Agenda
Updated 5/1/2025

May 5, 2026
School Board of Manatee County
Workshop - 10:00 AM
Walter Miller School Support Center
Board Room

Times Indicated are Approximate

1. CALL TO ORDER

2. AGENDA AMENDMENTS

1. Approval of the Agenda Amendments - added after publishing

3. PUBLIC COMMENTS

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

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

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

4. WORKSHOP

1. Level Up Program, Game On Nation - updated 5/1/2026
2. Presentation of the Proposed Changes to the Student Progression Plan for the 2026-2027 School Year - updated 5/1/2026
3. Presentation of the Proposed Changes to the Code of Student Conduct for the 2026-2027 School Year - updated after publishing

5. ADJOURNMENT

AGENDA ITEM NO. 2.1

School Board of Manatee County
May 5, 2026 - Workshop
Action Item

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

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

Agenda amended Friday May 1, 2026 to ***add*** attachment **to** Workshop Item *Level Up Program, Game On Nation.*

Agenda amended Friday, May 1, 2026, to **add** attachment **to** Workshop Item *Presentation of the Proposed Changes to the Student Progression Plan for the 2026-2027 School Year - updated 5/1/2026*

Agenda amended Friday, May 1, 2026, to **add** attachment **to** Workshop Item *Presentation of the Proposed Changes to the Code of Student Conduct for the 2026-2027 School Year - updated after publishing*

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

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

Recommendation
The Superintendent recommends the approval of the agenda amendments.

Financial Impact
There is no financial impact to amending the agenda.

Contact
Submitting Department: School Board

AGENDA ITEM NO. 4.1

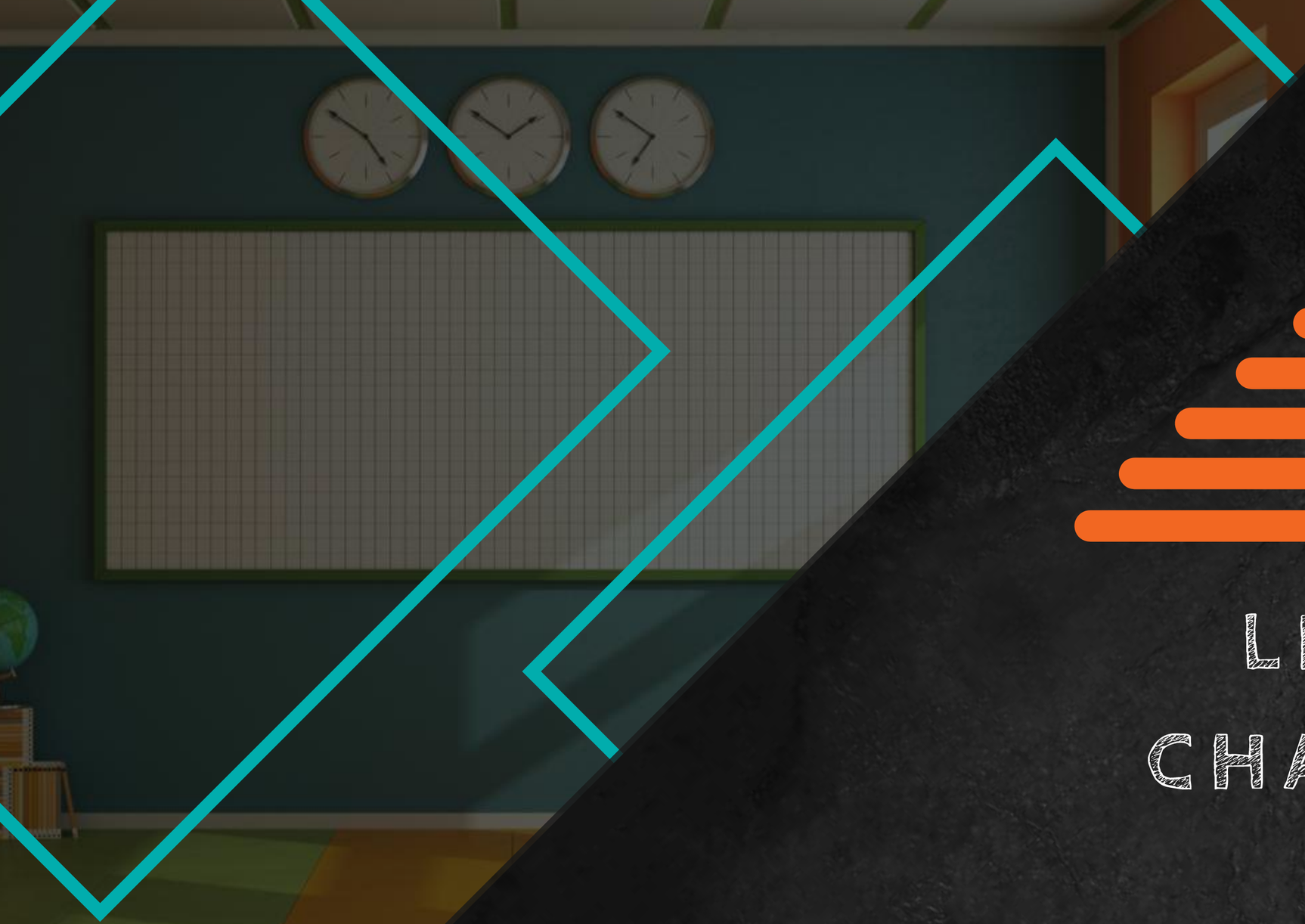
School Board of Manatee County
May 5, 2026 - Workshop

Title
Level Up Program, Game On Nation - *updated 5/1/2026*

Executive Summary
Erin Watson, from Game On Nation, and Dr. Chuck Fradley, Executive Director of Middle Schools, will present 2025-2026 feedback and implementation data from the Level Up Program; Including recommendations for the 2026-2027 school year.

Contact
Submitting Department: Instructional Services
Initiated By: Dr. Chuck Fradley

Attachments:
Level Up U -added after publishing



LEVEL UP U

LEVELING UP CHARACTER ED

game on
teamwork + communication

What Makes Us Different

- **Proven Methodology Since 1997** – Nearly three decades of experience delivering results-driven communication and leadership training.
- **Improv-Based, Skills-Focused Learning** – Practical application, not passive instruction; participants practice real-world communication and collaboration skills.
- **Immediate Application** – Tools and frameworks participants can implement immediately to improve team and individual effectiveness.
- **Experienced Facilitators** – Skilled professionals who create structured, engaging, and outcome-oriented learning environments and provide effective training for teacher implementation.

GO OUR CLIENTS

DIVERSITY OF ORGANIZATIONAL IMPACT

With nearly 30 years of experience helping high-performing teams, leaders, and organizations improve, Game On delivers the spark to help bring learning to life, improv-based, practical exercises.

SPORTS TEAMS + ORGANIZATIONS

NASCAR
NEW YORK RANGERS
ATLANTA FALCONS
BILLS
UCLA BRUINS
SEC
CAA SPORTS
NFL
WASHINGTON SPIRIT
MEMPHIS GRIZZLIES
NBA

CORPORATIONS + CONFERENCES

Deloitte.
MERCK
PEPSICO
AMB SPORTS+ ENTERTAINMENT
Hilton
UNDER ARMOUR
GATORADE
OAKLEY
VISTRIA
PGA TOUR SUPERSTORE
HOLDER
PGT Custom Windows and Doors

MILITARY + GOVERNMENT

JOINT SPECIAL OPERATIONS COMMAND
NASA
U.S. HOUSE OF REPRESENTATIVES
UNITED STATES NAVY SEALS
USDA
NOAA
THE DEPARTMENT OF THE TREASURY 1789
VA U.S. Department of Veterans Affairs

WHY IMPROV?

BALANCING CHALLENGE AND SUPPORT WHILE BUILDING TRUST



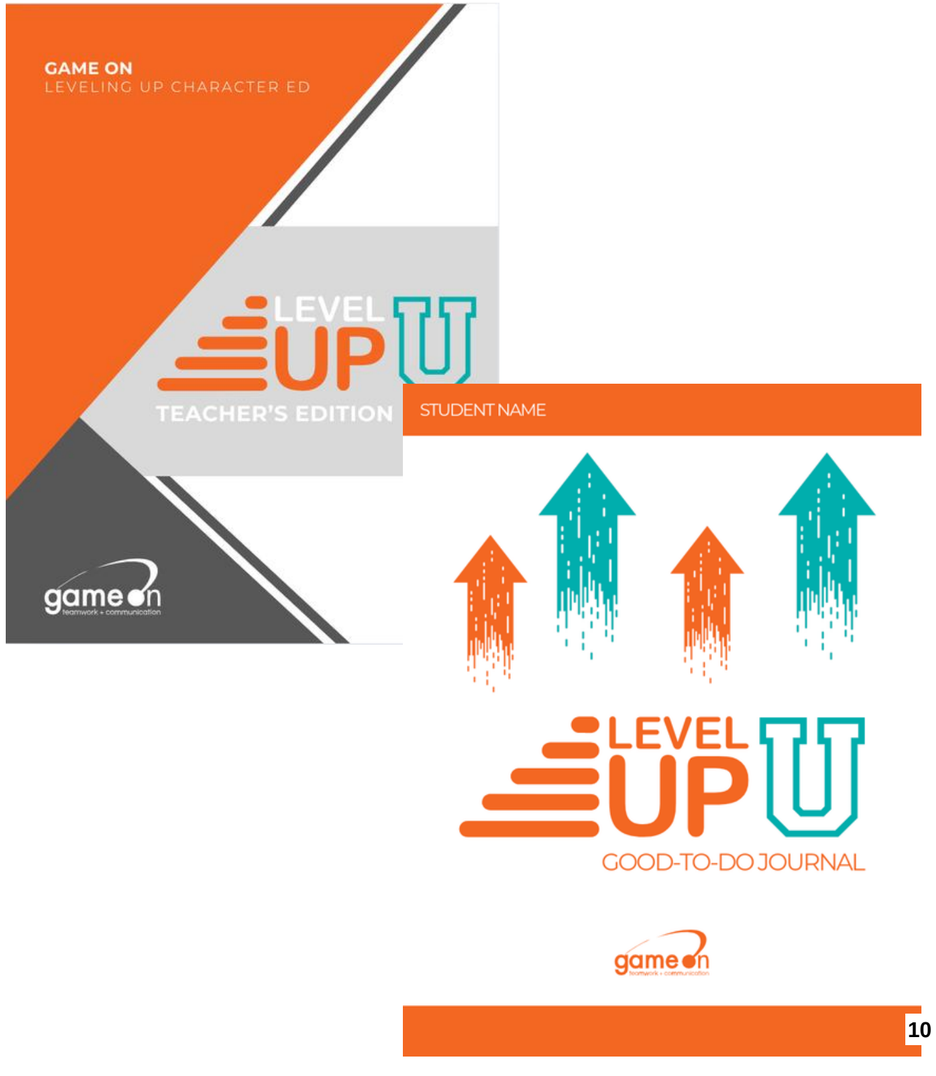
LEVEL UP U

ABOUT THE PROGRAM

Leveling Up Character Education

Level Up U helps Middle School students:

- Learn through a teacher-led, improv-based experience
- Practice real-world scenarios that build resiliency skills like awareness, empathy, leadership, critical thinking, and conflict resolution
- Strengthen decision-making skills
- Develop essential soft skills in communication, collaboration, and reflection through written and oral communication



ABOUT

STANDARDS-DRIVEN CURRICULUM

HE.6.8.R RESILIENCY

- Character
- Personal Responsibility
- Mentorship and Citizenship
- Critical Thinking and Problem Solving

ELA.C.1 COMMUNICATING THROUGH WRITING

- Personal Narrative
- Point of View
- Support Claims + Identify Counterclaims
- Logical Reasoning

ELA.C.2 COMMUNICATING ORALLY

- Oral Presentations
- Logical Sequence
- Tone + Audience Awareness
- Nonverbal cues + communication

TEACHERS

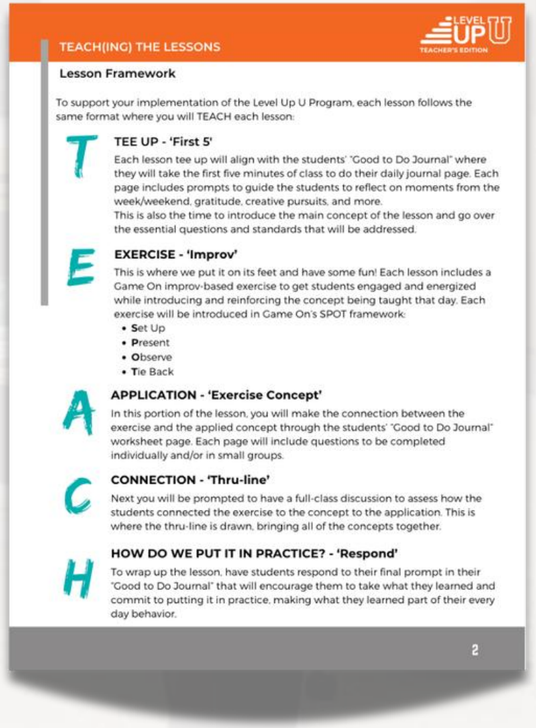
TRAINING AND RESOURCES

LEVEL UP U TEACHER INSTITUTE

- Four-day immersive training in Level Up U Curriculum
- Top-tier training and instruction in the Level Up U methodology and curriculum
- Fundamentals of improv-based training and its impact on the learning environment
- Best practices in classroom engagement and management strategies

TEACHER RESOURCES

- Detailed lesson plans aligned to State Standards
- Guides for each improv-based exercise used throughout the Level Up U curriculum
- Video library of the improv-based exercises
- Extension lessons for substitute coverage, out of class assignments, and other uses
- Classroom visits from Game On training team


TEACH(ING) THE LESSONS

LEVEL UP U TEACHER'S EDITION

Lesson Framework

To support your implementation of the Level Up U Program, each lesson follows the same format where you will TEACH each lesson:

T **TEE UP - 'First 5'**

Each lesson tee up will align with the students' "Good to Do Journal" where they will take the first five minutes of class to do their daily journal page. Each page includes prompts to guide the students to reflect on moments from the week/weekend, gratitude, creative pursuits, and more.
This is also the time to introduce the main concept of the lesson and go over the essential questions and standards that will be addressed.

E **EXERCISE - 'Improv'**

This is where we put it on its feet and have some fun! Each lesson includes a Game On improv-based exercise to get students engaged and energized while introducing and reinforcing the concept being taught that day. Each exercise will be introduced in Game On's SPOT framework:

- **S**et Up
- **P**resent
- **O**bserve
- **T**ie Back

A **APPLICATION - 'Exercise Concept'**

In this portion of the lesson, you will make the connection between the exercise and the applied concept through the students' "Good to Do Journal" worksheet page. Each page will include questions to be completed individually and/or in small groups.

C **CONNECTION - 'Thru-line'**

Next you will be prompted to have a full-class discussion to assess how the students connected the exercise to the concept to the application. This is where the thru-line is drawn, bringing all of the concepts together.

H **HOW DO WE PUT IT IN PRACTICE? - 'Respond'**

To wrap up the lesson, have students respond to their final prompt in their "Good to Do Journal" that will encourage them to take what they learned and commit to putting it in practice, making what they learned part of their every day behavior.

2

Level Up U (Game On) has had a tremendous impact on students fortunate enough to take the course. Through meaningful lessons and practical skill-building, students gained knowledge that will have a lasting influence on their lives. The program empowered them to not only

OUTCOMES

School Implementation and Data

BRADEN RIVER MIDDLE SCHOOL

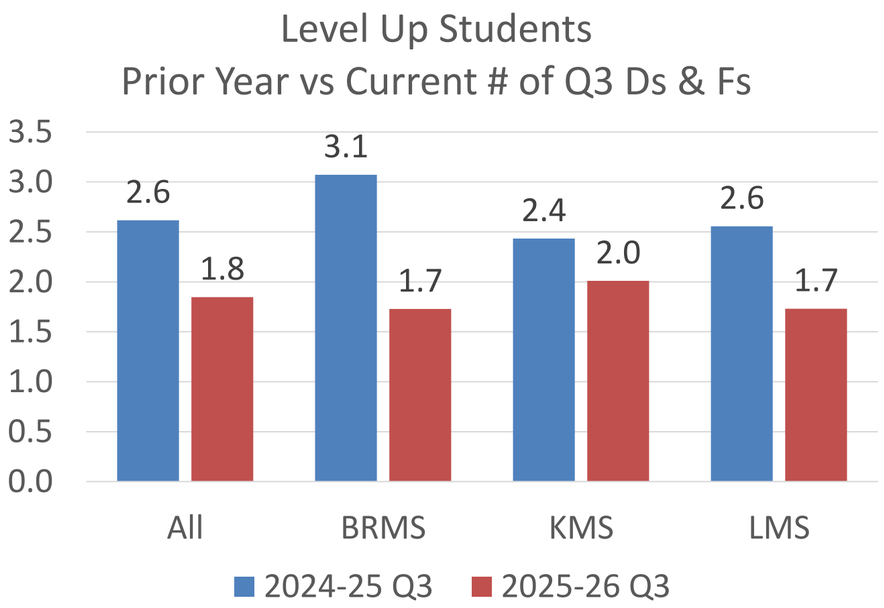
- 2 sections per semester
- One teacher (Dean trained as well)
- Selected student participation
- Class capped at 20 students

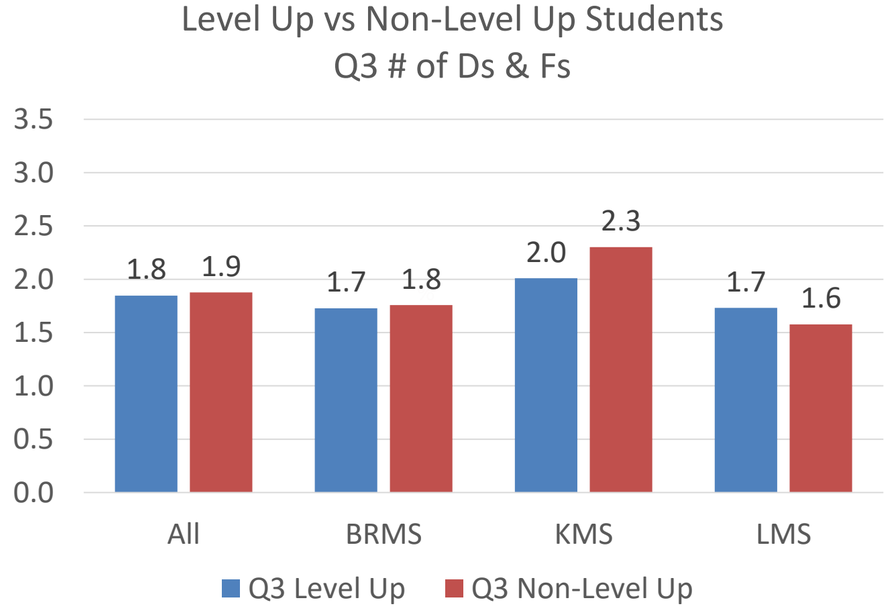
KING MIDDLE SCHOOL

- Teacher 1: 7 sections per semester
  - Part of Career Clusters and Technology
  - Up to 35 students
- Teacher 2: Year-long course, 6 sections (small classes)
  - Implemented in study skills

LEE MIDDLE SCHOOL

- 2 sections per semester
- One teacher (Dean trained as well)
- Elective Course (with wait list)
- Class capped at 20 students





PROPOSAL

2026-2027 School Year

INCREASE IMPACT

- Grow from 3 sites to 7
- 2025-2026:
  - Braden River MS
  - Lee MS,
  - King MS
- 2026-2027:
  - Braden River MS
  - Lee MS
  - King MS
  - Sugg MS
  - Lincoln MS
  - Palm View K-8
  - Horizons Academy

SCOPE OF WORK

- 22 sections impacting 440 Students
- Budget Impact:
  - Materials: $110,000
  - PL: $ 30,000
  - **Total**: $140,000

TRAINING

- Up to 10 teachers
- Additional focus on workbook usage
- More opportunities for practice implementation

SUPPORT AND SURVEYING

- Weekly check in emails
- Quarterly class visits
- Expanded online platform support
- Quarterly teacher surveys
- End of semester student surveys



FEEDBACK

TESTIMONIALS

- *"I would recommend Game On to other people because it gets your brain running."* ***Student M.B.***

- *"I liked the journal because I like to draw and I can share feelings and emotions. I feel it helped me."* ***Student K.A.***

- *"I learned the rules of life. Laugh with, not at each other. Celebrate small things, no talking when someone else is, and stay focused with a goal."* ***Student A.M.***

- *"Some things I learned are to be helpful and nice to people and to not always have a short temper with people. That's what I am going to take with me."* ***Student B.F.***

- *"I learned to have each other's back. My experience with Game On was very cool."* ***Student B.C.***

"Level Up U (Game On) has had a tremendous impact on students fortunate enough to take the course. Through meaningful lessons and practical skill-building, students gained knowledge that will have a lasting influence on their lives. The program empowered them to not only
"Level Up U (Game On) has had a tremendous impact on students fortunate enough to take the course. Through meaningful lessons and practical skill-building, students gained knowledge that will have a lasting influence on their lives. The program empowered them to not

FEEDBACK

TESTIMONIALS

- *"Game On/Level Up has helped many of our students build better social skills, better communication skills as well as boost their confidence during the difficult transition from Elementary to Middle School."*
  Michael Mullen, King Principal

- *"The Game On/Level Up program has been an extremely powerful addition to the work that we are doing at Lee Middle School, providing targeted mentorship and engaging in meaningful connections with our students. As a result, we are witnessing decreased absences, increased student engagement, and improved behavior. The program has proved to help our students level up both inside and outside of the classroom."*
  Kimone Cooper, Lee Principal

- *"Level Up has had a tremendous impact on students fortunate to take the course. The program empowered them to not only make better decisions during the school year; it will also help shape their future decisions as responsible, productive citizens within our County, State, and Nation."*
  Kim Zenon, Braden River Middle Principal



WWW.GAMEONNATION.COM

FOR INQUIRIES, PLEASE CONTACT:

ERIN WATSON
DIRECTOR OF PROGRAMS AND CONTENT
ERIN@GAMEONNATION.COM

AGENDA ITEM NO. 4.2

School Board of Manatee County
May 5, 2026 - Workshop

Title
Presentation of the Proposed Changes to the Student Progression Plan for the 2026-2027 School Year - *updated 5/1/2026*

Executive Summary
The Student Progression Plan for Manatee County defines the criteria for 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. Each year, the Student Progression Plan is reviewed and updated based on changes to Florida law, state board rules, and department recommendations.

Derek Jensen, Deputy Superintendent of Instruction, will provide an overview of the Student Progression Plan and the proposed changes for the 2026-2027 school year.

Contact
Submitting Department: Instructional Services
Initiated By: Derek Jensen

Attachments:
2026-2027 DRAFT SDMC STUDENT PROGRESSION PLAN--added after publishing
2026-27 DRAFT Student Progression Plan Change Log-added after publishing
05-05-2026 Student Progression Plan Revisions Presentation-added after publishing

2026-2027 Student Progression Plan

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

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

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

For purposes of this document, pursuant to Florida Statute, "Parent" is either or both parents of a student, any guardian of a student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of the parent (FS 1000.21(6)).

