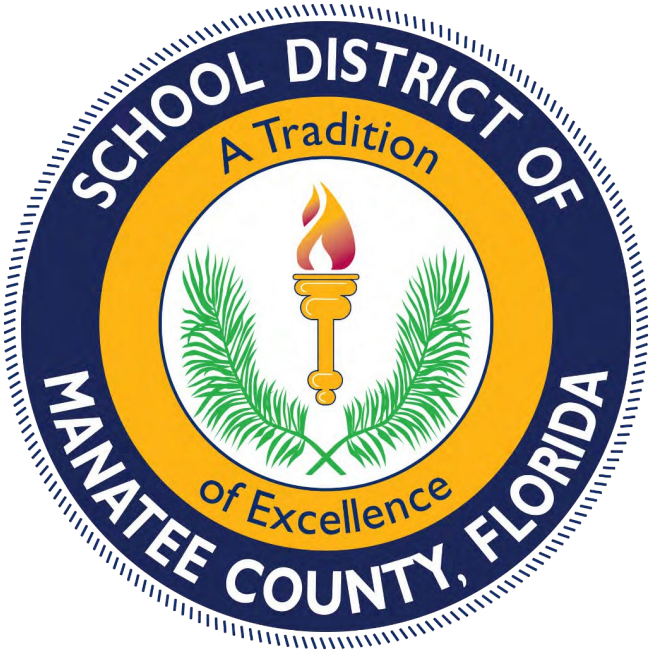
Dr. Skip Wilhoit – Safe Schools, Drop-Out Prevention & Student Intervention Specialist

CPT Stanley Schaeffer - Selective Enforcement Division Commander – MCSO

LT Julio Jordan – SRO Unit Supervisor – Manatee County Sheriff's Office (MCSO)

LT Shannon Seymour – SRO Unit Supervisor – Bradenton Police Department

Educating & Developing All Students Today



For Their Success Tomorrow