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

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

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General Information (K-12)

I. Admission and Enrollment

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

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

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

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). 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

Deleted: Any Florida student who resides outside of Manatee County who wishes to attend the School District of Manatee County must have permission from both the school district of his or her residence and the Manatee County School District. The Superintendent or designee is authorized to give permission. Students must apply annually; any student who receives permission prior to the start of the school year will be granted permission for the upcoming school year only. Any student receiving permission to attend after the first day of school will be granted permission to complete the current school year only. The student must maintain acceptable attendance, discipline, and academic requirements. The student does not have a property interest in attending the school, and the Superintendent may revoke the student's permission to attend at any time. ¶

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

2. Evidence of immunization against communicable diseases

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

- Health exam (DH-3040 or equivalent) COMPLETED and SIGNED by a health professional who is licensed in Florida or in the state where the student resided at the time of the health examination and who is authorized to perform a general health examination under such licensure. The exam must be completed within the 1 year prior to the child enrolling in a Florida School. Children are not admitted to school without a health exam. Contact a medical provider (doctor/clinic) for a school health exam (DH-3040).
- Immunization Documentation:
  - Certificate of Immunization (DH 680) with all immunization dates completed and/or updated by the medical provider. Students entering the designated grade levels are required to show proof of these vaccines or a valid medical exemption before entry into school; or
  - Religious Exemption from Immunization (DH 681)

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

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

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

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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

Grade Placement

In the absence of educational records or if a student's records reflect an age discrepancy of two years or more, placement will be according to chronological age as indicated in the following chart. Starting July 1, 2026, students who turn the age of 5 or 6 on or before September 1st of that year will be placed according to age:

Age	2026-27 Year of Birth	Grade Placement
5	2021	Kindergarten
6	2020	1st Grade
7	2019	2nd Grade
8	2018	3rd Grade
9	2017	4th Grade
10	2016	5th Grade
11	2015	6th Grade
12	2014	7th Grade
13	2013	8th Grade
14	2012	9th Grade
15	2011	10th Grade
16	2010	11th Grade
17	2009	12th Grade

Grade 1 Entry Requirements: Any child who will attain the age of six years on or before September 1st of the school year shall be admitted to grade 1 at any time during the school year if the child has successfully completed the kindergarten program or has otherwise met the criteria for admission or transfer in a manner similar to that applicable to other grades. The completion of kindergarten is defined as satisfactory completion in a public school, non-public school, or home education program from which SDMC accepts transfer of credits.

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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). The pick-up/emergency contacts list on the enrollment/biographical form are generally determined by the enrolling parent, and/or by court order. It is the intent that both parents are listed on the pick-up list, unless disqualified by Court Order or other legal reasons. If both parents are listed on the pick-up list, either parent may designate individuals for pick-up. The school administration will not intervene in disputes between parents on issues regarding those listed on the pick-up list. Those disputes must be resolved in a different forum.

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

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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)].

Personalized Education Program (PEP) and Private Pay Option

Students receiving a Personalized Education Program (PEP) scholarship and other students not attending public school who wish to take courses in an SDMC school may enroll if the student contracts for classes on a private pay basis. Procedures will be available on the SDMC website for the 2026-2027 school year. Participation is on a space available basis, and students must meet the same registration requirements as full-time students.

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 for more than a 9-week grading period 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.

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3. Except as provided in (4) below, students may not enroll in or continue in a regular high school if they cannot earn the number of required credits to graduate by their 20th birthday. The student may enroll in county adult programs or alternative programs.
4. For students with disabilities who have not graduated with a Standard Diploma, the district will provide services until the end of the school year in which the student turns 22 years old, providing that the student was 21 years old on the first day of school.
5. English Language Learners (ELL) who have completed the credits required for graduation and who have failed to meet the 10th grade standards as measured by the required state assessments shall be eligible for compensatory education for "a thirteenth year" as provided in Section 1003.433.F.S. Students who have an ELL Entry Date of two or fewer years may be eligible for the Alternate Pathway for ELLs to meet the ELA graduation requirement (1003.433(3), F.S.).
6. If a foreign-born ELL student without records enters school, the student must be placed age appropriately (14= 9th grade, 15= 9th or 10th grade, 16=10th grade, and 17=11th grade), and the Uniform Transfer Records Guideline Verification Process must be followed.
7. Per the State of Florida Consent Decree and the Office of Civil Rights, no student may be denied enrollment in the regular high school program on the basis of refugee status or limited English proficiency. Students who qualify for ELL services must be placed age appropriately if no official transcript is available.
8. Students who enter without records are eligible for the verification process as defined in the Uniform Transfer of Records Guidelines.

School Choice Options

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

Applications to participate in the Voluntary School Choice Controlled Open Enrollment Program shall be available at all school sites via the parent kiosk and through the parent portal and the Office of Student Assignment during the School Choice Open Enrollment period. This application shall be completed by the student's enrolling parent and submitted to the designated office prior to the close of the School Choice Open Enrollment period. Choice applications may be denied for SDMC students that are not in good standing due to severe attendance issues or disciplinary referrals. Students who have been approved through the Controlled Open Enrollment process to attend a school out of their assigned area will be governed by the following rules:

1. High school athletic eligibility at the Choice school will be determined according to the provisions of the Florida High School Athletic Association (FHSAA). If there is a question regarding the eligibility of any student, FHSAA procedures shall be followed.
2. Students receiving School Choice are approved through the completion of the highest grade level at that school. The Choice school, therefore, becomes the student's assigned district attendance school.

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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 for revocation during the school year (end of 1st semester and end of school year) is subject to review by the District Administrative Appeals Committee. The principal's recommendation for immediate revocation for extreme cases is subject to review by the district Child Study Team for recommendation.

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

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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.

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

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to determine "age" at entry. Coordination with the school-based ELL Committee is recommended to assist in course placement for such students. Students cannot be denied access to free and appropriate education due to lack of academic records. If an out-of-country student without records enters school, the student must be placed age appropriately, and the Uniform Transfer of Records Guideline Verification Process must be followed.

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

State Uniform Transfer of Credit Guidelines for Middle School

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

1. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value, subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.
2. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined below.
3. Alternative Validation Procedure:

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

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

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

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

   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:

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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 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 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.

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

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

3. 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.

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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

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:

1. 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 Instructional Services departments have the responsibility to ensure this information is printed prior to September 1st each year.

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Allocation of Resources

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

1. First, to VPK students who have a substantial deficiency in early literacy or early mathematics skills and students in grades K- 3 who have a substantial deficiency in reading or the characteristics of dyslexia and to students in grades K-4 who have a substantial deficiency in mathematics or the characteristics of dyscalculia.
2. Second, to students who score below grade level on required state assessments, including:
    a. Students in grades 3-10 who score Level 1 or 2 on required state assessments in English Language Arts (ELA) or mathematics or who fail the End of Course (EOC) Exam;
    b. Students in grades 11-12 who do not meet the required state assessments or EOC graduation requirement in English Language Arts (ELA) or mathematics.
3. Third, to students who failed to meet the performance levels required for promotion.

Participation in District and State Assessments

All students in grades Pre-K through 12 must participate in Florida's statewide assessments and progress monitoring system as required by Florida Statute. District progress monitoring assessments are also administered to K-12 students at intervals throughout the year. Schools will participate in assessments for learning as indicated in the District Assessment Schedule.

Reporting to Parents:

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

All written and oral communication between school district personnel and parents of current or former English Language Learners shall be in the parents' primary language or other mode of communication commonly used by the parents, unless clearly not feasible (6A-6.0904).

Report Card

The report card must clearly depict the following:

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

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Excellent, S- Satisfactory, I-Improving, N-Needs Improvement, U-Unsatisfactory) for third through fifth grades. Secondary marks are 1, 2, 3, or 4 (1-Excellent, 2-Satisfactory, 3-Needs Improvement, 4-Unsatisfactory); and

3. The student's attendance, including absences and tardies.

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

Each English Language Learner receiving English for Speakers of Other Languages (ESOL) services is graded based on his/her academic progress at his/her level of English proficiency using ACCESS 2.0 for ELLs assessment results. The teacher must document that accommodations and strategies of instruction and assessment were employed, which allowed the student to demonstrate progress in the achievement of the benchmarks and grade-level expectations. A grade of "Unsatisfactory," "D," or "F" may only be assigned to an English Language Learner receiving ELL services if he/she received appropriate accommodations and strategies in instruction and assessment, and the student demonstrated no progress toward achieving the standards and grade-level expectations at his/her level of English proficiency. These adaptations and strategies must be documented in teacher lesson plans. School administrators in charge of teacher evaluation are responsible for ensuring that teachers are adapting instruction and assessment to provide comprehensive instruction to ELL students.

A student with a disability who is taking standardized state assessments, such as required state assessments, is graded on his/her achievement of the standards, benchmarks, and grade-level expectations appropriate for his/her grade using the standard report card. The student is to be given appropriate accommodations for all classroom instruction and testing as documented on the student's Individual Education Plan (IEP). Per state rule 6A-1.0943, a student with a significant cognitive disability may participate in the Florida Standards Alternative Assessment if the eligibility requirements for Florida Standards Alternate Assessment are met and documented on the IEP. The student is to be given appropriate accommodations for all classroom instruction and testing as documented on the student's IEP. The student will be graded on his/her achievement of the Access Point Standards using the standard report card.

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

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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

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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.

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

In addition to an intervention plan, which includes progress monitoring, 3rd- 10th grade students, performing at Level 1 or Level 2 on required state assessments, must receive intensified support the following year. An Early Warning System and Elementary Reading Decision Tree will be used by problem-solving teams to identify K-5 students in need of supplemental and intensive supports in the areas of behavior, attendance, and academics. Evidence-based, explicit, systematic, and multi-sensory reading intervention strategies grounded in the science of reading must occur beyond the 90-minute literacy block with frequent, ongoing progress monitoring for students identified as having a substantial reading deficiency. Students identified as having a substantial reading deficiency must receive intervention instruction from a teacher who is reading endorsed, certified, or has earned a literacy micro-credential. Mathematics intervention may be integrated within the student's current mathematics class or before or after school in grades K-4. Students identified as having a substantial mathematics deficiency must receive intervention instruction from an educator with a bachelor's degree or higher who holds an active valid Florida Educator Certificate as defined in s. 1012.56, F.S. or a trained tutor as defined in paragraph (2)(c) of Rule 6A-6.0533.

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

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

1. Diagnostic Assessment:

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

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

b. For students scoring Level 1 or 2 on the required state reading assessments, reading proficiency 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:

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(i) Variety of opportunities for practice

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

(iii) Smaller chunks of text or content

(iv) Guided and independent practice

(v) Skill development and practice integrated into all activities

(vi) Frequent progress monitoring

(vii) Criterion-based evaluation of success

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

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

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

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

b. Targeted strategies to accelerate learning;

c. Measurable targets or goals for each deficit area;

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

e. For reading deficiencies, identification of a student's specific areas of need in phonemic awareness, phonics, fluency, comprehension, vocabulary, and/or oral language.

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

(i) Summer school

(ii) Dropout prevention services

(iii) Parent tutorial programs required

(iv) Contracted academic services

(v) Reading instruction

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

(vii) Tutoring

(viii) Mentoring

(ix) Intensive skill development programs

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

3. Parent Consultation and Communication

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

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

Schools may not wait for a kindergarten through grade 3 student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive interventions. Additionally, schools may not wait for a Voluntary Prekindergarten through grade 4

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

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

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

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

Parental approval for general education instructional interventions is not required.

4. Monitoring for Results:

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

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

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

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The intervention plan, including the plan for monitoring progress, can be documented on a student's Individual Education Plan (IEP), English Language Learner's Plan (ELL), or Section 504 Accommodation Plan.

5. For Elementary School Students who are retained:

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

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

Career and Technical Education Course Offerings

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

Required Instruction

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

Parental Rights

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

1. The right to direct the education and care of his or her minor child.
2. The right, pursuant to s. 1002.20(2)(b) and (6), to apply to enroll his or her minor child in a public school or, as an alternative to public education, a private school, including a religious school, a home education program, or other available options, as authorized by law.
3. The right, pursuant to s. 1002.20(13), to access and review all school records relating to his or her minor child.
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;

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

c. A purpose related to regular classroom instructions;

d. Security or surveillance of buildings or grounds; or

e. A photo identification card.

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

Curricula and Instructional Materials

In accordance with 1006.28(2)(a) and 1002.20(19)(b), F.S. and School Board Policy 2520, parents have the right to learn about their minor child's course of study, to include the source of any supplemental instructional materials. Parents may request a copy of instructional materials from their child's teacher or may purchase certain materials with a written request to the school's principal. For parents who are interested in learning more about the types and nature of extracurricular activities and club offerings, please visit school website.

Parent or Manatee County residents who object of the purchase of specific instructional materials on the basis of moral, sexual, religious, or other perceived harms may complete a form available on the district website. The form must be submitted to the Curriculum Department within 30 days of the district adoption of the specific material. Parents who object to specific content based on sexuality may also withdraw their minor child from those portions of the school district's required comprehensive health education instruction, with a written request to the school principal.

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Elementary School Education (Grades K-5)

I. Program of Studies Grades K-5

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

English Language Arts (ELA)

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

Physical Education (PE) and Recess

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

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

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

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

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4. Teacher and school counselor recommendations

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

Whole-Grade Promotion:

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

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

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

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

   b. The student must be recommended by the principal, parent, classroom teacher, or school counselor.

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

Mid-Year Promotion:

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

1. The student must be consistently performing above grade standards on a locally determined assessment, a statewide assessment or a standardized assessment in reading/language arts and mathematics for each of the past two years. In the event a student does not have two years of data, schools will use state and district assessment data for ELA and mathematics.
2. The student must be recommended by the principal, classroom teacher, parent, or school counselor.
3. All mid-grade promotions must be approved by a district promotion committee and take place prior to the end of first semester and entered appropriately in the student information system.
4. Third graders must meet all the requirements in statute for mid-year promotion (s. 1008.25(8), F.S., Rule 6A-1.094221, F.A.C., and Rule 6A-1.094222, F.A.C.). Students cannot skip third grade. The criteria for students promoted on or before November 1st are as follows:

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

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

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

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

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

   i. Be selected by the school district;

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

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

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

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

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

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

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

Subject-Matter Acceleration:

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

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II. Promotion and Good Cause Placements

Promotion Requirements

All decisions pertaining to the promotion or retention of students will be communicated to parents and made under the authority of the School District of Manatee County in accordance with Florida statute. A student in K-2 or 4-5 is promoted if the student demonstrates mastery of the currently adopted state standards in core academic subject areas. In accordance with state statute, K-5th grade students are mandated to participate in required state-approved assessments. Grade 3 students must score a Level 2 or higher on the English Language Arts statewide, standardized assessment for promotion to grade 4. A student may not be retained more than once in grade 3.

K-2 and 4-5 students will be promoted or "Good Caused" each year with their cohort group. Those students who do not meet grade-level standards in English Language Arts and mathematics will be supported in the next grade level through intensive remediation as well as an alternative instructional setting if needed. In cases where a K-2 student may benefit from a retention, the following requirements must be met:

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

Good Cause Criteria for K-2

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

Grades K-2 Good Cause
Good Cause "A-ESE" –A student with a disability in grades K-2 can be placed for good cause if the Individual Education Plan (IEP) indicates that the student is making adequate progress towards their individual goals and/or is receiving services appropriate to progressing their individual skills. Documentation indicates that the promotion of the student with disabilities is appropriate, based upon the student's academic record, and shall be submitted from the student's teacher/therapist to the school principal.
Good Cause "A-ESOL" – An English Language Learner (ELL) who has had less than two years of instruction in English for Speakers of Other Languages (ESOL) program (not including PreK) based on the initial date of entry into a school in the United States (DEUSS), can be placed for good cause.

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Good Cause "A-504" – A student with a Section 504 plan can be placed for good cause if the Report of Conference Form indicates the student's disability along with the recommendation and reasons for the student's exemption from the promotion criteria in reading and mathematics. Documentation of remediation in reading and/or mathematics will be included within the school-wide progress monitoring plan.
Good Cause "A-Com" – A student in grades K-2 can be placed for good cause if a committee comprised of the student's teachers, school counselor, or other appropriate personnel as designated by the principal documents the recommendation and the reasons for the student's exemption from the promotion criteria. Documentation could be included in a student portfolio, case conference notes, or documentation in the school-wide progress monitoring plan. Student will receive intervention and support in the next grade level. No student can be assigned to a grade level based solely on age or other factors that constitute social promotion.

Good Cause Criteria for Grade 3

Good Cause Criteria:

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

Grade 3 Good Cause
Good Cause "1" –English Language Learners who have had less than two years of instruction in English for Speakers of Other Languages (ESOL) program (not including PreK) based on the initial date of entry into a school in the United States (DEUSS).
Good Cause "2" – Students with disabilities whose Individual Education Plans (IEP) indicate that participation in statewide assessment is not appropriate, consistent with the requirements of section 1008.212, F.S..
Good Cause "3" – Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment that has been approved by the Department of Education, administered after the required grade 3 statewide standardized English Language Arts assessment under Section 1008.22, F.S. The required percentile passing score for each approved alternative standardized reading assessment will be determined by the Department of Education.

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Good Cause "4" – Students who demonstrate, through a student portfolio, that they are reading on grade level as evidenced by demonstration of mastery of the State Standards in reading equal to at least a Level 2 performance on required state assessment. To demonstrate mastery of the required reading skills, the student portfolio must: • be selected by the student's teacher; • be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom; • include evidence that the benchmarks assessed by the grade 3 statewide, standardized English Language Arts assessment have been met. Evidence is to include grade-level passages that are approximately 50% literary text and 50% informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. English Language Arts Standards; • be an organized collection of evidence of the student's mastery of the B.E.S.T. English Language Arts Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. For each benchmark, there must be at least 8 items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark; and • be signed by the teacher and principal as an accurate assessment of the required reading skills. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
Good Cause "5" – Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an Individual Education Plan (IEP) or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for 2 years or more but still demonstrates a deficiency and was previously retained in prekindergarten, kindergarten, grade 1, grade 2, or grade 3.
Good Cause "7"– Any third-grade student receiving intensive remediation in reading for two or more years, but still has deficiency in reading and has been previously retained in K-3 for a total of two years. If placed under this exemption, intensive reading instruction must include an altered instructional day that includes specialized diagnostic information and specific reading strategies. A student may not be retained more than once in 3rd grade. Any currently retained 3rd grader would qualify for this Good Cause.

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

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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:

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

Summer School

In the summer before entering kindergarten, VPK students who score below the twenty-fifth (25th) percentile or have a nonparticipation status of "assessment inappropriate," "failed practice" or "non-English speaker" on PM3 of the coordinated screening and progress monitoring system are eligible to participate in the Summer Bridge Program. The Summer Bridge Program consists of 4 hours of instruction per day for a minimum of 100 total hours, with an emphasis on emergent literacy instruction grounded in the science of reading. (s. 1008.25(5), F.S., and Rule 6A-6.0530, F.A.C.)

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.

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III. Intensive Intervention

Parent Notification of a Reading and/or Mathematics Deficiency for Students Grades VPK-Grade 5 (F.S. 1008.25)

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

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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 information on parent training modules and other reading engagement resources available through the initiative.

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

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

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

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

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

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

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

Services for Students Retained in Grade 3

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

1. Evidence-based, explicit, systematic, and multisensory reading instruction grounded in the science of reading in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.
2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies above that place rigor and grade-level learning at the forefront.
3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies above. This instruction may include:
    a. Coordinated integration of content-rich texts in science and civic literacy within the 90-minute block;
    b. Targeted small group instruction;
    c. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice and more opportunities for error correction and feedback;
    d. Reduced teacher-student ratios;

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e. More frequent progress monitoring of the reading skills of each student throughout the school year and the adjustment of instruction according to student need;

f. Tutoring or mentoring;

g. Transition classes containing 3rd and 4th grade students;

h. Extended school day, week, or year.

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

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

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

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

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

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

3. An individualized progress monitoring plan.

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. It is best practice for the school to update the parent at least monthly of the student's progress in response to the intensive reding instruction and intervention. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions and earlier implementation of the additional interventions or support described in the initial notification. (Section 1008.25(4), F.S., and Section 1008.25(6)(b), F.S.)

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Middle School Education (Grades 6-8)

I. Program of Studies Grades 6-8

Course Offerings

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

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

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

Advancement Via Individual Determination (AVID)

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

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

In addition to evidence-based reading courses, reading instruction is integrated throughout the entire curriculum. All middle schools must follow the district-approved curriculum.

Schools are prohibited from suspending a regular program of curricula to administer practice tests or engage in other test-preparation activities for a statewide assessment. However, activities including instruction on test-taking strategies are authorized.

Students are required to be enrolled on a full-time basis, including 7 courses or the equivalent. If there are extenuating circumstances, students may use a combination of virtual school courses and traditional courses to meet the full-time criteria. To use this option, seats must be available in the required virtual school courses, and principal approval is required. Students wishing to have a part-time enrollment status may do so by registering as a home education student. Home education students may take up to 3 courses at their districted school, providing there is room in the course(s).

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

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Required Courses for Grades 6-8

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

a. English Language Arts

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

b. Mathematics

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

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

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

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

Physical Education

1. Middle schools must offer the equivalent of one class period per day of physical education for one semester of each year for students enrolled in grades 6-8.
2. Physical Education Waiver:

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

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a. The student is enrolled in a remedial course.

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

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

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

Career Research Course

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

The personalized academic and career plan must inform students of the following:

1. high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. 1003.4285, F.S.;
2. the requirements for each scholarship in the Florida Bright Futures Scholarship Program;
3. admission requirements for State University System and Florida College System institutions;
4. available opportunities to earn college credit in high school, including Advanced Placement (AP) courses; the International Baccalaureate (IB) Program; the Advanced International Certificate of Education (AICE) Program; dual enrollment, including career dual enrollment; and
5. career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to ss. 1003.492 or 1008.44, F.S.

Required Remediation

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

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

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Intensive Instruction Waiver:

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

Advancement Via Individual Determination (AVID)

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

Academically Challenging Curriculum to Enhance Learning (ACCEL)

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

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

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

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

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

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

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

Middle School Grading

Grading Scale:

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

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

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

*An incomplete grade ("I") will be changed to a letter grade upon completion of all course requirements

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within 10 school days of the "I" being issued, under normal circumstances. If, after ten days, the course requirements are not completed, the incomplete grade will become an "F."

A progress report or report card grade cannot be more than 100%.

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

Exam Exemptions:

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

Progress Reports:

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

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

Report Cards:

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

Makeup Work:

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

End of Year Grades:

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

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

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

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

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

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

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

The point system cannot be used to determine the end-of-year grades for Civics. It must be calculated using the EOC as 30% of the year-long course grade. Students are not required to earn at least 1 point in 3rd or 4th quarter as the final grade is strictly based on the average of the 4 quarters and the EOC.

The final grade for Civics will be calculated as follows:

Quarter 1—17%

Quarter 2—18%

Quarter 3—17%

Quarter 4—18%

EOC—30%

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

Quarter 1=25%

Quarter 2 =25%

Quarter 3 =25%

Quarter 4 =25%.

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Parent Notification:

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

III. Transfer Students

Transfer Grade Policy

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

1. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value, subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (b) of this rule.
2. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure outlined below.
3. Alternative Validation Procedure: If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district Student Progression Plan shall be used for validation purposes as determined by the teacher, principal, and parent or guardian:
    a. Portfolio evaluation by the superintendent or designee;
    b. Demonstrated performance in courses taken at other public or private schools that are accredited;
    c. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
    d. Demonstrated proficiencies on the required state assessment; or
    e. Written review of the criteria utilized for a given subject provided by the former school.

    Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined above if required.
4. Transferring students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.

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Virtual School Transfers:

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

For a student who transfers back into a non-virtual district school any time during the year, the student shall be required to bring evidence of grades in progress as documented by withdrawal forms, progress reports, or report cards.

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

IV. Course Acceleration and Enrichment

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

High School Credit Courses Offered in Middle School

High school dual credit courses provide middle school students who have advanced skills the opportunity to pursue a more rigorous education. The expectation is that these students will take challenging courses, such as Advanced Placement, AICE, International Baccalaureate, and college dual enrollment, including during the senior year of high school. High school credit courses are not offered in middle school for the purpose of graduating early or experiencing an "easier" senior year. Failure to take rigorous academic courses during the senior year could prevent a student from being accepted into many colleges and universities. Parents of student athletes who take high school courses in middle school should visit the National Collegiate Athletic Association (NCAA) website for more information.

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

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

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

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

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any credits earned in high school courses.

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

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

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

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

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

District Criteria for Enrollment in High School Credit Courses:

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

1. English I Honors: The student must have earned a Level 3, 4, or 5 on the most current required state assessment in English Language Arts (ELA) or have teacher, counselor, and/or administrator recommendation.

2. 8th Grade Algebra I or Algebra I Honors: The student must have earned a Level 3, 4, or 5 on the most current required state assessment in Mathematics or have a teacher, counselor, parent, and/or administrator recommendation.

3. 7th Grade Algebra I Honors: The student must have earned a Level 4 or 5 on the Grade 8 FAST PM2 or PM3 in Mathematics or have a teacher, counselor, parent, and/or administrator recommendation

4. 8th Grade Geometry Honors: The student must have earned one (1) credit in Algebra 1 or Algebra 1 Honors. A student that has not earned one (1) credit in Algebra 1 or Algebra 1 Honors may not enroll in Geometry Honors in Grade 8.

5. World Languages I: The student must have earned a Level 4 or 5 on the most current required state

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

6. World Languages II: For a student to be placed into World Languages II without completion of the World Languages I course, a satisfactory score on a world languages placement test and teacher, counselor, parent, and/or administrator recommendation are required.
7. Career & Technical Courses: CTE teacher, counselor, parent, and/or administrator recommendation; and the student must have earned a 3.0 grade point average in the previous year's course within the same or similar curricular area.

Deleted: The student earned a satisfactory score on a world languages placement test and have a teacher, counselor, parent, and/or administrator recommendation.

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

Course Requirements:

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

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

Grades:

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

The student's semester grade is calculated by averaging according to the following scale: Semester 1 Quarter 1 = 40% Quarter 2 = 40% Benchmark Assessment or teacher designed exam = 20% Semester 2 Quarter 3 = 40% Quarter 4 = 40% Benchmark Assessment or teacher designed exam = 20% Courses with End-of-Course Exams (Algebra 1 and Geometry) All state generated EOCs (Algebra I and Geometry) will constitute 30% of the final course grade, as calculated after the completion of the school year. The year-long grade for EOC courses will be

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calculated as follows: Semester 1 = 35% Semester 2 = 35% EOC Exam = 30%

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

End-of-Course Assessment Waiver:

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

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

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

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

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

Florida Course Credit Statute:

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

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

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

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

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

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

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

Semester grades for students who do not take the semester exam will be calculated with a 0% as the exam portion of the grade calculation. All make-ups for semester 1 exams must be completed within 5 school days following the semester 1 exam window unless approved by the school administrator. Once the exam is completed, the semester grade will be recalculated. If the semester 1 exam is not taken during the make-up window, the semester 2 exam grade may be used in its place.

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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 proficient score or above on the most current required state assessment in Mathematics or have a teacher, counselor, parent/guardian, and/or counselor recommendation.

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2. Advanced Language Arts: The student must have earned a Level 3 or above on the most current required

state assessment in English Language Arts (ELA) or have a teacher, counselor, parent/guardian, and/or counselor recommendation.

3. Advanced Science: The student must have earned a Level 3 or above on the most current required state assessment in Science, Mathematics, or English Language Arts (ELA) or have a teacher, counselor, parent/guardian, and/or counselor recommendation.

4. Advanced Social Studies: The student must have earned a Level 3 or above on the most current required state assessment in English Language Arts (ELA) or have or have a teacher, counselor, parent/guardian, and/or counselor recommendation.

Credit Acceleration Program (CAP)

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

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

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

Grade Forgiveness Policy

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

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

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Alternative Education Programs and the Department of Juvenile Justice

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

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High School Education (Grades 9-12)

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 Instructional 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 virtual school courses and traditional courses to meet the full-time criteria. To use this option, seats must be available in the required virtual school courses, and principal approval must be obtained. Students pursuing the 18 credit, ACCEL Diploma Option may be enrolled part-time with principal approval.

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

II. Grades and Credits

Grading Scale

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

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

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

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

Exam Exemption Policy:

Seniors who earn a "B" or higher for both third and fourth quarters may be exempt from the required semester 2 exam. State mandated end-of-course exams, AP, IB, AICE, and dual enrollment course exams may not be exempted. Grades for students who are eligible to exempt the semester 2 exam will be averaged using only the third and fourth quarter grades. Each quarter will be calculated at 50% of the total semester 2 grade.

Grading Policies:

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

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

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

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

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

Semester Grades

A Semester Exam is required in all courses for high school credit. Semester Exams may not be given early. Semester grades for students who do not take the semester exam will be calculated with a 0% as the exam portion of the grade calculation. All make-ups for semester exams must be completed within 5 school days following the semester exam window unless approved by the school administrator. Once the exam is completed, the semester grade will be recalculated. If the semester 1 exam is not taken during the make-up window, the semester 2 exam grade may be used in its place.

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

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

End-of-Course Assessment Waiver:

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

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

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

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

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

Florida Course Credit Statute:

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

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

The numeric semester grades will be averaged to calculate a year-long grade. If this average is to the student's benefit, it will be entered in the student's academic history as the final grade for the course. Each school will

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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 an Access Points Pathway Standard Diploma, Hospital Homebound students, and Home Education students will not be included in the class ranking. A student's rank in class will be determined by using the cumulative weighted grade point average.
3. Class rank will be calculated and locked for graduation recognition purposes ten (10) school days after the end of the first semester. After it is locked, there will be no recalculation of class rank for graduation purposes.
4. Grade weighting is done at the discretion of the school district. The School District of Manatee County will weight all courses, including those who transferred from out of district, based on the scales described below.
5. The grade weighting scale is as follows:

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

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

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

Honors Recognition

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

Grade Forgiveness

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

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

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

3. In all cases of grade forgiveness, only the new grade is used in the calculation of the student's grade point average. Any course not replaced according to the forgiveness policy is included in the calculation of the cumulative grade point average required for graduation. Postsecondary institutions may have different grade forgiveness policies; therefore, the GPA may be recalculated to include ALL courses attempted which could affect admissions decisions.

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

Courses for Graduation for Standard Diploma	Course completed	Course(s) that will Forgive the grade
Required specific courses for graduation (Biology, HOPE/PE, Algebra I, Geometry,	Regular course	Same course or Honors if available
U.S. History, U.S. Govt., Economics, World History, Personal Finance and Money Management)	Honors, AP, IB, AICE course	Same course or regular course
Required nonspecific courses for graduation (English, Mathematics, Science)	Regular course	Same course or Level 2 or Level 3 course in the same discipline
	Honors, AP, IB, AICE course	Same course or regular course, or Level 3 course in the same discipline Agriscience Foundations (8106810), if used as a science credit, can forgive an equally rigorous science _
Electives	Any elective	Same course or any elective

Credit Recovery courses are elective credit-bearing courses with specific content requirements defined by Florida State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment). It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona

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fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery or grade forgiveness or to support on-time graduation.

Credits

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

1. For the purpose of high school graduation requirements, one full credit is determined as follows:
    a. A minimum of 135 hours of bona fide instruction in a designated course of study which contains student performance standards; or
    b. For schools that have been authorized to implement block scheduling by the district school board, a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements.
2. One-half (.5) credit means a minimum of 67.5 hours of bona fide instruction or a minimum of 60 hours of bona fide instruction in a high school that implements block scheduling. One half (.5) credit shall be awarded at the end of each semester/term upon the satisfactory completion of course requirements. Courses with a required end-of-course (EOC) exam earn one (1) credit upon satisfactory completion of course requirements.
3. Student performance standards must be met for each academic and Career and Technical Education Program in grades 9 through 12 for which credit toward high school graduation is awarded.
4. Credit will be awarded if a student who is not enrolled in or who has not completed a course takes and passes a statewide standardized assessment through the Credit Acceleration Program. No student may be granted credit toward high school graduation for enrollment in the following programs or courses:
    a. More than a total of nine elective credits in remedial programs.
    b. More than one credit in exploratory vocational courses.
    c. Any Level 1 course, unless the student's assessment indicates a more rigorous course would be inappropriate, in which case a written assessment of the need must be included in the Individual Education Plan or the Individual Progress Monitoring Plan and signed by the principal, school counselor and the parent, if the student is not 18 years or older.
5. Enhanced Instruction for Non-Proficient Students:
    - Students must earn a Level 3 or higher in English Language Arts (ELA) and/or Math on a standardized assessment. Students who do not meet these criteria may be required to receive enhanced instruction through a course that will assist in building the students' skills and in

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mastering standards.

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

Intensive Instruction Waiver:

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

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

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

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 postsecondary Dual Enrollment and Early Admission, Cambridge Advanced International Certificate of Education Program (AICE), Advanced Placement (AP), and the International Baccalaureate (IB) Program. Credits earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration.

Each high school shall advise students of programs through which a high school student can earn college credit, including AP, IB, AICE, dual enrollment courses, career academy courses, and courses that lead to national industry certification, as well as offerings through virtual instruction.

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

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

A student transferring in from out-of-state, homeschool, or private school with a state or national normed test score demonstrating that the course is academically appropriate, may enroll in AP, IB, or AICE. If requested by the student or parent, the principal may override the district criteria and place students in advanced studies courses based on data indicating that the student is capable of success in the courses. This data must be documented.

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

Advanced Placement (AP)

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

Students earning a "D" or "F" in an Advanced Placement course at the end of first semester may be withdrawn and scheduled into another course in the same subject area.

AP Capstone™

AP Capstone™ is a diploma program based on two AP courses: AP Seminar and AP Research. These yearlong courses focus on developing the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. If a student earns scores of 3 or higher in AP Seminar and AP Research, he or she will receive the AP Seminar and Research Certificate™. If a student earns scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams, the student will receive the AP Capstone Diploma™.

AP Seminar - During this course, students investigate a variety of topics through various viewpoints. Students will also complete a team project and an individual paper and presentation, as well as take a written end-of-course exam.

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AP Research - In AP Research, students explore various research methods and complete an independent research project. The project can build on a topic, problem, or issue covered in AP Seminar or on a brand-new topic of your own choosing. At the end of the project, students submit an academic paper and present and defend the research findings.

International Baccalaureate (IB)

International Baccalaureate (IB) is a program administered by the IB Organization whereby eligible secondary students are enrolled in a prescribed program of studies. The State Board of Education has established rules that specify the cutoff scores for IB examinations that will be used to grant postsecondary credit at colleges and universities. Students shall be awarded a maximum of 30 college semester credit hours. Students shall be exempt from the payment of any fees, excluding restocking fees when applicable, for IB courses in which they are enrolled, including fees for administration of the examinations, regardless of whether or not the student achieves a passing score on the examination.

Students earning a "D" or "F" in an IB course at the end of the first semester may be withdrawn and scheduled into another course in the same subject area.

Cambridge Advanced International Certificate of Education (AICE)

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

Students earning a "D" or "F" in an AICE course at the end of the first semester may be withdrawn and scheduled into another course in the same subject area.

Early High School Graduation

Early high school graduation is an option if a student has completed a minimum of 24 credits and meets all graduation requirements in less than 8 semesters, or meets the 18 credit, ACCEL Diploma Option. A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort. Cohort is defined by the FLDOE as when the student enters 9th grade (1003.4281).

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

Advancement Via Individual Determination (AVID)

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

High School Dual Enrollment for Middle School Students

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

1. High school courses taken during middle school may be used to satisfy high school graduation requirements and Florida Bright Futures scholarship requirements.
2. A student must be granted credit toward high school graduation requirements for courses completed in middle school. Grades for high school credit courses taken during middle school will appear on the high school transcript, and the grades will average into the student's high school grade point average (GPA).
3. High schools shall not award high school credit for courses taken in middle school if the middle school did not award the high school credit.
4. Middle school students taking courses that require an EOC must follow statute.

Postsecondary Dual Enrollment and Early Admission

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

1. Dual Enrollment program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion AND a career and technical certificate or an associate or baccalaureate degree. Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program and shall not be used to enroll students in isolated career courses.
2. The School Board shall inform all secondary school students of dual enrollment as an educational option and mechanism for acceleration. Students shall be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. District school boards must annually assess the demand for dual enrollment, and the district

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school board shall consider strategies and programs to meet that demand and include access to dual enrollment on the high school campus whenever possible. Information regarding student education options which discriminate against dual enrollment courses is prohibited.

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

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

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

6. Each semester of instruction that is eligible for high school and postsecondary credit shall be reported by school districts as 75 membership hours for purposes of FTE calculation.

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

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

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

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

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

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

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

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

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

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

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

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

g. An explanation of high school credits earned for completion of each dual enrollment course;

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

i. The eligibility criteria for student participation;

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

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

l. A delineation of institutional responsibilities for instructional quality;

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

n. A description of transportation;

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

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

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

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as dual enrollment with the approval of the principal.

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

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

Credit by Examination

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

College and University Programs

1. Students who wish to participate in an educational program offered by accredited schools, colleges, or universities must have prior written agreement with the school principal, detailing any credit or grade acceptance toward high school graduation or inclusion on the high school transcript. Students should meet with their school counselors to determine appropriate course selections prior to registration. 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

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apply toward the completion of a home education program that meets the requirements of state statute.

Students who wish to enroll in courses from multiple postsecondary institutions are limited to a total of eleven (11) credit hours per semester.

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

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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.

Credit for Career & Technical Student Organization Participation (CTSO)

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

V. Graduation Requirements

General Information

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

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

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

1. participation in an accelerated high school equivalency diploma preparation program during the summer;
2. upon completion of Certificate of Completion, be allowed to take the Postsecondary Education Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college, as

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

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

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

Summer Graduation

A student who completes the 12th grade without having met all graduation requirements may attend summer school. If the student satisfactorily completes all graduation requirements, the student may participate in the district summer graduation ceremony.

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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:

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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/.

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

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Credit Requirements: Standard Diploma

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

CTE Graduation Pathway:

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

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

Course Information

Mathematics:

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

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

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

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

Science:

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

Community Service:

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

Students documenting community service or work hours to complete the requirement for the Florida Bright Futures Scholarship must submit those hours on the School District of Manatee County official forms. Forms are available at your school. Hours earned in other states are accepted as well as long as they are appropriately documented. More information on the Bright Futures program can be found at: https://www.floridabrightfutures.gov/

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.

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

Assessment Requirements:

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

First-time grade ten students may only use a concordant score to satisfy the grade ten ELA assessment graduation requirement earned after the spring administration (PM3) of the grade ten statewide, standardized ELA assessment of their grade ten school year.

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

Once a student who has failed the required state assessment for graduation has met the assessment graduation

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

Students Currently Holding a Certificate of Completion:

Students currently holding a Certificate of Completion who are seeking a standard diploma must meet a concordant score based on the statute governing their 9th grade cohort requirements to meet the high school graduation testing requirements.

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VI. Diploma Options

ACCEL Diploma

Selection of the ACCEL Diploma Option:

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

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

Course Requirements for the ACCEL Accelerated Diploma:

A Standard Diploma will be awarded to a student who:

1. Completes Florida's high school Standard Diploma course requirements (based on the grade 9 cohort year) without the required physical education course and only three credits in electives (total of 18 credits)
2. Maintains a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

Diploma Equivalency Options

Other diploma options for Manatee district students include:

1. Adult High School Diploma
2. High School Equivalency Diploma (GED) Option
3. Performance-Based Exit Option (for DJJ Students only)

Adult Student High School Diploma:

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

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

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

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

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3. Organized courses completed in a school operated by the Armed Forces.

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

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

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

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

High School Equivalency Diploma (GED) Option:

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

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

A student under the age of 16 must complete the Florida GED Testing Program's Testing Eligibility Exception Form (also known as the Underage Waiver) and submit it to the approved GED Testing Center.

After satisfactorily passing the High School Equivalency Test, the student will receive a State of Florida High School Diploma and will be considered an adult graduate.

Performance-Based Exit Option:

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

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

The students must meet all of the following eligibility criteria:

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

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4. The student is over-age for grade, behind in credits, or has a low grade point average, and is in jeopardy of not graduating with his or her cohort group.
5. The cohort group with which the student entered kindergarten is graduating or has graduated.
6. The student's reading level must be at seventh grade or higher at the time of selection (ninth grade or higher at the time of testing for the Florida High School Diploma authorized under Rule 6A-6.0201, F.A.C), as documented by a passing score on the Test of Adult Basic Education (TABE) reading component or other assessment to determine grade-level proficiency.
7. The student has acceptable scores on official GED Practice Tests administered under testing conditions.

Admission Procedures for Performance-Based Exit Option:

After initial eligibility is determined, a comprehensive review of student records by the child study team, including grades, credits, and educational plans, must be completed to determine if the Performance-Based Exit Option Model is the most appropriate educational strategy.

Parents must be informed and give consent to the student's participation in this option.

The student's record must include notification and eligibility, parents' right to administrative review of proposed placement, and parent consent for student participation prior to placement.

Parents must be provided clarification that the student transcript will indicate an alternative graduation route.

Certificate of Completion

A Certificate of Completion shall be awarded to a student who completes the 24 required credits for graduation, but who does not meet one or more of the following requirements:

1. earning passing scores on the required state assessment or scores on a standardized test that are concordant with passing scores on the required state assessment;
2. achieving the required cumulative grade point average of 2.0 on a 4.0 scale; or
3. completing all other requirements in Student Progression and remedial instruction.

The student shall be awarded a certificate of completion in a form prescribed by the State Board.

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

The district superintendent shall be responsible for ensuring that schools notify all students of the consequences of failure to receive a Standard Diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions.

The following section will be implemented to the extent that funding is provided in the General

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Appropriations Act. Students who have met all requirements for a Standard Diploma, except for passage of the required state assessment or an alternative assessment by the end of grade 12, must be provided the following learning opportunities:

1. To participate in an accelerated high school equivalency diploma preparation program during the summer, and upon receipt of a Certificate of Completion, take the Postsecondary Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college, as appropriate.
2. To participate in an adult general education program for such time as the student requires in order to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the required state assessment an unlimited number of times in order to receive a standard high school diploma.
3. To participate in an immersion English language instruction program during the summer following the senior year. There must be documentation that students have been enrolled in an ESOL program for less than two school years and that they have met all requirements for the standard high school diploma except for passage of the required state assessment or alternate assessment. Students receiving such instruction are eligible to take the required state assessment or alternative assessment and receive a standard high school diploma upon passage of the required state assessment or the alternative assessment. Upon receipt of a certificate of completion, a student will be allowed the opportunity to take the Postsecondary Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college as appropriate.

VII. Exceptional Student Education

Standard Diploma Pathways

All students with disabilities entering grade nine (for the first time) will be provided the opportunity to receive a standard high school diploma by meeting the same requirements as all students OR through an alternate pathway as outlined below:

1. Standard Diploma available to all students to include students with disabilities:
    a. Refer to Graduation Option Chart
    b. Students with disabilities working for a scholar designation are not eligible for a waiver consideration, per scholar designation requirements.
    c. Students with disabilities working for a merit designation may be considered for a waiver, if necessary, per merit requirements.
2. Standard Diploma Academic & Employment Pathway:

    For any student with a disability, when the IEP team determines that mastery of academic (State Standards) and employment competencies is the most appropriate way for the student to demonstrate

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his/her skills, the student must demonstrate:

a. Documented achievement of all annual IEP goals, academic and employment competencies, industry certification, or occupational completion points (OCPs) in the student's transition plan; and

b. Maintain successful paid employment for at least one semester

c. Refer to Graduation Option Chart

3. Standard Diploma Access Points Pathway:

For a student with a significant cognitive disability, when the IEP determines that mastery of State Standards Access Points is the most appropriate pathway, the student must be instructed in State Standards Access Points (modified curriculum) and participate in the statewide alternate assessment as assigned by their IEP. This option includes:

a. FAA Performance Task Assessment

b. FAA Datafolio Assessment

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

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

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3 Credits Science		
➢ One of which must be Biology I, two of which must be equally rigorous science courses ➢ Two of three required credits must have a laboratory component ➢ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)	▪ Must earn credits for all courses listed in the first column ▪ May substitute a CTE course with content related to science for one science credit (except Biology I)	❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses ❖ May substitute a CTE course with content related to science for one science credit (except Biology I)
3.5 Credits Social Studies		
➢ 1 credit World History ➢ 1 credit U.S. History ➢ .5 credit in U.S. Government ➢ .5 credit in Economics ➢ .5 credit in Personal Finance and Money Management (Beginning with 9th grade students entering high school in 2023-24 school year)	▪ Must earn credits for all courses listed in the first column ▪ May substitute a CTE course with content related to social studies for one social studies credit (except for U.S. History)	❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses. ❖ May substitute a CTE course with content related to social studies for one social studies course (except for U.S. History)
1 credit and Performing Arts, Speech and Debate, or Practical Arts ** see below		

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7.5 Elective Credits		
	▪ Must include .5 credits in an employment-based course ▪ May include ESE Courses	❖ May include employment based course(s)
1 Credit Physical Education to include the integration of health		
All students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessments, or earn a concordant/comparative score, unless a waiver of assessment results is granted by the IEP team.		

❖ Parental consent is required before a student may take Access Point courses.

** Eligible courses and eligible course substitutes are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp.

CTE Course Substitutions for Graduation Requirements

Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills, in accordance with subsection 6A-1.0943(5), F.A.C., and instruction in the Access Points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements specified in Section 1003.4282(1)-(9) or 1002.3105(5), F.S., through the access course specified for each required core course or through core academic courses aligned with the general education curriculum standards.

Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

Deferral of Standard Diploma

Once a student with a disability meets all the requirements for a standard diploma, they may defer the receipt of their diploma. The decision to accept or defer the standard high school diploma must be made prior to the beginning of the school year in which the student is expected to meet all requirements for a standard high school diploma. A signed statement by the parent, guardian or student, if the student has reached the age of majority and rights have transferred to the student in accordance with subsection 6A-6.03311(8), F.A.C., that he or she understands the process for deferment and identifies if the student will defer the receipt of his or her standard high school diploma, must be included in the IEP. The IEP Team must review the benefits of deferring the standard high school diploma and describe to the parent and the student all services and program options available.

Certain conditions must be met in order to defer the standard diploma:

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

The decision to defer a diploma must be made during the school year in which the student is expected to meet all graduation

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requirements. Students who fail to defer receipt of a standard high school diploma will be notified by the district, in writing, that receipt of the diploma ends the district's obligation to provide free appropriate public education (FAPE).

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

ESE Assessment Requirements

Standard Diploma with Required State Assessment Waiver:

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

1. Completes the minimum number of credits and other requirements for graduation and
2. Does not earn passing scores on the required state assessment or on a standardized test that is concordant with passing scores on the required state assessment after attempting each required assessment at least once.
3. Any senior who has not achieved a passing score on the required state assessment may receive intensive remediation.

Intensive Instruction Waiver:

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

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

Student must be in 6th-11th grade.

End-of-Course Assessment Waiver:

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

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

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

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

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

VIII. English for Speakers of Other Languages (ESOL)

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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)

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

X. Exit Interviews

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

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K-12 Virtual Education

XI. Virtual Programs

Policy

The School Board has the authority to adopt rules for implementing the student progression requirements for students in grades kindergarten through twelve. The Student Progression Plan for Manatee County defines the criteria for graduation, participation in graduation, promotion, intensive remediation, course offerings, evaluating student performance, and reporting to students and parents. The Student Progression Plan for Manatee County has been developed based on Florida Statutes, current and local needs, and includes requirements for virtual education programs. For more information, see Florida Department of Education website – www.fldoe.org.

Virtual Education Programs

All students who choose to participate in a virtual education program must meet all of the local and state requirements for promotion, retention, and good cause exemptions. All instructional personnel, parents, and students are encouraged to become familiar with the requirements for progression from one grade to another, including the requisite testing programs.

Virtual instruction means a program of instruction provided in an interactive learning environment created through technology in which students are separated from their teachers by time, space, or both, and in which a Florida certified teacher is responsible for at least 70% of the online instruction to students in K-12.

As stipulated by the Florida K-20 Education Code (s.1002.20), parents have the right to choose educational options including virtual education. Manatee Virtual School (MVS) provides full-time and/or part-time opportunities for all Manatee County zoned and home school students to access elementary, middle and high school courses. A student's full-time school may not deny access to courses offered through any approved district virtual education program if the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age.

Note: Per Florida Virtual memo of June 2011, public school students may only register for up to three FLVS courses at one time.

- Full-time virtual education is available for home education and FLVS students.

A student must be assigned to a FLVS course either before the school year or semester begins or within the established school deadline to register and be assigned to an FLVS course and 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

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students. This includes limiting enrollment in courses for which the student is not academically qualified in the same manner it would limit a student from enrolling in brick-and-mortar courses for which the student is not academically qualified.

Access to approved virtual courses shall be available to zoned school students during or after the normal school day. Students wishing to take courses through MVS options must work closely with their school counselor to ensure that appropriate virtual courses are reviewed and approved to match the needs of the students. MVS courses are available during the academic school year and summer session.

An important characteristic of the virtual instruction program is that students, along with a responsible adult, assume the responsibility for student success. All courses offered in the virtual instruction program are based on the Florida State Standards. All full-time Manatee virtual students are required to take and pass the state-required assessments at their zoned school. Students are able to participate in extracurricular activities at their zoned school. The virtual school option requires eligible students with the capacity and motivation to become independent learners.

SDMC offers only virtual instructional programs approved by the Florida Department of Education. All virtual instruction providers are required to sign the District Assurances to affirm they are meeting all the requirements in Florida Statute. Manatee Virtual Program rules and procedures, both full and part-time, are included in the Manatee Virtual Program Handbook. Students who qualify for free and reduced lunch and do not have a computer at home may qualify to receive all required equipment.

All students enrolled in a virtual full-time district school program are subject to compulsory attendance requirements of s1003.21 Florida Statutes as specified in the Manatee Virtual Program Handbook. Attendance must be verified by virtual teacher, registrar, and the school district. The parent or a responsible adult is required to be available to assist the student as a learning coach through each school day. Middle school students will be graded on the average of the first semester grade and the second semester grade. If the student does not finish 100% of the second semester, they cannot pass the course regardless of their first semester grade. Courses that require an end-of-course assessment (EOC) must follow all state grading and credit requirements.

Middle and high school students will typically spend 5-6 hours daily on coursework and homework. Failure to make adequate progress or to demonstrate appropriate attendance may result in dismissal from the program.

MVS Programs:

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

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

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

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

2. Grades 6-12 Criteria

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

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

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

3. Reside in Manatee County

Full-time Virtual Education Options

MVS provides one full-time virtual school program:

- Manatee Virtual School (MVS)

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

Goals of MVS:

a. To provide a comprehensive virtual education program

b. To provide flexibility in student academic and non-academic scheduling

c. To provide opportunities for students to accelerate

To remain in MVS, a student must:

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a. Maintain virtual attendance expectations as prescribed in the MVS and FLVS policies and procedures manual.

b. Meet benchmarks, including all state required-assessments.

c. Provide his/her own transportation to their zoned school on designated test days for all state required-assessments and provide photo ID.

d. Be considered zoned-school students for sports and extracurricular activities.

e. Follow and maintain course pace, according to course and instructor requirements.

f. Work with the zoned-school athletic director regarding NCAA eligibility.

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

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

How to apply to a Full-Time Virtual Program:

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

Part-time Virtual Education Options

Students who wish to enroll in a virtual education option on a part-time basis may choose to do so through either MVS or FLVS (see criteria above). This program allows students enrolled in public school or home school to take a portion of their coursework online for the purposes of acceleration, grade forgiveness or credit recovery. Zoned school students may participate in this program by taking any portion of their course-work online and at school (up to a total of 3 courses). Charter school students must register for FLVS courses for part-time enrollment. Public school students are required to take all required state assessments at their zoned school.

The performance of zoned school students shall be included for school grade or school improvement rating purposes by the non-virtual school providing the student's primary instruction.

Policies for Part-time Programs:

1. A student may not be placed in the same course concurrently at a district middle or high school and at Florida Virtual School.
2. Schools may not deny placement in a course offered through Florida Virtual School even if the school offers the same course.
3. A student who withdraws or is withdrawn from a virtual course within 28 days of entry must enroll in enough courses at the zoned school to maintain full-time enrollment status.
4. 8th grade students who are enrolled in a virtual program for an academic course must complete the academic course by the last day of school or will be placed in an alternative instructional setting.

General Information

Equipment Requirements

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Students wishing to take a virtual course should have access to their own computer. Some provision is available to students with an established need as verified by the free-and-reduced lunch application process. Students must also have access to a phone to contact their teacher(s) for assistance.

Most virtual school courses make use of a wide variety of features and technologies, such as Java, Flash, Acrobat Reader, Apple QuickTime, or Microsoft Media Player, and depending on the course, other specialized components that help students achieve a more immersive learning experience.

The PC, Mac, mobile and other hardware requirements vary according to the program provider and will be listed on each program's website.

Due to the wide array of technologies in over 100 courses, there are some limitations to browsers and devices that the district can support. Currently, students may use recent versions of the following browsers:

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

MVS/Florida Virtual School expects a full commitment to academic integrity from each student.

Academic integrity means:

- Student's work on each assignment will be completely his/her own.
- Student's collaboration with another classmate on any assignment will be pre-approved by their instructor.
- Students will not practice plagiarism in any form.
- Students will not allow others to copy their work.
- Students will not misuse content from the Internet.

Plagiarism is defined as copying or using ideas or words (from another person, an online classmate, or an Internet or print source) and presenting them as your own.

Please be aware that all MVS/Florida Virtual School instructors utilize a **myriad of technologies to check student work for authenticity including, but not limited to, the upload of student work to TurnItIn.com**. In order to maintain the integrity of all grades, instructors may choose to facilitate random oral assessments and/or face-to-face exams. If an instructor confirms that a student has plagiarized work in any manner, the student will be subject to consequences determined by MVS /Florida Virtual School staff and may be **removed from the course and/or program with a failing grade.**

Extracurricular Activity Eligibility:

A full-time virtual school student who meets specified academic and conduct requirements is eligible to participate in extracurricular activities at the zoned school.

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2026-27 Student Progression Plan Change Log

Page/Section	Change Type	Change	Rationale
Table of Contents	Formatting/Correction	Removed Appendix from Table of Contents	Appendixes were in a previous version of the SPP.
p. 6 Admission/ Enrollment	Legislative change	Removed paragraph with outdated enrollment policy for out-of-district students: "Any Florida student who resides outside of Manatee County who wishes to attend the School District of Manatee County…"	Outdated information that conflicts with Open Controlled Enrollment process
p. 8 Grade Placement	District procedure	Added new section: "Grade Placement." This is to support schools in registration of students without educational records or those with significant age discrepancies. It also clarifies kindergarten as a Grade 1 entry requirement.	Supports schools in enrolling students
p. 9 Manatee School Enrollment	District procedure	Updated information on enrolling parents and pick up/drop off emergency contacts.	Updating language directly from the SDMC Policy manual.
p. 11 Personalized Education Program	District procedure	New section to codify PEP and private pay options to take courses as available.	Provides option for PEP enrollment
p. 11 Overage Students	District procedure	Clarified criteria for overage students who have a break in enrollment.	Policy states a "break in service" to deny enrollment – recommend providing a time period to assist with continuity for HS principals
p. 12 School Choice Options	District procedure	Added: "Choice applications may be denied for students that are not in good standing due to severe attendance issues or disciplinary referrals."	Ensuring students that apply for school choice are in good standing and meeting SDMC Code of Conduct expectations.
p. 13 Admission/ Enrollment	District procedure	Clarified procedure for principals who request a revocation of school choice for attendance or behavior issues.	Clarification on the process and 2 types of revocations.
p.16 Transfer of Credits	Grammar	Corrected "designed" to "designee"	Correction
p.17 Annual Reporting	Formatting	Corrected numbered list format under Annual Reporting	Correction for readability
p. 24 Intervention, Remediation, Progress Monitoring	Legislative change	Deleted last bullet/current wording on notifying families of New Worlds Scholarships	The state did not fund the scholarship component
p. 34 Summer School	Legislative change	Changed heading from "Summer School Promotion" to Summer School." Added additional paragraph about Summer Bridge under new heading.	Summer Bridge is required in state legislation and offered in our district. Language from Promotion to Grade 4 Technical Assistance Paper

p. 35 Intensive Intervention	Legislative change	Delete ...”and the New Worlds Scholarships Accounts under s. 1002.411”	Currently, the state did not fund the scholarship in the last legislative session
p. 38 Program of Studies	Clarification	Replace “Manatee Virtual” with virtual	Follows statute that we cannot require students to take district only virtual
p. 48 High School Credits Offered in Middle School	Other (Clarification)	Updated criteria for placement in World Languages II courses.	The previous language implied that a placement test is required of all students to advance from a World Languages I to a World Languages II course. This clarifies that a placement test is only used when a student is enrolled directly in World Languages II without first completing the Level I course.
p. 50 & p. 54 HS DE Courses, EOC Exams & HS Semester Grades	Recommendation	Changing Semester 1 EOC course make-up window to 5 days with admin approval of exceptions and clarifying that the semester 2 exam grade may be used in lieu of the semester 1 exam grade if the semester 1 exam grade is missing.	The time of the extended window combined with scoring impedes timely grade reporting for report cards.
p. 50 District Criteria for Enrollment in Advanced Middle School Courses	District procedure	Replaced “Level 3” with “proficient score” in the language for accelerated math	The accelerated math progression is varied by different course/grade level. This change acknowledges the variance.
p. 53 Program of Studies	Clarification	Replace “Manatee Virtual” with virtual	Follows statute that we cannot require students to take district only virtual
p. 54 Exam Exemption Policy	District procedure	Exam Exemption Policy	Include AP, AICE, and IB as not exempt
p. 66 College and University Programs	Recommendation	Added: “Students should meet with their school counselors to determine appropriate course selections prior to registration.”	Added language to first paragraph to encourage families that DE students should consult with their school counselors for course selections.
p.67 College and University Programs	District procedure	Codifies existing district procedure in the SPP for students who take dual enrollment courses while enrolled in high school across multiple institutions	Updates SPP with current practice
p. 73 Community Service	District procedure	Clarify process for logging volunteer hours	Links directly to Florida DOE for most up to date information

p. 74 Assessment Requirements	State Board Rule Under Development	Added requirement that first time 10th grade students may only use a concordant score to satisfy graduation criteria after they take the 10th grade PM3.	Aligns to F.A.C. 6A-1.09422 rule under development
p. 87 Virtual Education Programs	District procedure	Updated virtual education programs deadline for enrollment	The 10 day deadline is not enough time to complete all approvals and fully enroll in FLVS

2026-2027
Student Progression Plan Recommendations

School Board Workshop
May 5, 2026

What is the Student Progression Plan?

The Student Progression Plan (SPP) for Manatee County defines the criteria for enrollment, 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.

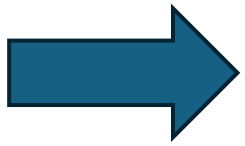
Change Log and Binder

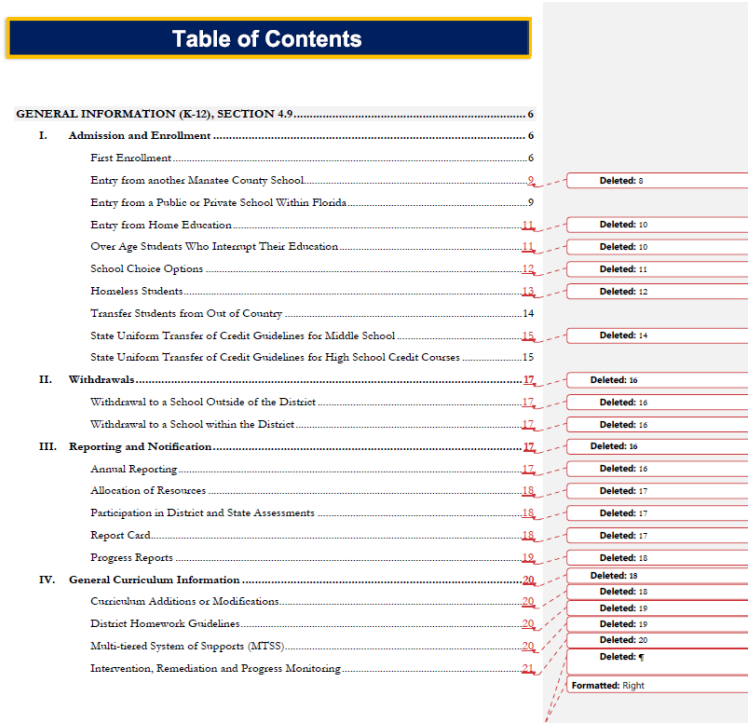
The Student Progression Plan change log summarizes the proposed revisions for the 2026-2027 school year.

The binders contain the draft redline version of the SPP, which is also linked to the board item for this presentation.

2026-27 Student Progression Plan Change Log

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Notable Language Changes

- Grade Placement for Students without Records (p. 8)
- School Enrollment (p. 9)
- Personalized Education Program (p. 11)
- Summer Bridge (p. 34)
- Semester Exam Makeup Window (p. 50)
- Dual Enrollment Credits (p. 67)
- Assessment Requirements – 10th Grade (p. 74)

Grade Placement (p. 8)

Grade Placement

In the absence of educational records or if a student's records reflect an age discrepancy of two years or more, placement will be according to chronological age as indicated in the following chart. Starting July 1, 2026, students who turn the age of 5 or 6 on or before September 1st of that year will be placed according to age:

Age	2026-27 Year of Birth	Grade Placement
5	2021	Kindergarten
6	2020	1st Grade
7	2019	2nd Grade
8	2018	3rd Grade
9	2017	4th Grade
10	2016	5th Grade
11	2015	6th Grade
12	2014	7th Grade
13	2013	8th Grade
14	2012	9th Grade
15	2011	10th Grade
16	2010	11th Grade
17	2009	12th Grade

School Enrollment (p. 9)

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). The pick-up/emergency contacts list on the enrollment/biographical form are generally determined by the enrolling parent, and/or by court order. It is the intent that both parents are listed on the pick-up list, unless disqualified by Court Order or other legal reasons. If both parents are listed on the pick-up list, either parent may designate individuals for pick-up. The school administration will not intervene in disputes between parents on issues regarding those listed on the pick-up list. Those disputes must be resolved in a different forum.

Personalized Education Program/Private Pay Option (p. 11)

Personalized Education Program (PEP) and Private Pay Option

Students receiving a Personalized Education Program (PEP) scholarship and other students not attending public school who wish to take courses in an SDMC school may enroll if the student contracts for classes on a private pay basis. Procedures will be available on the SDMC website for the 2026-2027 school year. Participation is on a space available basis, and students must meet the same registration requirements as full-time students.

Summer Bridge (p. 34)

Summer School

In the summer before entering kindergarten, VPK students who score below the twenty-fifth (25th) percentile or have a nonparticipation status of "assessment inappropriate," "failed practice" or "non-English speaker" on PM3 of the coordinated screening and progress monitoring system are eligible to participate in the Summer Bridge Program. The Summer Bridge Program consists of 4 hours of instruction per day for a minimum of 100 total hours, with an emphasis on emergent literacy instruction grounded in the science of reading. (s. 1008.25(5), F.S., and Rule 6A-6.0530, F.A.C.)

Semester Exam Makeup Window (p. 50)

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 5 school days following the semester 1 exam window unless approved by the school administrator. Once the exam is completed, the semester grade will be recalculated. If the semester 1 exam is not taken during the make-up window, the semester 2 exam grade may be used in its place.

Dual Enrollment (p. 67)

Students who wish to enroll in courses from multiple postsecondary institutions are limited to a total of eleven (11) credit hours per semester.

Assessment Requirements 10th Grade (p. 74)

First-time grade ten students may only use a concordant score to satisfy the grade ten ELA assessment graduation requirement earned after the spring administration (PM3) of the grade ten statewide, standardized ELA assessment of their grade ten school year.

Timeline

May 5, 2026

Presentation of Proposed Revisions in Board Workshop

June 9, 2026

Approval of Advertising a Notice of Intent to Amend the SPP

July 21, 2026

Final Approval of 2026-2027 Student Progression Plan

2026-2027
Student Progression Plan Recommendations

School Board Workshop
May 5, 2026

AGENDA ITEM NO. 4.3

School Board of Manatee County
May 5, 2026 - Workshop

Title
Presentation of the Proposed Changes to the Code of Student Conduct for the 2026-2027 School Year
- *updated after publishing*

Executive Summary
The Code of Student Conduct for the School District of Manatee County assists students, parents, and school personnel in establishing and maintaining a safe, nurturing and well-disciplined learning environment for all. To be fully effective, the Code of Student Conduct addresses not only the role of the parents, the students, and the school, but also specifies areas relative to the responsibilities and rights of students and parents, grounds for disciplinary actions, and procedures to be followed for acts requiring disciplinary action.

Each year, the Code of Student Conduct is reviewed and updated based on changes to Florida law, state board rules, and department recommendations by the Code of Conduct Committee, coordinated through the Student Services Department.

Lisa Lyon, Director of Student Services, and Sharon Scarbrough, Executive Director of High Schools, will provide an overview of the Code of Student Conduct and the proposed changes for the 2026-2027 school year.

Contact
Submitting Department: Instructional Services
Initiated By: Derek Jensen

Attachments:
2026-27 Student Code of Conduct Change Log-added after publishing
Code of Student Conduct Board Presentation 2026-2027-added after publishing
CodeStudentConduct_2026-2027 Red Lined - added after publishing

2026-2027 Student Code of Conduct

Special Circumstances:

- The Table of Contents was reordered to reflect the changes in the document. The numbers will be updated once final revisions are completed and approved.
- Several of the sections have been reordered to align the continuity of the document. Sections may be underlined, but because the section was moved, not because the content is new or removed.

Change Log

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

Page/Section	Change Type	Change	Rationale
Page 2-5 Table of Contents	Reordered	• Reordering table of contents to reflect the new order of sections	Needed to be updated to reflect changes made
Page 5 Mission, Vision, Strategic Plan	Added language	• Include Mission, Vision, Strategic Plan	More clarity and direction for parents/community.
Page 5 (Section 1)	Reordered	• Section to be moved down to section 10 in reorder	Reordering to be more reflected in an appropriate area.
Page 7 Civility Clause	Added Board Policy	• Civility clause to be included with the opening paragraph and then linked to Board policy	Previously included in the code of conduct but was removed. Adding back due to requests from school administrators.

Page 9 Students' Right to Assemble/ Protest	Added Policy	• Student Protests, Student Safety and Instructional Time	Previously included in the code of conduct, but was taken out. Adding back due to requests from school administrators.
Page 10 (Previously on page 12) Moment of Silence	Added Policy	• Reordered in section one	Moved to be behind the Civility Clause to better align the section
Page 10-11 Grades, Curriculum, Student Responsibility	Removed Language	• Removed charts that involved Grades, Curriculum and Student Responsibilities	Information was not related to the Code of Student Conduct and is reflected in the SPP
Page 12 (Now on P. 23-24) Artificial Intelligence	Restructured and moved	• Re-structured and moved to Section 3	Restructured and put together other technology and online information

Page 12-14 Dress Code	Revised, removed and added language	• Added F.S. 1006.07 that states school boards adopt dress code policy. • Replaced “grooming” with “appearance.” • Removed “exposing underwear or body parts. • Added “principals' decision.” • Add a visual dress code to be a silhouette	Added a statute to reflect the authority to create a dress code, replaced grammatical wording, and added the principals’ decision to align with the principals’ responsibility. Add dress code visuals to help illustrate dress code examples.

Page 14 Dress Code	Revised, removed and added language	Added additional information to the Dress Code requirements. • Added "Tops must extend below…" • Removed Jewelry and gang-related symbols to be their own section • Gang-related included examples of items and Florida Statutes 874 (Gang Prevention Act of 1990) Jewelry to include a safety risk clause and discretion of principal or designee to remove if concerned • Added blankets not permitted items • Added a placeholder visual	Updated dress code, clarified items
Page 18 Attendance (Semester Exams)	Removed Language	• Removed Semester Exams language	Language reflects closer to the SPP
Page 19 Attendance	Added Statue requirements	• Add Child Study Team meeting to discuss the root cause of attendance issues • Added that the principal or designee may initiate a referral to truancy after CST (Child Study Team)	State statute language added to the following current state laws.
Page 20 McKinney-Vento Act	Removed outdated language and referenced Board Policy	• Removed "If it is proven the student…" • Referenced Board Policy 5111.01in regard to McKinney Vento Dispute Resolution.	Removed old language and reference to Board policy for disputes/resolutions.

Page 20-21 (Now on Page 108-109) Hope Scholarship/Choice Options	Reordered and aligned to later section	• Hope Scholarship program, Know CHOICE Options, Length of Choice moved to Section 10	Restructured to align with new sections
Page 23 Title Change to Student Safety	New section title, restructured	Positive school climate changed to Student Safety. • Removed Students' rights and responsibilities (referenced earlier in Code of Conduct in Section 1)	Changed title to reflect new parts in Section 3. Student rights are referenced in Section 1.

Page 23 (moved) Social media	Reordered	• Reordered within the section	Restructured section

Page 24 -25 Electronic Devices	Removed language and added clarifications	• Reword electronic devices to be more concise • Removed "Including Cameras" was already stated above • Removed Disciplinary action for failure to comply • Added Schools are not responsible for damages	Reworded to clarify state legislation for cell phones. Discipline is stated in later sections Not claiming responsibility for phones if brought onto school grounds
Page 25 Technology and Internet Safety Policy	Removed language and added clarifications	• Removed "Including screen savers." • Added "or materials."	Clarify and be more concise

Page 27 Title IX	Added OEEO requirements	• OEEO requires Title IX Coordinators be listed with contact information	Compliance with federal requirements
Page 29 NOTE: F.S. 790.115	Removed conflicting information	• Removed due to stating that firearms can be brought onto campus with permission.	Conflicting information about firearms on school campuses
Page 31 Bullying	Add link for reporting system	• School board reporting system links to be added once established.	Align to legislation
Page 31 Threats Against Schools and Person	Added Statute	• Added state statute. FS 790.162 and 790.163	Update state language to be current

Page 34 (Now on Page 100) Self-Reporting Upon Initial Registration	Reordered to another section	• Reordered, put in a different section	Moved to align with disciplinary action in Section 7 (Now Section 9)

Page 36 Athletics	Removed information and added new guidelines	• Removed "No 4's in Citizenship," replaced with "Refer to school-based athletic contracts." • Change "permission to consent" and some other grammatical errors.	The committee felt citizenship was only a portion of the decision, and felt the contract was clearer
Page 37 Drug, Alcohol, Tobacco Use	Changed language to align with discipline consequences	• Changed wording to align the consequence with athletic game suspensions during school-based suspensions	Clarification of who and the timeline
Page 37 Criminal Offense	Removed and summarized previous information	• Removed entire section and summarized to be at the discretion of the principal or designee for revoked privileges	Summary of Loss of Privileges with criminal offense
Page 39 Medication Policy	Reworded for clarity	• Medication Policy remains consistent, but was reworded for clarity	Confusion reported by old language

Page 44 Student Discipline	Removed language and took out redundant information	• Removed some parts of the opening paragraph • Removed "Misconduct that requires specific Consequences."	Summarized information Removed redundant information addressed in discipline.
Page 44- Page 45 Discipline for Students with Disabilities	Summarized	• Removed previous language and summarized information to reflect IDEA	Summarized and aligned with IDEA
Page 45 English Language Learners	Removed language	• Removed "Nevertheless, the use of profanity."	Profanity is addressed in Matrices

Page 46 Search and Seizures	Removed language	• Removed "To prevent drugs and weapons at schools"	Not a frequent practice and used in occasions of suspicion/reports, not used for prevention
Page 47 Violence and Aggressive Acts	Removed language	• Removed "If your principal believes"	Changed language to behavior contract for consistency.
Page 49 Gang Activity	Added state statute	• Gang activity section was removed and state statute pertaining to F.S.S. 874 Criminal Gang enforcement and Prevention	Updated language to come from the State Statutes and Gang Prevention Act.
Page 52 Bus	Complete overhaul, Revised procedures, rules and added Discipline Matrices for Transportation	• The bus made its own section. • Moved "students are to be at the bus stop 10 minutes prior" to the next paragraph • Updated Not allowed items: (Aerosol spray language updated) • Update Rules while on the Bus. Added: Student must wear IDs, keep their hands to themselves, wear backpacks forward when entering and exiting, and follow the dress code." • Updated drinks on the bus to be water in a closed container • Added "Discipline on school buses." • Written discipline protocol was removed, and Bus disciplinary matrices were created for Elementary and Secondary • Added cell phone use on bus to be permissible as long as it follows cell phone policy	Restructured and clarified different areas of riding the bus and approved Items. Summarized Violation of Rules while on the bus. Disciplinary actions to match existing and align with school-based discipline matrices.
Page 56 Personal Transportation Device	Added new guidelines/rules for PTD	• Personal Transportation Devices added to address use on campus	Address concerns and guidelines for using devices to get to school, enter campus, store, and exit.

Page 61 Discipline (New Section 8)	Added new policy in relation to discipline	• Create a section of Principal Authority to Assign Alternative Consequences. Loss of privilege is permissible at the discretion of school administrators or designees.	Allow the principal to assign a loss of privilege for incidents
Matrices Page 61- P97	Discipline	1. Codes added to the new code of conduct 2. Horseplay with Injury 3. Instigation • Serious Technology Violation	Address specific incidents instead of generalizing to "inappropriate behavior."
Page 97 New Section 9 Title remains (Procedures relating to Discipline)	Reworded and summarized	• Reworded and summarized Out of School Suspension	Clarified and summarized the section.
Page 99 Review and Appeal of Discipline Referral or Consequence	Added state statute for parental rights/due process	• Added F.S.S. 1006.09	Added a statute that allows for the appeal of parental rights
Page 99 Disciplinary Reassignment	Removed grammatical errors and updated appeal information	• Removed "of Schools" and "decide to" • Reworded and corrected Procedures for Appeal of Alternative school placement. • Updated the information to reflect the position/person who will be overseeing appeals and the appeal process	Grammatical corrections Updated appeal information to reflect the future position/person overseeing appeals of reassignment
Page 99 Felony Arrests	Reworded, condensed and corrected grammatical errors	• Changed wording and condensed paragraph	Grammatical errors and condensed paragraph
Page 99 Extension of 10-day suspension	Removed	• Not utilized	Not a necessary section

Page 103 Section 10 (previously 8) Crisis Protocol	Grammatical Changes	• Updated Grammatical parts and made them more concise	Updated title and removed some passive language
Page 103 Unannounced Lockdowns	Removed information and added statute	• Removed and referred to F.S.S. 1006.07	Reference statute for requirements
Page 105 Classroom Transfers	Removed information	• Removed classroom transfers as it pertains to the Student Progression Plan and not the Code of Conduct	Information not relevant to the Code of Conduct
Page 105-106 Curricula and Instructional Materials	Removed information	• Removed classroom transfers as it pertains to the Student Progression Plan and not the Code of Conduct	Information not relevant to the Code of Conduct
Page 110 Enter Areas Intended for the Opposite Sex	Updated information with statute, added clarification language	• Update to include “approved under F.S.S. 553.865 • Added “Are aged 18 or older” Criminal penalties • Including school-sponsored trips/activities	Referenced Statute with Entering the opposite sex area

2026-2027 Student Code of Conduct: Proposed Changes

Board Workshop

May 5th, 2026

Presented by Sharon Scarbrough, Executive Director

Lisa Lyon, Director of Student Services

SDMC SSC Meeting Dates

Work Groups: January 2026

Attendance

Dress Code

Matrices

Transportation

Internal Committee Meetings:

February 19th, 2026

February 26th, 2026

March 5th, 2026

Community Committee Meetings:

March 25th, 2026

April 1st, 2026

Notable Language Changes Pending Board Approval

- SDMC Mission, Vision, and Strategic Plan
- Reference to the Civility Clause
- Student Protests, Student Safety and Instructional Time
- Dress Code
- Clarified Truancy Procedures
- Cell Phone Policy
- Athletic Eligibility
- Transportation

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

Notable Language Changes Pending Board Approval

School District Civility Clause

It is the intent of the School Board to promote mutual respect, civility, and orderly conduct among district employees, parents, and the public. It is not the intent of the Board to deprive any person of his/her right to freedom of expression. The intent of this policy is to maintain, to the greatest extent reasonably possible, a safe, harassment-free workplace for teachers, students, administrators, other staff, and parents and other members of the community. In the interest of presenting teachers and other employees as positive role models, the Board encourages positive communication and discourages disruptive, volatile, hostile, or aggressive communications or actions. Please see the SDMC policy 1380 for more information.

Notable Language Changes Pending Board Approval

Student Protests, Student Safety and Instructional Time

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. Students have a right to freedom of expression; however, when students exercise this right, students 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. Administrators must take proactive steps to make sure students remain under appropriate supervision during school hours and instructional environment remain safe and focused on learning. 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. See Rule 6A-10.081 Florida Administrative Code for more information.

Notable Language Changes Pending Board Approval

School Dress Code

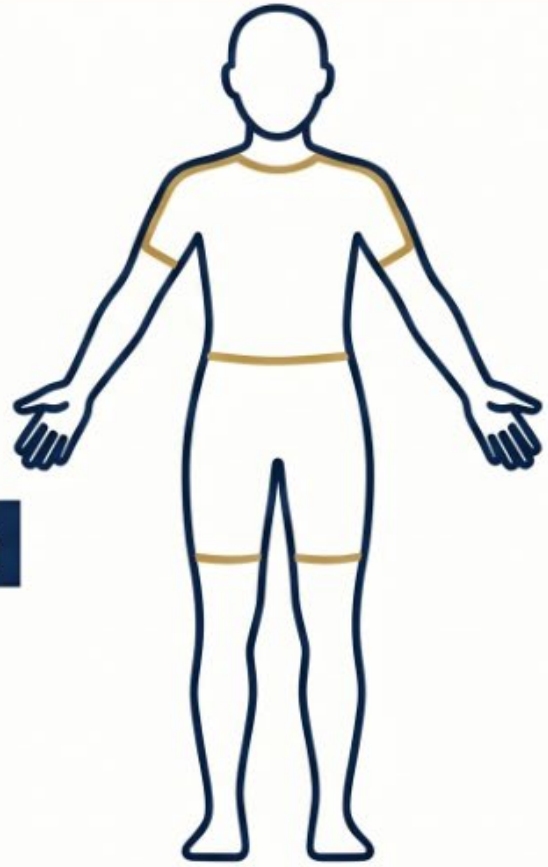
Under F.S. 1006.07, each district school board shall adopt a dress code policy that prohibits a student, while on the grounds of a public school during the regular school day, from wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment.

The dress and appearance 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.

The Golden Rule: Ensure all clothing provides full coverage and promotes school safety.

Upper Body Coverage

Tops must have sleeves, cover the shoulders, and completely hide the midriff, back, and all undergarments.



Pants at the Waist

Trousers and pants must be worn at the natural waistline and must not expose undergarments.

Mid-Thigh Length Minimum

All bottoms—including shorts, skirts, skorts, and dresses—must reach mid-thigh length or longer.

Wear Safe Footwear

Only safe, appropriate shoes are permitted; roller skates, skate shoes, and bedroom slippers are prohibited.

Notable Language Changes Pending Board Approval

School Dress Code

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. Tops must extend below the waistband at all times. Clothing may not expose the midriff; no skin should be visible at the waist or abdomen.

D. All clothing, or body art, tattoos, nail art, shall not have: profanity, violent images, weapons, wording or suggestion; sexually suggestive phrases or images; alcohol, tobacco, drugs, or advertisements for such products.

E. Students are not permitted to wear any items or display markings that are offensive, suggestive, indecent, or associated with gangs as identified under the Florida Gang Prevention Act of 1990 or as outlined in Florida Statute 874.

F. Any jewelry or accessories that pose a safety risk may be required to be removed at the discretion of the principal or designee if concerns arise.

J. Blanket/blanket type items are not permitted to be on school grounds.

Notable Language Changes Pending Board Approval

Electronic Equipment

The school board is not responsible for theft, loss, damage or vandalism to electronic devices or technology brought onto its property, or vehicles or used during or for school related purpose. Personally owned electronic devices and technology used in violation of school rules may be confiscated and returned to the students' parent/guardian.

Notable Language Changes Pending Board Approval

Athletic Eligibility

Middle School Eligibility Requirements

2. Maintain satisfactory classroom work (minimum 2.0 grade point average on previous quarter's report card) and maintain a satisfactory conduct record. Refer to the school-based athletic contract.

Drug, Alcohol and Tobacco Use

Students are not permitted to use drugs, alcohol or tobacco products. Any student serving an out-of-school suspension is prohibited from participating in extracurricular activities, including practices and games, for the duration of the suspension. Students who violate the SDMC alcohol and drug policies are subject to penalties as outlines in the Student Code of Conduct in addition, the principal or designee may revoke the student's privilege of participating in non- academic activities, including but not limited to, extracurricular activities and/or athletics.

Criminal Offenses

Students arrested or charged with criminal offenses may lose their privilege of participation in school athletics at the discretion of the school principal or designee.

Notable Language Changes Pending Board Approval

Transportation

Items Not Allowed on the Bus

5. Cologne/perfume, aerosol sprays may be possessed but use on the bus or enclosed areas is expressly prohibited.

Rules While on the Bus

1. Students must wear their ID when entering, riding and exiting the bus.
2. Student must sit in their assigned seats and face forward.
4. Students must not place any part of their body outside the bus windows and must keep their hands and feed to themselves.
7. Students must not eat or drink on the bus with the exception of water. Water must remain in a closed container.
13. Cell phones may be used on the bus as long as the student is abiding by the electronic equipment policy and uses headphones to play music. One ear must remain open for directions, safety, and emergencies.
14. Students must enter and exit the school bus with their backpack on the front of their body.
15. Students must follow school district dress code while riding the bus.

Notable Language Changes Pending Board Approval

Transportation Matrices

Elementary

Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Actions
DB	Disruptive Behavior	Counsel and Warn, Parent Call	Counsel and Warn, Parent Call	Detention, Parent Conference	Detention, Parent Conference	1-3 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
DO	Disrespect towards Others	Counsel and Warn, Parent Call	Counsel and Warn, Parent Call	Detention, Parent Conference	Detention, Parent Conference	1-3 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
HP	Horseplay	Counsel and Warn, Parent Call	Counsel and Warn, Parent Call	Detention, Parent Conference	Detention, Parent Conference	1-3 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges

Notable Language Changes Pending Board Approval

Personal Transportation Devises

To ensure the safety of all students, bicycles, electric scooters, skateboards, and any similar devices used for transportation may not be used while on school district property. All personal transportation devices must be powered off prior to entering school district property and walked to the designated storage area. Students are subject to local and state laws and ordinances governing transportation.

SDMC Remaining Timeline

May 5th, 2026-

Presentation to School Board

June 9th, 2026 Approval of Advertising a Notice of Intent to Amend the SCC

July 21st, 2026- Approval of Adopting Amendments to the SCC

2026-2027 Student Code of Conduct: Proposed Changes

Board Workshop

May 5th, 2026

Presented by Sharon Scarbrough, Executive Director

Lisa Lyon, Director of Student Services

CODE OF STUDENT CONDUCT

2025-2026



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Placeholder : Mission, Vision, Strategic Plan

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Safe, Positive Learning Environment

The purpose of this document is to assist students, parents, and school personnel in establishing and maintaining a safe, nurturing and well-disciplined learning environment for all. To be fully effective, the Code of Student Conduct addresses not only the role of the parents, the students, and the school, but also specifies areas relative to the responsibilities and rights of students and parents, grounds for disciplinary actions, and procedures to be followed for acts requiring disciplinary action.

Students in the School District of Manatee County are subject to the Code of Student Conduct during the school day and regular school activities, and while being transported on school buses or at public expense to and from school or other education facilities. Students are also subject at such time and places that include, but are not necessarily limited to, school sponsored events, field trips, athlete functions, and other activities where appropriate school personnel have jurisdiction over students. In addition, jurisdictional control over students may be extended as per Florida Statutes (F.S.) 1006.07, 1006.09, 1006. 13, 1006.147, and 1003.31 1003 and 1006 whenever the conduct of a student is deemed to have a detrimental effect on the health, safety, and welfare of any member of the school community or the learning environment of the school.

It is the intent of the "Student Rights and Responsibilities" section of this Code that students understand that individual rights involve associated responsibilities and that individual rights must be viewed in relationship to the health, safety, and welfare of the majority of students in each school. In each school, the principal is responsible for orderly school administration, operation and instructional leadership, under supervision of the Superintendent, in accordance with the rules and regulations of the School Board. The Superintendent is authorized to assign or reassign a student to any program or school as deemed to be in the best interest of the student or School District, pursuant to F.S. 1006.08.

~~Students attending a Charter school or a School Choice school may be suspended, expelled, or reassigned during the school year as provided in this Code. School Choice may additionally be revoked for non-attendance, habitual tardiness, or disciplinary issues, upon the recommendation of the principal. The principal's recommendation is subject to review and approval by the District Administrative Appeals Committee. Hope Scholarship students must remain in good standing with this Code to continue their placement within the Hope Scholarship program. For questions concerning the Hope Scholarship, contact the Office of Student Assignment.~~ Moved to Choice (section 10)

Principal's Responsibility

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 consistent with the District Code of Student Conduct or School Board Policy. (F.S. 1006.09)

In Loco Parentis

State and federal law recognizes that teachers and school administrators have a need to stand in the place of parents over children entrusted to them at school. This is a concept called loco parentis. This concept is reasonable for the fact that school personnel can search without a warrant based on reasonable suspicion and are not held to the higher standard of "probable cause" by which law enforcement is bound. It is also responsible for the fact that school personnel can interrogate a student without providing him or her with Miranda warnings or allowing the student to call a parent or attorney. (F.S. 1003.31). Please refer to Administrative Investigations for more information (pg X).

School District Civility Clause

It is the intent of the School Board to promote mutual respect, civility, and orderly conduct among district employees, parents, and the public. It is not the intent of the Board to deprive any person of his/her right to freedom of expression. The intent of this policy is to maintain, to the greatest extent reasonably possible, a safe, harassment-free workplace for teachers, students, administrators, other staff, and parents and other members of the community. In the interest of presenting teachers and other employees as positive role models, the Board encourages positive communication and discourages disruptive, volatile, hostile, or aggressive communications or actions. (link to school board policy)

Prohibition of Discrimination

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

Privacy and Property Rights

Students have the right to:

- Bring personal items to school
- Privacy unless there is reasonable suspicion that a student has a prohibited item on campus

Student Records

Students/Parents/Guardians have the right to:

- Inspect and review student records
- Be protected from the unlawful disclosure of student information

Parental Rights

- To be treated fairly and respectfully by school administration, teachers, and staff.
- To be notified promptly if your child is disciplined for inappropriate behavior and the consequences for those actions.
- To appeal disciplinary actions.
- To receive pertinent, accurate, and timely information about your child's academic progress.

Students are responsible for:

- Any lost, stolen, damaged property they bring on campus
- Obeying laws and school policy regarding prohibited items

Students are responsible for:

- Sharing accurate and pertinent information helpful in making educational decisions with appropriate school personnel

Parental Responsibilities

- To be actively involved in your child's education.
- To access information about the school board's policies and procedures.
- To provide your child's school with updated emergency contact information to include your address.
- To ensure that child student follows the student code of conduct.
- To ensure that your child is in attendance and on time every day.

First Amendment Freedom of Expression

Students have the right to:

- Express their ideas in a respectful and appropriate manner without disrupting the learning environment
- Exercise their religious beliefs
- A bullying and harassment free environment

Student Protests, Student Safety and Instructional Time

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. Students have a right to freedom of expression; however, when students exercise this right, students 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. Administrators must take proactive steps to make sure students remain under appropriate supervision during school hours and instructional environment remain safe and focused on learning. 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. See Rule 6A-10.081 Florida Administrative Code for more information.

Pledge of Allegiance

F.S. 1003.44 requires the Pledge of Allegiance be recited at the beginning of each school day. When the national anthem is played or the pledge is recited, students and all civilians shall stand at attention, men removing the headdress, except when such headdress is worn for religious reasons. When the pledge is recited, students shall stand with the right hand over the heart. With a written request by a student's parent or guardian, a student will be excused from reciting the pledge, including standing and placing the right hand over his or her heart. When the pledge is given, unexcused students must show full respect to the flag by standing at attention. When the Junior Reserve Officer Training Corps (JROTC) Color Guard presents the colors for the national anthem or Pledge of Allegiance at a school or district function, the audience is asked to rise before the procession begins from the back of the room. The audience remains standing after the pledge or anthem and during the entire time the Color Guard walks to the back of the room. The audience remains standing until the Color Guard is dismissed

Moments of Silence (re-ordered in section 1)

Per F.S. 1003.45, the principal of each public school shall require teachers in first-period classrooms in all grades to set aside at least 1 minute, but not more than 2 minutes, daily for a moment of silence, during which students may not interfere with other students' participation. A 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 should encourage parents or guardians to discuss the moments of silence with their children and to make suggestions as to the best use of this time.

Students are responsible for:

- Respecting the rights of others' self- expression
- Respecting the religious beliefs of others
- Reporting bullying or harassment immediately to a staff member

F.S. 1003.44 requires the Pledge of Allegiance to 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.

~~Grades~~

~~Students have the right to:~~

- ~~Receive course grades that are reflective of academic achievement~~
- ~~Receive a teacher's grading criteria at the beginning of each course~~
- ~~Be notified of failure/potential failure when work is unsatisfactory~~

~~Curriculum~~

~~Students have the right to:~~

- ~~Have equal educational opportunities in academic and extracurricular programs, within reasonable limits~~
- ~~Receive learning expectations for mastery~~
- ~~Learn from competent teachers in an atmosphere free from bias and prejudice~~
- ~~Have access to advanced and accelerated coursework when readiness is demonstrated~~

~~Students are responsible for:~~

- ~~Monitoring academic performance regularly~~
- ~~Learning grading criteria that demonstrate a course's success~~
- ~~Meeting academic standards in line with ability and to make every effort to improve unsatisfactory work~~

~~Students are responsible for:~~

- ~~Asking for help from school staff in choosing course~~
- ~~Asking questions when learning expectations are unclear~~
- ~~Cooperating with teachers and contribute to an atmosphere free from bias and prejudice~~
- ~~Making every effort to master academic standards~~

~~Artificial Intelligence (AI)~~ (moved to technology)

- ~~The School Board recognizes the positive impact that Artificial Intelligence (AI) technology and Natural Language Processing (NLP) tools may have in the District's educational program and operations.~~
- ~~Any use of artificial intelligence technology in the District's educational program or operations must be in accordance with State and Federal law as well as Board policies.~~
- ~~Unauthorized use of AI/NLP tools is considered a form of plagiarism per Policy 7540.03 and any student found using these tools without permission will be disciplined in accordance with the Student Code of Conduct.~~

~~Students can use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI/NLP tools in an ethical manner including proper citation.~~ . ~~and any student found using these tools during an assessment without permission will be disciplined in accordance with the Student Code of Conduct.~~ (move this to the technology and internet safety policy)

- ~~~~
- ~~Research assistance~~
- ~~Data Analysis~~
- ~~Language translation~~
- ~~Writing assistance~~
- ~~Accessibility~~

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

Student Identification

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

~~Moments of Silence~~ (move to under Pledge section above)

~~Per F.S. 1003.45, the principal of each public school shall require teachers in first-period classrooms in all grades to set aside at least 1 minute, but not more than 2 minutes, daily for a moment of silence, during which students may not interfere with other students' participation. A 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 should encourage parents or guardians to discuss the moments of silence with their children and to make suggestions as to the best use of this time.~~

School Dress Code

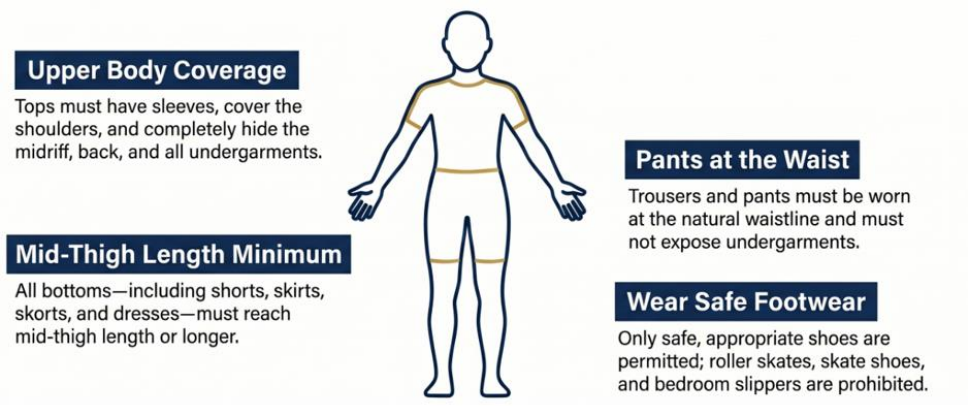
Under F.S. 1006.07, each district school board shall adopt a dress code policy that prohibits a student, while on the grounds of a public school during the regular school day, from wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment.

The dress and ~~grooming~~ appearance 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 specific consequences.~~

Place Holder:



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. Tops must extend below the waistband at all times. Clothing may not expose the midriff; no skin should be visible at the waist or abdomen.

b. Shorts, skirts, skorts, and dresses are allowed. They must be mid-thigh length or longer.

c. All trousers, pants, or shorts must completely cover undergarments and worn at the waist.

d. All clothing~~, jewelry~~, or body art, tattoos, nail art, shall not have: profanity, violent images, weapons, wording or suggestion; sexually suggestive phrases or images;~~ gang related symbols;~~ alcohol, tobacco, drugs, or advertisements for such products.

e. Students are not permitted to wear any items or display markings that are offensive, suggestive, indecent, or associated with gangs as identified under the Florida Gang Prevention Act of 1990 or as outlined in Florida Statute 874.

~~d.~~ Any jewelry or accessories that pose a safety risk may be required to be removed at the discretion of the principal or designee if concerns arise.

~~e.~~f. Safe and appropriate footwear must be worn. Inappropriate footwear includes, but is not limited to, roller skates, skate shoes, and bedroom slippers.

~~f.~~g. Form-fitting leotard/spandex type clothing (to include shorts and leggings) are allowed with proper garments that cover to mid-thigh length or longer.

~~g.~~h. See-through or mesh fabric clothing may only be worn over clothing meeting requirements.

i. Sleepwear shall not be worn as outer garments.

~~h.~~j. Blanket/blanket type items are not permitted to be on school grounds.

~~i.~~k. Sunglasses may not be worn inside unless a parent provides a doctor's note to the school. Field trips are an exception.

~~j. Bandanas or sweatbands are not allowed to be visible on school grounds during regular school hours.~~

~~k.~~l. Hats or other head coverings may be worn during outside P.E. activities and may not be worn during any portion of the regular school day without the expressed permission of the principal.

~~l.~~m. If the school has a mandatory school uniform policy, the student must adhere to those requirements. These programs will provide detailed requirements to both students and parents.

School Uniform Policy

a. Manatee County elementary or secondary schools may implement a mandatory uniform policy, governing students enrolled at the school only if all conditions set forth in the following procedures are met: A Favorable vote of at least 67% or more by the School Advisory Council (SAC) must occur to support mandatory use of uniforms for students.

b. The school or SAC conducts a survey of parents of all students in that school and at least 51% percent of the families completing the survey must indicate that they are in favor of establishing such a program. Ballots must be received from a majority of eligible families. Parents are to be surveyed every three years at any school implementing a uniform program.

c. The school must establish a uniform committee that adequately represents all segments of the school community. The uniform committee must follow guidelines promulgated by the Superintendent for selection of uniforms.

d. The school-selected uniforms must comply in all respects with the other provisions of the district rules concerning appropriate attire.

e. The uniform selected may not be characterized as gender-specific (both boys and girls may wear

slacks).

f. The school must make provisions for those students who, by reason of financial hardship, cannot comply with the uniform and must notify the students' parents of these provisions.

Communication

Each school implementing a uniform policy must communicate to parents the following:

1. Types and colors of uniform;
2. Requirements for jackets or outer garments;
3. Optional articles of attire, if any;
4. Compliance measures to be employed;
5. The availability of financial support and the procedures for applying for assistance;
6. Methods to facilitate recycling of uniforms within the school community; and
7. Notice of uniform sales and lists of competitive process from vendors of uniform articles.

The means by which this information is communicated shall include one or more of the following: school newsletters, parent forums, telephone hotline, PTA/PTO meetings and newsletters, school advisory council meetings, television, radio, newspaper announcements, posters displayed at school and in the community, and registration materials.

Compliance Measures

A. Each school shall develop incentives and positive reinforcement measures to encourage full compliance with the uniform policy. Each school should strive to achieve full compliance through use of incentives and positive reinforcement measures and should resort to disciplinary action only when positive measures fail to ensure compliance. In addition, school shall communicate with parents so that expectations, rationale and benefits are fully understood 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:

   a. Uniforms of a nationally recognized youth organization such as JROTC, Civil Air Patrol, or the Boy Scouts or Girl Scouts are worn on regular meeting days.
   b. A student wears a button, arm band, or other accoutrement to exercise the right to freedom or speech as guaranteed by the First Amendment, unless the button, arm band, or other accoutrement signifies or is related to gangs, gang members or gang activity.
   c. The wearing of a school uniform violates a student's sincerely held religious belief.
   d. A student's parent or guardian has secured an exemption form the uniform policy by following the procedures set forth below.

G. Parents or guardians are permitted to exempt their children from the uniform program by the following procedures:

   a. Parents should be notified of the exemption procedure.
   b. A request is made by mail or in person by the parent or guardian for an Application for Exemption from the Uniform Program ("Application"). The parent or guardian may obtain an Application at the student's school site.
   c. The Application is completed in full and submitted to the school principal.
   d. The school principal or other designated administrator meets with the parents to discuss the uniform policy and the nature of the objections to the policy. The purpose of this meeting includes:

      i. Ensuring that the parents or guardians understand the reason for, and goals of the uniform policy.
      ii. Verifying the accuracy of the information on the Application.
      iii. Preventing fraud or misrepresentation.

Attendance

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

Excused Absences

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

Reporting Absences

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

Make-up Work

After an excused absence, students must arrange with their teacher for any make-up work. Students have the same number of days they were absent to make up their work. This rule does not apply to some long-term assignments. (A long-term assignment is when a student has 10 or more days to complete the work.) These long-term assignments will be due on the specified date unless excused in writing by the teacher or principal. It is the student's responsibility to make these arrangements and to submit make-up work within the deadlines set by the teacher(s). Students do not have the right to make up work if the absence was unexcused.

~~Semester Exams~~

~~Semester exams may not be given early. Students may take their semester exams upon return to school.~~ (referenced in Student Progression Plan students cannot take exams early)

Truancy

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

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

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

Florida State Statute (1003.24) reports parents are responsible for the attendance of children.
Florida State Statute (1003.26) provides the school district the ability to enforce school attendance.

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

- Child Study Team - A meeting with the school's Child Study Team will be conducted when 5 unexcused absences in a calendar month, and/ or 10 unexcused absences in a 90-day calendar period occur. The Child Study Team will examine root causes for the persistent absenteeism so strategies and interventions to resume regular attendance can be developed
- After appropriate strategies and interventions have been implemented, if chronic absenteeism continues, the principal or designee may initiate a referral to truancy court

Driver's License

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

Homeless Student Rights Under the McKinney-Vento Act

Under the McKinney-Vento Act, homeless students have the right to attend school, regardless of the location where they live or the length of time at that location. The student is to be enrolled immediately, regardless of whether the appropriate records required for enrollment are presented. The school will refer the parent/guardian to Project Heart, which will help in obtaining the required records. Students eligible under the McKinney-Vento Act have the right to continue attending the same school they attended before their housing situation changed, or the school last attended, as well as receive assistance with transportation to that school of origin. Furthermore, the students are allowed to attend the school of origin for the rest of the school year, even if they obtain permanent housing during the school year.

If a student who is eligible under the McKinney-Vento Act is sent to a school other than the school of origin, a reason must be provided in writing, along with the process for appealing such a decision. The student may remain in the school of origin during the appeal. ~~If it is proven the student was not eligible for McKinney Vento Act rights and services, but the parent/guardian accepted goods, services, or special right, including free school lunch, school fraud rules will apply. The parent/guardian will be notified in writing and provided with the process for disputing the charges of fraud.~~
The school District of Manatee County will follow the McKinney Vento Dispute Resolution process as outlined in statue. ~~(refer back to policy)~~ Please see school board policy 5111.01 for more information.

~~The Hope Scholarship Program~~ (moved Section 10)

~~If have been subjected to a range of violent incidents on campus to include battery, harassment, hazing, bullying, kidnapping, physical attack, robbery, sexual offenses, assault, threat, intimidation, or fighting, parents may choose to withdraw their student from their zoned school and enroll them in another public school that has capacity, or to request a scholarship to attend an eligible private school. Requests for scholarships to participating private schools is on a first come, first serve basis and is subject to available funding and other restrictions, per F.S. 1002.40.~~

~~Know CHOICE Options~~ (Moved Section 10)

~~Parents who want their child to attend a different school, visit Office of Student Assignment and follow~~

~~the CHOICE Student Assignment Plan procedures or call them at (941) 708-4971.~~

~~Length of the Hope Scholarship~~ (moved Section 10)

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

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

~~If a student is attending a charter school or a school out of your assigned area under the School Choice Program, you may be suspended, expelled or reassigned during the school year as provided in this Code. Your school choice may additionally be revoked for non-attendance, habitual tardiness, or disciplinary issues, upon the recommendation of the principal. The principal's recommendation is subject to review and approval by the District Administrative Appeals Committee.~~

Student Safety

~~Positive School Climate~~

~~Students have the right to:~~

- ~~Attend a school with a positive learning environment~~
- ~~Have positive relationships with school staff~~
- ~~Support for students who are experiencing an emotional crisis, trauma, or serious challenges in their homes or community~~
- ~~Clean and well-maintained campuses~~

~~Students are responsible for:~~

- ~~Following the Code of Student Conduct~~
- ~~Reporting unsafe situations to a staff member immediately~~
- ~~Advocating for help when it is needed~~

~~Electronic Equipment~~

Use of Social Media (reordered)

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

For School Board Policies regarding student use of social media, please visit the District website at www.manateeschools.net/policy to review the Student Social Media Guidelines and the School Board Policy Manual with Policy 7544 "Use of Social Media" and Policy 7540.03 "Student Technology Acceptable Use and Safety".

Artificial Intelligence (AI) (moved from Section 1)

- The School Board recognizes the positive impact that Artificial Intelligence (AI) technology and Natural Language Processing (NLP) tools may have in the District's educational program and operations.
- Any use of artificial intelligence technology in the District's educational program or operations must be in accordance with State and Federal law as well as Board policies.

- Unauthorized use of AI/NLP tools is considered a form of plagiarism per Policy 7540.08 and any student found using these tools without permission will be disciplined in accordance with the Student Code of Conduct.
- Students can use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI/NLP tools in an ethical manner including proper citation.

Unauthorized use of AI/NLP tools during assessments is considered cheating.

Electronic Equipment

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

- ~~Prohibits electronic devices from being used by elementary and middle school students during the school day.~~
- ~~Prohibits high school use of electronic devices during instructional time, except as authorized, with teacher-designated storage areas and board-adopted usage zones.~~
- Elementary & Middle Schools
- Students may not use cell phones or other wireless communication devices during the school day (bell to bell).
- Provides exceptions for medical or educational needs.

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

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

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

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

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

- music playback or streaming devices
- camera
- cellular phone ~~(including the camera that may be part of the phone)~~
- video or digital recorder
- video gaming devices
- computer or tablet (unless specifically authorized for academic purposes)
- smart watches, smart glasses, or any other smart devices when used as a cellular device
- earbuds or headphones

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

The school board is not responsible for ~~preventing~~ ~~T~~theft, loss, damage or vandalism to electronic devices or technology brought onto its property, or vehicles or used during or for school related purpose. Personally owned electronic devices and technology used in violation of school rules may be confiscated and returned to the ~~students~~students' parent/guardian.

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

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

Technology and Internet Safety Policy

Technology is an integral part of a student's 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. Student use of technology is a privilege, and students are responsible for using it appropriately. This includes use of district technology while off school property. The following are improper uses of technology:

a. Photographing, recording, or using images of any person without their knowledge or consent.

~~b.~~ Accessing pornographic or obscene images, language, or materials~~, including screen savers.~~

~~c.~~b. Transmitting any material in violation of federal, state, local law, School Board policy, regulation, or the District Code of Student Conduct. This includes but is not limited to copyrighted material, threatening, obscene or pornographic material, test questions or answers, student work products, trade secrets, and computer viruses or malware.

~~d.~~c. Using technology for commercial activities unless explicitly permitted by the School Board.

~~e.~~d. 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.~~e. Downloading music, games, or videos at any time on a district computer.

~~g.~~f. Using cellular phones or other wireless communication devices during unauthorized times of the school day. Cellular phones, tablets, and other electronic devices may only be used on campus before or after school, unless a school has different policy restrictions, or students have permission from an administrator or designee.

~~h.~~g. Using email, instant messaging, texting, social media, web pages or other technology operations to threaten, disrupt, or interfere with the safety and welfare of the school community, including engaging in cyber-bullying, harassment, or "sexting."

~~i.~~h. Gaining or attempting to gain unauthorized access to SDMC networks, computer servers, or data files.

~~j.~~i. Gaining or attempting to gain unauthorized access to non-SDMC networks, computer servers, or data files utilizing SDMC equipment.

~~k.~~j. 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.~~k. Downloading or printing any material that is deemed inappropriate by the School District.

~~m.~~l. Attempting to log on to the SDMC network or other district-affiliated systems using another's identify or password.

~~n.~~m. Sharing of logins and passwords to the SDMC network.

~~o.~~n. Bypassing or attempting to bypass SDMC filtering software.

~~p.~~o. Unauthorized disclose, use and dissemination of personal information regarding students, unauthorized online access by students including hacking and other unlawful activities and access by student to inappropriate matter on the Internet is prohibited.

Note: There is no right or expectancy of privacy on district provided or owned technology. School officials may review any information or files on such technology at any time.

Title IX

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

The United State Department of Education requires school districts to follow a specific Title IX Grievance Process while investigating allegations of sexual misconduct. The Office of Civil Rights of the United State Department of Education considers sexual misconduct (including sexual harassment, sexual violence, sexual assault, and intimate partners violence) to be a form of sexual discrimination and requires the school districts to take immediate and effective steps to respond to sexual misconduct.

For a Title IX investigation to apply, the incident must have occurred in an education program or activity in which the district has substantial control over both the respondent and the context in which the incident occurred.

"Sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. Any School District of Manatee County employee conditions the provision of an aid, benefit, or service of the recipient on an individuals' participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so sever, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "Dating violence" as defined in 34 U.S.C. 12291(a)(10). "Domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Responsibilities and Obligations

The School District of Manatee County takes its obligation to comply with Title IX very seriously. Inquiries concerning the application of Title IX, and the Grievance Procedures may be referred to the District's Title IX Coordinators:

~~Schools and Educational Facilities~~

~~Office of Student Services~~
~~2501 63rd Avenue East~~
~~Bradenton, FL 34203~~
~~(941) 751 6550~~

Title IX - Schools & Educational Facilities Elementary & Secondary Lisa Lyon Director, Student Services Professional Support Center 2501 63rd Ave. E, Bradenton, FL 34203 (941) 751-6550 x43061 lyonl@manateeschools.net

~~District & Employment~~

~~Human Resources~~
~~215 Manatee Avenue West~~
~~Bradenton, FL 34205~~
~~(941) 708 8770~~

Post-Secondary (MTC)
Colleen M. Maynard Assistant Director,
Manatee Technical College
6305 State Road 70 East,
Bradenton, FL 34203
(941) 751-7900 x46034
maynardc@manateeschools.net

Title IX - District & Employment
Donna Peregoff Assistant Director, Human Resources School Support Center
215 Manatee Ave. W, Bradenton, FL 34205
(941) 708-8770 x41006
peregoffd@manateeschools.net

Title IX - Coordinator Dr. Christina M. Britton Executive Director Human Resources

School Support Center
215 Manatee Ave. W,
Bradenton, FL 34205
(941) 708-8770 x41239
brittonc@manateeschools.net

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, we have a high-tech security scanner firearms detection system and a firearms detection canine to screen students and visitors for firearms.

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

NOTE:

~~Per F.S. 790.115, the School District of Manatee County strictly prohibits any firearms from being stored in student vehicles parked on any school grounds or at any school sponsored event. Your principal may give you written permission to possess a gun or weapon while on campus or at a school function when the gun or weapon is part of the curriculum of the school. An example of this is when a gun or rifle may be part of JROTC drill and firing ranges. If a student brings weapon-like contraband to school, to any school function, or onto any school sponsored transportation, or if students you use any non-weapon as a weapon to threaten or injure others, the student may be suspended for up to 10 days and possibly recommended for alternative placement, expulsion, and referred for criminal prosecution.~~

~~Use of Social Media (move to technology section)~~

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

~~For School Board Policies regarding student use of social media, please visit the District website at www.manateeschools.net/policy to review the Student Social Media Guidelines and the School Board Policy Manual with Policy 7544 "Use of Social Media" and Policy 7540.03 "Student Technology Acceptable Use and Safety".~~

Bullying and Harassment

Conduct that constitutes bullying or harassment, as defined below, is prohibited.

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

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

Both bullying and harassment are prohibited at school, during school related activities (whether on or off campus), on the school bus, at school bus stops, and through the use of computer or other electronic devices, which is known as cyberbullying. Cyberbullying and harassment are also prohibited through off campus social media , 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.

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If you engage in bullying or harassment, the consequences and appropriate disciplinary action may range from positive behavioral interventions up to and including suspension, reassignment to an alternative program, or expulsion. More severe or persistent infractions will result in more intensive interventions and administrative action. Additionally, the appropriate school administrator or designee will report to the victim's parents and the alleged offender's parents any alleged incident of bullying or harassment once an investigation of an incident has been initiated. Bullying should be reported to the appropriate school administrator or through the School District of Manatee County's anonymous reporting system. ~~(add reporting system with link)~~ Bullying reports can be made utilizing this school district website: https://www.manateeschools.net/page/report-bullying

Hazing

Hazing is defined as any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. "Hazing" includes but is not limited to: (a) pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, or (b) any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

Dating Violence or Abuse (possible move to Title IX)

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

Threats Against Schools and Persons

Students who are involved in making a destructive device, fake destructive device, or planning the use of such a device, either at school, or at a school activity, or while at school or at a school activity, may be suspended for up to 10 days, recommended for reassignment or expulsion, and reported to law enforcement. The same actions will be taken if any threats are made against the school, school property, school personnel, or students, regardless of any disruption on campus or any school related function. This includes direct, veiled, or implied threats communicated verbally, in writing, or through social media platforms. Students who make any such threat will be referred to the school's threat management team. This team is charged with helping to ensure the safety of all persons at your school and will take steps that may include interviews with friends, teachers, staff, parents, or employees regarding any concerns. The threat management team is also responsible for making referrals for
mental health services and to law enforcement for continued investigation, if it is determined a student poses a concern or threat to the school or any member of the school community. Students are subject to school-based consequences for any threats communicated online or through the use of technology, regardless of the time, day, or location where the threat was made.

F.S. 1006.13

"Making a threat or false report, as defined by ss. 790.162 and 790.163, respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity. District school boards may assign the student to a disciplinary program for the purpose of continuing educational services during the period of expulsion. District school superintendents may consider the 1-year

expulsion requirement on a case-by-case basis and request the district school board to modify the

requirement by assigning the student to a disciplinary program or second chance school if the request for modification is in writing and it is determined to be in the best interest of the student and the school system. If a student committing any of the offenses in this subsection is a student who has a disability, the district school board shall comply with applicable State Board of Education rules."

Reporting Threats or Suspicious Activity

Students, parents, staff, or any individual may report threats, or any concerning behaviors exhibited by a member of the school community. All persons are strongly encouraged to be vigilant of potential signals, warning signs, threats, and should report 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 students and parents in reporting suspicious or concerning behavior which may be downloaded to mobile devices for immediate reporting.

NOTE:

If you make a threat or false report - to include a bomb threat, bomb threat hoax, or a knowingly false report concerning the use of a destructive device or firearm in a violent manner, as defined by F.S. 790.162 and 790.163, involving a school or school personnel's property, school transportation, or a school-sponsored activity, you may be expelled (with or without continuing education services) from your regular school for a period of not less than one full 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 the evaluation or treatment, when appropriate (F.S. 1006.07(2)(l). The Superintendent may consider the expulsion requirement on a case-by-case basis and request the School Board to modify the requirement by assigning the student to a disciplinary program, if it is determined to be in the best interest of the student and the school system. Commission of either of these offenses is a second-degree felony, punishable by up to 15 years imprisonment and a $10,000 fine. The School Board must maintain a policy for all threats to commit violence or harm. Even threats made in jest or in exaggeration must be treated as serious and may subject the student to suspension, reassignment, or expulsion. This includes simulating realistic gunfire, explosions, or acts of violence using apps or other technology. If a student makes a threat of violence, the school administration will assess the situation and, where appropriate, take administrative action.

Reports to Law Enforcement Agencies

The School Board views disruptive and criminal acts, and those which may affect the health, safety and welfare of, or pose a legitimate threat to those on a school campus, as extremely serious in nature. In addition to disciplinary action administered at the school level, certain acts are expected to be reported to law enforcement as required by the State Attorney's Office. The actions of law enforcement do not dictate the corrective measure enforced by the school.

Limited Role of Law Enforcement

To help avoid the unnecessary criminalization of our students, law enforcement action should be limited to situations when it is necessary to protect the physical safety of students and staff or appropriate to address criminal activity. Law enforcement involvement should not be requested in a situation that can be safely and appropriately handled by a school's internal disciplinary procedures.

The Coach Aaron Feis School Guardian Program

Like law enforcement, school guardians hired through the Coach Aaron Feis School Guardian program in Manatee County are in place to help ensure the 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.

~~Self-Reporting Upon Initial Registration (FS 1006.67)~~ ~~(place in expulsion Section 7)~~ (moved to Section 7)

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

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

Athletic Eligibility

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

High School Eligibility Requirements

1. Must be regularly enrolled and in regular attendance at school. Charter school students, home education students (including FLVS Full-time) and private school student meeting criteria under F.S. 1006.15 may participate at their home zoned school or at another district school provided they have exercised school choice to that school through the district's controlled open enrollment process.
2. A student must attend a minimum of one-half day of school to practice or participate in an athletic activities.
3. A student not currently suspended from interscholastic or interscholastic extracurricular activities, or suspended or expelled from school, pursuant to a district school board's suspension or expulsion powers provided in law, including Florida Statute Sections 1006.07, 1006.08, and 1006.09, is eligible to participate in interscholastic and interscholastic extracurricular activities.
4. A student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets the criteria in F.S. 1006.15(3)(h).
5. Must complete all required paperwork prior to participating in any practice or game.
6. A student's eligibility to participate in any interscholastic or interscholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation, pursuant to D.S. 1006.20(2)(b).
7. Any violation of school discipline policies of the District Code of Student Conduct may be considered for exclusion as eligibility standards to participate in extracurricular interscholastic or interscholastic activities.
8. A student must have a cumulative 2.0 grade point average on a 4.0 weighted scale, or its equivalent, at the conclusion of each semester to be academically eligible during the next semester (F.S. 1006.15(3)(a)(1). Academic eligibility or ineligibility is determined on a semester basis. A student who is academically eligible at the beginning of a semester will continue to be academically eligible for that entire semester. Likewise, a student who is academically ineligible at the beginning of a semester will continue to be academically ineligible for that entire semester, except as provided in Bylaw 9.4.5.1.2.

Middle School Eligibility Requirements

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. 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)~~. Refer to school based athletic contract.
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 consent ~~permission~~ form from his/her parents or guardian on a form provided by the school.
5. Must have a school physical completed within a year on file with the school.
6. Must be an amateur. This means that the student must not accept money, gift, or donation for participating in a sport, or use a name other than his/her own when participating.
7. Must display good sportsmanship and follow the rules of competition before, during, and after every contest in which the student participates. If not, the student may be barred from participation for a period of time.
8. Must not provide false information to gain eligibility.
9. All non-traditional student eligibility will be determined on a semester-by-semester basis.
10. A student may not participate if serving an out of school suspension the day of competition.
11. A student must attend a minimum of one-half day of school to practice or participate in athletic activities.
12. A student transferring into a school must meet eligibility requirements. The student cannot take the spot of an existing team player on the roster.

Athletic Student Transfer Eligibility

A student who transfers is immediately eligible, as long as all other eligibility requirements are met. Students may not participate in the same sport in the same year at more than one school, unless one of the following exceptions are met:

1. Children of active-duty military whose move resulted from military orders.
2. Children relocated due to foster care placement or McKinney Vento Act.
3. Children who move due to a court-ordered change in custody due to separation, or serious illness or death of custodial parent.
4. Good cause policy in district or charter (district placement).

Per F.S. 1006.15 the School District of Manatee County has defined just cause for immediate eligibility as:

a. Special Assignment by Superintendent, or Office of Student Assignment.
b. Moving to a new residence following the marriage of the student. The student immediately establishes a new residence that makes it necessary to attend a different school.
c. Reassignment by District School Board or Charter School Board.
d. Transfer of school within the first twenty days of a semester in acceptance of a seat (first opportunity to enroll) into a previously applied for magnet program.

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.

Drug, Alcohol and Tobacco Use

Students ~~athletes~~ are not permitted to use drugs, alcohol or tobacco products. ~~The first offense will result in a one game suspension~~ Any student serving an out-of-school suspension is prohibited from participating in extracurricular activities, including practices and games, for the duration of the suspension~~.~~ ~~The second offense will result in dismissal from the team.~~ Students who violate the SDMC alcohol and drug policies are subject to penalties as outlines in the Student Code of Conduct in addition, the principal or designee may revoke the student's privilege of participating in non- academic activities, including but not limited to, extracurricular activities and/or athletics.

Out of School Suspension

Students who are serving out of school suspensions are not allowed to participate in any athletic activities until they have returned to regular class attendance for one full school day. Students who are suspended for a total of 10 or more days (cumulative or single incident) in a school year will be subject to an administrative review to determine eligibility to participate in any extracurricular activities. The administrative review will encompass the incident or infraction, discipline, academic, and attendance history, and conference with the student and others involved. The principal may revoke the student's privilege of participating in non-academic school activities, including but not limited to, extracurricular activities and/or athletics.

Criminal Offenses

Students arrested or charged with criminal offenses may lose their privilege of participation in school athletics at the discretion of the school principal or designee.

1. ~~Criminal charges: After a hearing with the principal, a student charges with a criminal offense will be suspended from extracurricular or co-curricular activities by the school principal until the charge is adjudicated.~~
2. ~~Adjudication Withheld: A student who has been suspended from extracurricular activities because of a criminal charge may be reinstated at the principal's discretion if adjudication is withheld.~~
3. ~~Felony: A student's conviction in "adult" court or 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 or his/her eligibility by the principal.~~
4. ~~Misdemeanors: A student's conviction in "adult" court or judgment of "delinquency" in a juvenile court for the following misdemeanors (assault or battery, possession of concealed weapons, lewdness or indecent exposure, theft, drug possession/sale) will mandate loss of eligibility to participate in any student activity for six months from the time of conviction. After three calendar months following conviction, the student may request a review of his/her eligibility by the principal.~~

Dismissal/Quitting a Team

Any athlete or manager who is suspended from a team, voluntarily quits a team or is dismissed from a team for disciplinary reasons is not permitted to go out for another sport while the original sport is still in season. The season if officially over when the team plays the last game of the season. A season is defined as the first day of practice through the last play-off game.

Extracurricular Clubs and Organizations

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

Extracurricular Activities/ Clubs

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

Medication Policy

~~Taking legal medication (prescription drugs prescribed or over-the-counter drugs) at school, on a school bus, at any school activity, or on any field trip must strictly comply with this medication policy. This policy requires the following:~~

~~a. You should make every effort to administer medication at home during non-school hours.~~

~~b. All medications (including over-the-counter medications, vitamins, and supplements) must be prescribed by a licensed physician and must be retained in the school clinic, except as described in 1002.20, Florida Statutes. (check statute on this and revisit wording with nurse)~~

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

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

~~e. The written statement shall be on a Medication Authorization Form which can be obtained from the school's school office and must be signed by both a physician and a parent or guardian before medications can be administered at school.~~

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

~~g. 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.~~

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

~~a. Students with any of the following medical conditions and carry and self administer the medications or supplies listed below to attend to their conditions while at, or in transit to or from, school or school-sponsored activities, if the school has been provided written parental and physician authorization in advance:~~

While parents should make every effort to administer medications at home during non-school hours, we realize there are instances in which students require medications to be administered during school hours. Any student who needs to take legally prescribed or FDA approved over-the-counter medication at school, on the school bus, during school activities, or on field trips must follow this medication policy without exception.

All medications—including FDA approved over-the-counter drugs, vitamins, and supplements—must be prescribed by a licensed physician and kept in the school clinic, except as allowed under Florida Statute 1002.20.

Before any medication can be administered at school, the parent or guardian must provide a completed

medication authorization form for each medication, signed by both the parent/guardian and a licensed health care provider; this form is available from the school clinic or on the district website. An authorized adult must also deliver the prescribed medication, along with the completed authorization form, directly to the school clinic. **Students cannot transport medications to school or be in possession of any medication while on school property, except those described below.**

*Possessing medication prescribed to others is illegal and considered a Level 3 offense.

Florida Statute 1002.20 allows students to self- carry certain medications provided there is a completed medication authorization form on file in the clinic, a completed self-carry form, and the medication is clearly labeled and matches the provider's order. The self-carry form can be obtained from the school clinic or on the district website. No other medications, other than headache medications (see below), may be carried by students. These medications/supplies that qualify for self-carry are listed below:

~~i.~~

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.

In addition to these above medications, Florida Statute 1002.20 allows students to possess and use a medication to relieve headaches while on school property or at a school sponsored event or activity without a health care providers note or prescription **IF** the medication is regulated by the Unites States Food and Drug Administration for over the counter use to treat headaches.
For a student to carry and administer his/her own over the counter medication to relieve headaches, a self-carry headache medication form must be completed by student, signed by parent/guardian, and kept on file in the school clinic. The form is available in your school clinic or on the district website.

Suspected Overdose

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

Controlling the Spread of Communicable Diseases

The School Board recognizes its responsibility relative to student, employee, and visitor health and safety. To protect the health and safety of the students, district personnel, and the community in large, the Board shall follow all State statues and Health Department regulations which pertain to immunization under Policy 5320, and other means for controlling communicable disease spread through normal interaction in the school setting as set forth in Policy 8450.

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 the school website for further information.

Referrals to Mental Health Agencies

Students who present a concern for the safety of others due to their actions or words may be referred for mental health services, per F.S. 1012.584. These services may be provided on campus by district personnel or mental health providers that partner with the district. In the event of an immediate concern for the safety of a student or others, the Marchman or Baker Acts may be enacted to ensure an appropriate mental health examination and interventions occur. This may result in an involuntary examination and removal from campus, pursuant to F.S. 394.463. Such contact may be in person by a mental health professional or using telehealth as defined in F.S. 456.47.

Public Notices

The Family Educational Rights and Privacy Act (FERPA), affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

The right to inspect and review the student's education records within 30 days of the day the school receives a request for access. Parents or eligible students should submit the school principal a written request that identifies the record (s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where they records may be inspected.

The right to request amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the parent of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One expectation, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person serving on the School Board; a person or company with whom the school has outsources services or functions it would otherwise its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education record without consent to officials of another school in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with requirements of FERPA.

The name and address of the Office that administers FERPA are:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue
SW Washington, DC 20202-8520

SECTION 6 | Student Discipline

~~The School District of Manatee County recognizes that a safe, orderly, and supportive learning environment is the result of caring relationships and quality instruction. It is the responsibility of the district to help foster such environments by implementing clear, appropriate, fair, and consistent expectations and consequences for all schools and classroom teachers to construct and carry out their behavior support plans. For these plans to be optimally effective, schools and classrooms must in turn, have the latitude to work within established guidelines to create positive behavior intervention systems which support the unique needs of their students, families, and communities. Our philosophy of discipline I in the~~ 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 inappropriate behavior ~~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~~
- ~~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~~

Discipline for Students with Disabilities (Section 504 and IDEA)

~~If a student is IDEA or Section 504 eligible they are expected to comply with the District Code of Student Conduct and school rules just like any other student. If they violate the District Code of Student Conduct or school rules, they are subject to discipline just like any other student. There are, however, some special rules in dealing with suspension, assignments to alternative programs and expulsions.~~

(Reworded section below)

The district is committed to complying with all federal and state laws governing the discipline of students with disabilities, including matters related to suspension, expulsion, and alternative placement. A student with a disability is defined as any Exceptional Student Education (ESE) student—excluding those identified as Gifted only—or any student with a Section 504 plan. Additionally, students who are suspected of having a disability are afforded protections under applicable laws.

While a student's disability must be considered and specific procedures followed in accordance with Section 504 and the

Individuals with Disabilities Education Act (IDEA), these students are still expected to adhere to the Code of Student Conduct. Their disability does not exempt them from behavioral expectations or consequences outlined in district policy.

English Language Learners

English Language Learners (ELLs) are not to be subjected to disciplinary action exclusively because of their use of a language other than English. ~~Nevertheless, the use of profanity in any language is not acceptable. All School District of Manatee County students, regardless of their ability to speak English, are governed by the Student Code of Conduct.~~

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.

Administrative Investigations

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

Searches and Seizures

Lockers, vehicles, purses, backpacks, and other personal possessions may be searched if there is a reasonable suspicion that any of them contain drugs, weapons, contraband, or other items not permitted on campus. Students are expected to cooperate fully with the school administration in all searches and investigations. Failure to fully cooperate may be grounds for the school administration to infer that the student is in possession of contraband or illegal items and the matter will be referred to law enforcement as deemed necessary. Trained sniff screening dogs are allowed in the schools ~~to prevent drugs and weapons at school~~. Routine checks by the dogs are not considered a search; however, an alert by the dog gives reasonable suspicion for a search. Dogs may not check students ~~themselves~~ to determine probable cause for a search. The use of trained dogs is a safety precaution to provide students with a safe school in which to learn.

Drugs and Alcoholic Beverages

Use of a drug authorized by a medical prescription from a registered physician for a specific student shall not be considered a violation of this rule; however, all procedures found in the School District of Manatee County's medication policy must be followed.

Students shall not knowingly possess, use, transmit or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, any other controlled or synthetic substance defined in F.S. 893.03, or substitute for such, hemp, Cannabidiol (CBD), alcoholic beverage (including powdered alcohol), inhalant or intoxicant, or over the counter drugs outside of the medication policy. This applies to school grounds before, during, or after school hours, or off the school grounds on a school bus, at a bus stop, at a school activity, function, or event. Also, students shall not possess, have under their control, sell or deliver any device, or contraband, instrument or paraphernalia containing the substance or substances described in this paragraph, or any residue of such substance, or devices intended for use or used in injecting, 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 may result in up to a ten (10) day suspension. The principal or designee may offer to reduce the suspension to five (5) days providing the student and parent/guardian attend and complete the district's SAFE (Substance Abuse and Family Education) Program. For a second offense of possession, use or under the influence, students may ~~automatically~~ be suspended for up to ten (10) days and a recommendation for expulsion or reassignment to an alternative placement may be made to the Superintendent or designee.

Selling, Purchasing, Providing, Distributing, & Receiving

Students who buy, sell, trade, provide, negotiate, receive or engage in any drug or alcohol-related transaction at school, at a school activity, at a school bus stop or on a school bus-even if the sale or purchase does not actually take place-students may be suspended for up to ten (10) days and a recommendation for expulsion or reassignment to an alternative placement may be made to the Superintendent or designee. Providing or receiving over the counter drugs to or from other students may be considered a level 3 infraction for endangerment, while providing others with medication prescribed to the student or others may be considered a level 4 offense that is subject to a suspension of up to 10 days.

Fake Drugs

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

Possession or Use of Tobacco/Vape

Possession or use of tobacco/vape on school grounds is illegal. If a student is caught smoking or in possession of tobacco, the School Resource Officer or other law enforcement officer may give the student a written citation. In addition to possible fines, students caught using or possessing any form of tobacco, including electronic cigarettes at school, at any school-sponsored activity, at a school bus stop or on the school bus, will receive a disciplinary consequence. Tobacco or nicotine products include cigars, cigarettes, dip, snuff, dissolvable tobacco products (e.g. gum, mints, or dissolvable strips) and electronic smoking devices. Additionally, any electronic smoking device is subject to field testing or illicit substances and will be confiscated.

Violent and Aggressive Acts

Students who violently attack a School Board employee or any other person or act as a decoy in a violent attack at school, a school function, on the bus, or at a bus stop, may be suspended from school for up to 10 days and may face a recommendation for expulsion or reassignment to an alternative program. If a student is charged with violently attacking another person somewhere else other than school, the student may be removed from the general education program and administratively assigned to another program. ~~if your principal believes your presence or campus may be disruptive or pose concern for the safety of the student or staff.~~

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

Possession of Firearms and Weapons

According to Florida Statute 790.115(2)(a) students will not possess any firearm, destructive device, or other weapon as defined in F. S. 790.001 (13) and/or listed under Category A (below). Federal and state laws require~~request~~ students be expelled from school, with or without continuing educational services, for a period of not less than one full year, referred to mental health services identified by the school district, pursuant to F.S. 1012.584 (4) and referred for criminal prosecution if a firearm is brought to
school, to any school function, or onto any school sponsored transportation, or if~~n~~] a firearm or weapon is possessed at school. Expulsion is required, even if the firearm or weapon is for self-defense. The School Board may assign students to a disciplinary program for the purpose of continuing educational services during the period of expulsion. The Superintendent may consider the expulsion requirement on a case-by-case basis and requires the School Board to modify the requirement by assigning the student to a disciplinary program or other appropriate consequence, if it is determined to be in the best interest of the student and the school system.

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

WEAPONS AND FIREARMS | Category A

Mandatory Alternative Placement or Expulsion
F.S. 1006.13 and F.S. 790.001(6)(13)

a. Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
b. The frame or receiver of any such weapon described above;
c. Any firearm muffler or firearm silencer;
d. Any machine gun;
e. Any destructive device as defined by F.S. 790.001(4) including but not limited to bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing an explosive, incendiary, or poison gas;
f. Any type of weapon which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive and which has a barrel with a bore of ½ inch or more in diameter;
g. Knife or dirk (excluding common pocketknife, plastic knife and blunt bladed table knife);
h. Metallic or other knuckles;
i. Slungshot - a striking weapon consisting of weight, or another hard object affixed on a flexible handle or strap;
j. Billy club;
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.

a. Slingshot;
b. Fireworks;
c. Razor blade/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~~

"Criminal gang" means a formal or informal ongoing organization, association, or group that has as one of its primary activities the commission of criminal or delinquent acts, and that consists of three or more persons who have a common name or common identifying signs, colors, or symbols, including, but not limited to, terrorist organizations, transnational crime organizations, and hate groups. as outlined in F.S.S. 874. ~~Conduct prohibited by this policy includes but is not limited to the following:~~

~~a. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs or other items which may be evidence of membership or affiliation in any gang.~~
~~b. Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) to convey membership or affiliation in a gang.~~
~~c. Soliciting others for gang membership.~~
~~d. Tagging, or otherwise defacing school or personal property with gang or gang-related symbols or slogans.~~
~~e. Requiring payment of protection, insurance, or otherwise intimidating or threatening any person related to gang activity.~~
~~f. Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity.~~

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

"Sexting"

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

~~Making~~ False Accusations

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

Criminal Investigations

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

Victim or Witness

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

Removal of a Student Under Arrest

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

Removal for Involuntary Examinations

If a student is removed from school, school transportation or school sponsored activities and taken to a receiving facility for Baker, Marchman, or other evaluations, pursuant F.S. 394.463, the school principal or designee shall make a reasonable attempt to notify the student's parent or guardian. The principal or the principals' designee may delay notification for no more than 24 hours after the student is removed if the principal or designee deems the delay to be in the student's best interest or if a report has been submitted to the central abuse hotline, pursuant to F.S. 39.201, based upon knowledge or suspicion of abuse, abandonment, or neglect.

Section 7 Transportation

Conduct on School Buses

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

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

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

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

Parents are responsible for student behavior at the bus stop prior to the arrival of the bus in the morning and after the departure of the bus at the end of the day. If students violate school rules while at the bus stop, the school can still discipline for behavior if it has a harmful effect of the health, safety, or welfare of any member of the school community. ~~Students are to be at the bus stop ten (10) minutes prior to the scheduled pick-up time and should stand off the roadway.~~

Waiting for the Bus

Students are to be at the bus stop ten (10) minutes prior to the scheduled pick-up time and should stand off the roadway.The bus should come to a complete stop before students approach. To cross in front of the bus, the student should wait for the driver to signal or for the bus attendance to escort students across the street.

Items Not Allowed on the Bus

1. Any item prohibited elsewhere in the District Code of Student Conduct
2. Glass containers of any kind
3. Balls
4. Bats

5. Cologne/perfume, aerosol sprays may be possessed but use on buses or enclosed areas is expressly prohibited
6. Cutting instruments of any kind

7. Any large or bulky item that interferes with proper seating of students (examples: balloons, large musical instruments or athletic equipment)
8. Any animal
9. Batons, drumsticks, tennis rackets (unless in proper carrying case)
10. ~~Aerosol sprays may be possessed but use on buses or enclosed areas is expressly prohibited~~
11. ~~The only liquid allowed on the bus is water. Violation of this policy will result in a Level 1 consequence.~~

~~10.~~

Rules while on the Bus

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

1. Students must wear their ID when entering, riding and exiting the bus.
2. ~~1.~~ Students must sit in their assigned seats and face forward
3. ~~2.~~ Students must stay seated at all times and wear their seatbelt while the bus is in motion
4. ~~3.~~ Students must not place any part of their body outside the bus windows and must keep their hands and feet to themselves
5. ~~4.~~ Students must not distract the driver with loud conversation or noises
6. ~~5.~~ Students must observe appropriate classroom conduct
7. ~~6.~~ Students must not eat or drink on the bus with the exception of water. Water must remain in a closed container.
8. ~~7.~~ Students must maintain absolute silence at railroad crossing
9. ~~8.~~ Students must not throw any items on the bus or out of the bus windows
10. ~~9.~~ Students must not mark, cut or damage any part of the bus
11. ~~10.~~ Students may not display signs from the bus
12. ~~11.~~ Students may not use obscene language or gestures while on the bus
13. ~~Cell phones are to be turned off while on the bus.~~

~~—~~ Cell phones may be used on the bus as long as the student is abiding by the electronic equipment policy and uses headphones to play music. One ear must remain open for directions, safety, and emergencies.

14. Students must enter and exit the school bus with their backpack on the front of their body.
15. Students must follow school district dress code while riding the bus.

~~12.~~

Violation of Rules while on the Bus

A. Discipline on school buses will be addressed in accordance with the school districts' Code of Student Conduct.

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

~~B. Discipline on school buses will be dealt with according to the following protocols; however, severe infractions (for example, fighting, setting a fire on the bus) may result in suspension or recommendation for expulsion based on the recommendation of the principal or designee.~~

~~C. Suspension from the school bus may be imposed only by the principal or designee by following the procedures for suspension from school. Bus suspensions may not be extended beyond the number of days originally prescribed by the principal or designee.~~

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

~~Only the principal or their designee may issue a bus suspension, using the same dueprocess steps required for a school suspension, and the suspension cannot exceed the original number of days assigned~~

C. Students may be removed from the school bus for up to one calendar year by the Superintendent or a designee if they commit serious misconduct or violate bus rules on the bus or at a bus stop. ~~This action can only occur after the principal recommends the removal and has already issued a 10day bus suspension for the same incident.~~ Before any long-term removal is made, the student and their parent or guardian will receive written notice explaining the principal's recommendation and the reasons for removal. ~~for it~~. The Superintendent or designee will then inform the parent or guardian in writing of any final decision to remove the student from the bus.

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

~~Elementary Bus Discipline Protocol~~ (Melanie)

~~1st offense: Operator-student conference and parent contacted by Courtesy Notice prepared by the Operator. The student re-assigned to the front of the bus for one week and closely monitored.~~

~~2nd offense: Operator-student conference and parent contacted by Courtesy Notice prepared by Operator. Student re-assigned to the front of the bus for two weeks and closely monitored.~~

~~3rd offense: Referral submitted, with recommended bus suspension up to 1 day. Upon return to bus, the student assigned to the front of the bus for one week and closely monitored.~~

~~4th Offense: Referral submitted, with recommended bus suspension up to 3 days. Upon return to the bus, the student is assigned to the front of the bus for two weeks and closely monitored.~~

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

~~6th offense: Referral submitted, with recommended bus suspension up to 10 days. A letter from school to parent stating next referral may result in a recommendation for removal from the bus for the remainder of the year.~~

~~Secondary Bus Discipline Protocol~~ (

~~1st offense: Operator-student conference and parent contacted by Courtesy Notice prepared by the Operator. The student re-assigned to the front of the bus for one week and closely monitored.~~

~~2nd offense: Referral submitted, with recommended bus suspension up to 1 day. Upon return to bus, the student assigned to the front of the bus for two weeks and closely monitored.~~

~~3rd offense: Referral submitted, with recommended bus suspension up to 3 days. Upon return to the bus, the student is assigned to the front of the bus for two weeks and closely monitored.~~

~~4th Offense: Referral submitted, with recommended bus suspension up to 5 days. Conference with parent, student, school administrator and Transportation Staff. Upon return to the bus, the student is assigned to the front of the bus for two weeks and closely monitored.~~

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

This document outlines the rules and consequences for student behavior on school buses, ensuring safety and compliance with district policies. School administrators, bus drivers and/or attendants have the authority to assign seats. (Add 2 courtesy notices for elementary , 1 for secondary) Level 1

Personal Transportation Devices

To ensure the safety of all students, bicycles, electric scooters, skateboards, and any similar devices used for transportation may not be used while on school district property. All personal transportation

devices must be powered off prior to entering school district property and walked to the designated storage area. Students are subject to local and state laws and ordinances governing transportation.

Elementary

Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Actions
DB	Disruptive Behavior	Counsel and Warn, Parent Call	Counsel and Warn, Parent Call	Detention, Parent Conference	Detention, Parent Conference	1-3 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
DO	Disrespect towards Others	Counsel and Warn, Parent Call	Counsel and Warn, Parent Call	Detention, Parent Conference	Detention, Parent Conference	1-3 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
HP	Horseplay	Counsel and Warn, Parent Call	Counsel and Warn, Parent Call	Detention, Parent Conference	Detention, Parent Conference	1-3 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
TE	Technology Violation	Counsel and Warn, Parent Call	Counsel and Warn, Parent Call	Detention, Parent Conference	Detention, Parent Conference	1-3 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges

Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Actions
DG	Defiance	Counsel and Warn, Parent Call	Parent Call, Detention	Detention, 1 day Suspension, Parent Conference	1-3 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges

DA	Disrespect towards Staff of Authority	Counsel and Warn, Parent Call	Parent Call, Detention	Detention, 1 day Suspension, Parent Conference	1-3 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
IN	Inappropriate Behavior	Counsel and Warn, Parent Call	Parent Call, Detention	Detention, 1 day Suspension, Parent Conference	1-3 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
TF	Theft/Larceny (Under $750)	Counsel and Warn, Parent Call	Parent Call, Detention	Detention, 1 day Suspension, Parent Conference	1-3 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference, ~~Potential~~ Loss of Bus Privileges
VN	Vandalism (Under $1,000)	Counsel and Warn, Parent Call, restitution	Parent Call, Detention, restitution	Detention, 1 day Suspension, Parent Conference, restitution	1-3 Day Bus Suspension, Parent Conference, restitution	3-5 Day Bus Suspension, Parent Conference, ~~Potential~~ Loss of Bus Privileges, restitution

Level 3 and Level 4 discipline will follow school district matrices

Secondary

Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Actions
DB	Disruptive Behavior	Counsel and Warn, Parent Call	Parent Call, Detention	Detention, Parent Conference	1-2 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
DO	Disrespect towards Others	Counsel and Warn, Parent Call	Parent Call, Detention	Detention, Parent Conference	1-2 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges

HP	Horseplay	Counsel and Warn, Parent Call	Parent Call , Detention	Detention, Parent Conference	1-2 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
TE	Technology Violation	Counsel and Warn, Parent Call	Parent Call, Detention	Detention, Parent Conference	1-2 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges

Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Actions
DG	Defiance	Counsel and Warn, Parent Call	Detention, 1 day Suspension	1-2 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference	5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
DA	Disrespect towards Staff of Authority	Counsel and Warn, Parent Call	Detention, 1 day Suspension	1-2 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference	5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
IN	Inappropriate Behavior	Counsel and Warn, Parent Call	Detention, 1 day Suspension	1-2 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference	5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
TF	Theft/Larceny (Under $750)	Counsel and Warn, Parent Call	Detention, 1 day Suspension	1-2 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference	5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges

VN	Vandalism (Under $1,000)	Parent Call , Restitution	Detention, 1 day Suspension, Restitution	1-2 Day Bus Suspension, Parent Conference . Restitution	3-5 Day Bus Suspension, Parent Conference , Restitution	5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges, Restitution

Level 3 and Level 4 discipline will follow school district matrices

School Bus Suspensions

Students can be denied the privilege of riding a school bus by the principal or designee for up to 10 school days. Suspension from the school bus may be imposed only by the principal or designee by following the procedures for suspension from school.

~~Damage to Bus~~

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

Section 8 Discipline

The discipline matrix is a tool that helps ensure a consistent and progressive response to discipline across all SDMC schools. 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.

Principal Authority to Assign Alternative Consequences

A school principal or designee may assign additional consequences for behaviors as long as these consequences do not violate school board policy or state statutes. It is expected that parent contact is made any time an office referral is processed. School administrator or designee may assign a loss of privilege for any infraction.

See changes to Matrices on Additional document

Discipline Matrices

Action Code	Administrative Action Type	Action Code	Administrative Action Code
~~P~~	Alternative Placement Referral	~~DET~~	Detention
~~AWD~~	Assign Work Detail	~~S~~	Other SESIR Defined
~~CFS~~	Confiscation	~~O~~	Out-of-School Suspension
~~CFR~~	Conflict Resolution	~~PCN~~	Parent Conference
~~CAW~~	Counseled and Warned	~~PCT~~	Parent(s) Contacted (add parent contact footnote)
~~DIS~~	Other District Defined (such as contracts, intervention course)	~~PMD~~	Peer Mediation
~~SPH~~	Suspension, pending hearing	~~RGU~~	Referred to counselor/school social worker
~~RES~~	Restitution	~~RLW~~	Referred to Law Enforcement
~~FIN~~	Fine Charged	~~RTI~~	~~Response to Intervention (MTSS)~~
~~I~~	In-School Suspension	~~SBS~~	Suspended from Bus

~~LOA~~	Letter of Apology	~~TMO~~	Time Out
~~LPP~~	~~Loss of Parking Privileges~~	~~Zero~~	Student receives no grade for work
~~LOP~~	Loss of Privileges	~~PWN~~	Parent Written Notice
~~E~~	Expelled, Without Continuing Educational Services	~~F~~	Expelled, With Continuing Educational Services
~~N~~	No Discipline	~~S~~	Other SESIR Defined
~~U~~	Change of Placement		Saturday School

SDMC ELEMENTARY GRADES PK-2 | Level 1 Offenses						
CODE	**OFFENSE TYPE**	**1ST ACTION**	**2ND ACTION**	**3RD ACTION**	**4TH ACTION**	**SUBSEQUENT ACTION**
CH	Cheating	, ~~No Grade~~ Parent Contact	Privileges, Parent Written Notice, ~~No Grade~~	~~,~~ Parent Conference, Parent Written Notice, Referred to Counselor/School Social Worker, ~~1 Day In-School Suspension~~	Detention, ~~,~~ Parent Conference, ~~Response to Intervention (MTSS),~~ Time Out, No Grade	~~,~~ Parent Conference, No Grade, ~~1 Day In-School Suspension~~
DB	Disruptive Behavior	Counseled and Warned	Counseled and Warned,, Time Out	~~,~~ Parent Conference, Parent Written Notice, Referred to Counselor/School Social Worker, Detention	, Detention, Parent Conference, ~~1 Day In-School Suspension, Response to Intervention (MTSS)~~ Detention, Time Out	~~,~~ Parent Conference, 1 Day In-School-Suspension,
DC	Dress Code Violation	**No referral- Work with parents to resolve any issues regarding appropriate attire**				
DO	Disrespect Towards Others	Counseled and Warned, Letter of Apology	Conflict Resolution, Letter of Apology, , Parent Written Notice, Referred to Counselor/School Social Worker. Time Out, Parent Teacher Conference	Conflict Resolution, Letter of Apology, Parent Written notice, Referred to Counselor/ School Social Worker, Parent Teacher Conference	Conflict Resolution, Detention, ~~,~~ Parent Conference, ~~Response to Intervention (MTSS),~~	, Parent Conference, ~~Response to Intervention (MTSS),~~ 1 Day In-School-Suspension
FS	Failure to Serve Consequence	Counseled and Warned	Parent Written Notice,	~~,~~ Parent Conference	Detention~~,~~, Parent Conference	~~,~~ Parent Conference, ~~Response to Intervention (MTSS),~~ 1 Day In-School-Suspension
HP	Horseplay	Counseled and Warned	Counseled and Warned,	~~,~~ Parent Written Notice, Referred to Counselor/School Social Worker, Time Out	Detention, ~~,~~ ~~Response to Intervention (MTSS),~~ Time Out	~~,~~ Parent Conference, ~~Response to Intervention (MTSS),~~ 1 Day In-School-Suspension
ID	ID Infraction	**No Referral- Parents must pay for lost or replacement badges**				
IN	Inappropriate Behavior	Counseled and Warned	~~,~~ Detention	~~,~~ Parent Written Notice, Referred to Counselor/School Social Worker, Time Out, Detention	Detention, ~~,~~ Parent Conference, ~~Response to Intervention (MTSS),~~ Time Out	Parent Conference, ~~Response to Intervention (MTSS),~~ 1 Day In-School-Suspension
MV	Medication Policy Violation	Counseled and Warned	, Parent Written Notice, Parent Conference	~~,~~ Parent Conference	Detentions, Parent Conference	~~,~~ Parent Conference, ~~Response to Intervention (MTSS),~~ 1 Day In-School-Suspension
OA	Out of Area	**No referral- Work with parents to resolve issue (add same as profanity) Parent Conference, Parent Written Notice, Referral to Counselor/SSW - align closely with the IN offense line**				
PO	Profanity	Counseled and Warned	Counseled and Warned,	~~,~~ Parent Written Notice, Referred to Counselor/School Social Worker, Time Out	Detention, ~~,~~ ~~Response to Intervention (MTSS),~~ Time Out	~~,~~ Parent Conference, ~~Response to Intervention (MTSS),~~ 1 Day In-School-Suspension
SK	Skipping	**No Referral- Work with parents to resolve issue**				
TA	Tardies, Habitual	**No Referral- Work with parents to resolve Issue**				
TE	Technology Violation	Counsel and Warned	Parent Written Notice,	Parent Conference	Detention, ~~,~~ Time Out	Parent Conference, ~~Response to Intervention (MTSS),~~ 1 Day In-School-Suspension

SDMC ELEMENTARY GRADES PK-2 | Level 2 Offences						
Code	**Offense Type**	**1st Action**	**2nd Action**	**3rd Action**	**4th Action**	**Subsequent Action**
AN	**Aggression Non-Physical**	Counsel and Warned, Conflict Resolution, Letter of Apology, Peer Mediation, Peer Mediation Referral to counselor/SSW	Conflict Resolution, Letter of Apology, Parent Written Notice, Referred to Counselor. School Social Worker, Time Out	Letter of Apology, Parent Conference, Referred to Counselor/School Social Worker, ~~Response to Intervention,~~ 1 Day In-School-Suspension	~~,~~ Parent Conference, ~~Response to Interventions (MTSS),~~ 1-2 Days In-School-Suspension	1 Day Out-of-School-SuspensionParent Conference, ~~Alternative Placement~~
AO	**Aggression towards an Object**	Counsel and Warned, Conflict Resolution, Letter of Apology, Peer Mediation Referral to counselor/SSW	Conflict Resolution, Letter of Apology, Parent Written Notice, Referred to Counselor. School Social Worker, Time Out	Letter of Apology, Parent Conference, Referred to Counselor/School Social Worker, ~~Response to Intervention,~~ 1 Day In-School-Suspension	Parent Conference, ~~Response to Interventions (MTSS),~~ 1-2 Days In-School-Suspension	1 Day Out-of-School-Suspension, , Parent Conference, ~~Alternative Placement~~
CO	**Contraband**	Counseled and Warned, ~~Conflict Resolution,~~	~~Conflict Resolution,~~ Letter of Apology, Parent Written Notice, Referred to Counselor/School Social Worker, Time Out	~~Conflict Resolution,~~ Parent Conference, Referred to Counselor/School Social Worker, Time Out	~~Conflict Resolution,~~ , Parent Conference, ~~Response to Intervention (MTSS),~~ 1 Day Out-of-School-Suspension	~~Alternative Placement,~~ ~~Conflict Resolution,~~ , Parent Conference, ~~Response to Interventions (MTSS),~~ 1 Day Out-of-School-Suspension
DF	**Defiance**	Counseled and Warned, Letter of Apology,	Letter of Apology, , Parent Written Notice, Referred to Counselor/School Social Worker, Time Out	~~,~~ Parent Conference, Referred to Counselor/School Social Worker, ~~Response to Interventions (MTSS),~~ Time Out	Behavior Contract Parent Conference, ~~Response to Interventions (MTSS),~~ 1 Day In-School-Suspension	~~Alternative Placement,~~ Parent Conference, ~~Response to Interventions (MTSS),~~ 2 Days in-School-Suspensions
DA	**Disrespect towards Staff or Authority**	Counseled and Warned, Letter of Apology,	Letter of Apology, , Parent Written Notice, Referred to Counselor/School Social Worker, Time Out	~~,~~ Parent Conference, Referred to Counselor/School Social Worker, ~~Response to Interventions (MTSS),~~ Time Out	Other District Defined (such as contracts, intervention course), Parent Conference, ~~Response to Interventions (MTSS),~~ 1 Day In-School-Suspension	~~Alternative Placement,~~ Parent Conference, ~~Response to Interventions (MTSS),~~ 2 Days in-School-Suspensions
HI	**Horseplay with Injury**	Counsel and Warned, Conflict Resolution, Letter of Apology, Peer Mediation	Conflict Resolution, Letter of Apology, Parent Written Notice, Referred to Counselor. School Social Worker, Time Out	Letter of Apology, Parent Conference, Referred to Counselor/School Social Worker, ~~Response to Intervention,~~ 1 Day In-School-Suspension	Parent Conference, ~~Response to Interventions (MTSS),~~ 1-2 Days In-School-Suspension	1 Day Out-of-School-Suspension,, Parent Conference,
IN	**Inappropriate Behavior**	Counseled and Warned, , Time Out	~~,~~Parent Written Notice, Referred to Counselor/School Social Worker, Time Out	~~,~~Parent Conference, Referred to Counselor/School Social Worker, ~~Response to Interventions (MTSS),~~ Time Out	~~,~~Behavior Contract Parent Conference, ~~Response to Interventions (MTSS),~~ 1 Day In-School-Suspension	~~Alternative Placement,~~ ~~,~~ Parent Conference, 2 Days In-School-Suspension
IG	**Instigation**	Counsel and Warned, Conflict Resolution, Letter of Apology, Peer Mediation, Peer	Conflict Resolution, Letter of Apology, Parent Written Notice, Referred to Counselor.	Letter of Apology, Parent Conference, Referred to Counselor/School Social Worker, ~~Response to~~	Parent Conference, ~~Response to Interventions (MTSS),~~ 1-2 Days In-School-Suspension	1 Day Out-of-School-Suspension, Parent confrence, ~~Alternative Placement~~

		Mediation Referral to counselor/SSW	School Social Worker, Time Out	~~Intervention~~, 1 Day In-School-Suspension		
LC	**Leaving Campus Without Authorization**	Counseled and Warned,	~~,~~ Parent Conference, ~~Response to Interventions (MTSS)~~, Time Out	~~,~~ Parent Conference, ~~Response to Interventions (MTSS),~~ Time Out	~~,~~ Behavior Contract ~~Response to Interventions (MTSS)~~, 1 Day In-School-Suspension	~~Alternative Placement~~, ~~s,~~ Parent Conference, 2 Days In-School-Suspension
LY	**Lying to Staff or Authority**	Counseled and Warned, Letter of Apology	Letter of Apology, ~~,~~ Parent Written Notice, Referred to Counselor/School Social Worker, Time Out	Parent Conference, Referred to Counselor/School Social Worker, ~~Response To Interventions (MTSS),~~ Time Out	~~,~~ Behavior Contract s, Parent Conference, ~~Response to Interventions (MTSS),~~ 1 Day In-School-Suspension	~~Alternative Placement~~, Parent Conference, ~~Response to Interventions (MTSS)~~, 2 Days In-School-Suspension
SV	Serious Technology Violation	Counsel and Warned, Conflict Resolution, Letter of Apology, Peer Mediation, Peer Mediation Referral to counselor/SSW	Conflict Resolution, Letter of Apology, Parent Written Notice, Referred to Counselor. School Social Worker, Time Out	Letter of Apology, Parent Conference, Referred to Counselor/School Social Worker, ~~Response to Intervention~~, 1 Day In-School-Suspension	Parent Conference, ~~Response to Interventions (MTSS)~~, 1-2 Days In-School-Suspension	1 Day Out-of-School-Suspension, Parent Conference, ~~Alternative Placement~~
TF	Theft/Larceny (Under $750)	Letter of Apology, ~~s,~~ Parent Written Notice, Restitution, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, Time Out	~~,~~ Parent Conference, Restitution, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, Time Out	~~,~~ Parent Conference, Restitution, Referred to Law Enforcement, ~~Response to Interventions (MTSS)~~, Time Out	~~),~~ Behavior Contract, Restitution,, Parent Conference, ~~Response to Interventions (MTSS)~~, 1 Day In-School-Suspension	~~Alternative Placement~~, , Parent Conference, Restitution, Referred to Law Enforcement, 2 Days In-School-Suspension
VN	Vandalism (Under $1,000)	Counseled and Warned, Letter of Apology, ~~,~~ Restititution	~~,~~ Restitution, Parent Written Notice, Restitution	~~,~~ Parent Conference, Restitution, Referred to Law Enforcement, ~~Response to Interventions (MTSS)~~, Time Out	~~),~~ Behavior Contract Detention, , Parent Conference, Restitution, ~~Response to Interventions (MTSS),~~ Referred to Law Enforcement, 1 Day In-School-Suspension	~~Alternative Placement,~~ ~~,~~ Parent Conference, Restitution, Referred to Law Enforcement, 2 Days In-School-Suspension

SDMC ELEMENTARY GRADES PK-2 | LEVEL 3 Offences

Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Action
AG	Aggression Physical towards Person	Counseled and Warned, Conflict Resolution, Letter of Apology, Time Out	Conflict Resolution, Letter of Apology, ~~,~~, Parent Written Notice, Referred to Counselor, School Social Worker, 1 Day In-School-Suspension	~~,~~ Parent Conference, Referred to Counselor, School Social Worker, ~~Response to Interventions~~ (MTSS), 1-2 Days In- School-Suspensions	~~,~~ Behavior Contract Parent Conference, ~~Response to Interventions (MTSS),~~ 1 Day Out-of-School Suspension	~~Alternative Placement,~~ , Parent Conference, 1-2 Days Out-of-School Suspension
ALC*	SESIR Alcohol Possession, Use, or Distribution	~~,~~ Parent Conference, Referred to Law Enforcement, 3-5 Days Out-of-School Suspension, Use Safe Program	Alternative Placement Referral , , Parent Conference, Referred to Law Enforcement, 3-5 Days Out of School Suspension, Contact-DCF			

BUL*	SESIR Bullying	Conflict Resolution, Letter of Apology, s, 1-2 Days In-School-Suspension, 1-Day Out-of-School Suspension	Conflict Resolution, Detention, ~~,~~ Referred to Counselor/ School Social Worker, 1-2 Days Out-of-School Suspension	~~,~~ Behavior Contract Parent Conference, ~~Response to Interventions (MTSS),~~ 1-3 Days Out-of-School Suspension	~~Alternative Placement,~~ , Behavior Contract Parent Conference, ~~Response to Interventions (MTSS),~~ 2-3 Days Out-of-School Suspension	~~Alternative Placement,~~ 2-4 Days Out- of School Suspension
CS	Contraband Sale	Counseled and Warned, Confiscation, , parent Written Notice	Confiscation, Parent Conference, Referred to Counselor/School Social Worker	Confiscation, ~~,~~ Parent Conference, ~~Response to Interventions (MTSS)~~, 1 Day In- School-Suspension	Confiscation, ~~,~~ Behavior Contract parent Conference, ~~Response to Interventions (MTSS),~~ 1 Day Out-of-School Suspension	~~Alternative Placement,~~ Confiscation, Other District Defined (such as contracts, intervention course), , parent Conference, ~~Response to Interventions (MTSS),~~ 1-2 Days Out-of-School Suspension
DRU*	SESIR Drug Possession or Use	5-10 Days Out-of -School - Suspension, ~~Use Safe Program,~~ Parent Conference, Referred to Law Enforcement	5-10 Days Out of School Suspension, ~~Alternative Placement (automatic),~~ Parent Conference, Referred to law Enforcement			
EN	Endangerment	Counseled and Warned, Letter of Apology, s, Time Out	Detention~~,~~, Parent Written Notice, Referred to Counselor/School Social Worker, 1 Day in-School Suspension	Detention,, parent Conference, Referred to Counselor/School Social Worker, ~~Response to Interventions (MTSS),~~ 1 Day Out of School Suspension	~~s,~~ Behavior Contract Parent conference, ~~Response to Interventions (MTSS),~~ 1 Day Out of School Suspension	~~Alternative Placement,~~ , parent Conference, 1-2 Days out of School Suspension
FT	Fighting, Non SESIR	Counsel and Warned, Letter of Apology, Conflict Resolution, Parent Written Notice	Conflict Resolution, Letter of Apology, ~~,~~ Parent Written Notice, Referred to Counselor/ School Social Worker, 1 Day In School Suspension	~~s,~~Behavior Contract Parent Conference, ~~Response to Interventions,~~ 1 Day Out of School Suspension	~~Alternative placement,~~ , Parent Conference, 1-2 Days Out of School Suspension	
HAR*	SESIR Harassment	Conflict Resolution, letter of Apology,~~,~~ 1-2 Days In School Suspension, 1 Day Out of School Suspension	Conflict Resolution, Detention,~~,~~ Referred to Counselor/School Social Worker, 1 Day out of School Suspension	~~,~~Behavior Contract Parent Conference, ~~Response to Interventions (MTSS),~~ 1-2 Days Out of School Suspension	~~Alternative Placement,~~ , Behavior Contract Parent Conference, ~~Response to Interventions (MTSS),~~ 1-3 Days Out-of-School Suspension	~~Alternative Placement,~~ 2-4 Days Out-of-School Suspension
HAZ*	SESIR Hazing	Conflict Resolution, Letter of Apology, , 1-2 Days In School Suspension, 1 Day Out of School Suspension	Conflict Resolution, Detention, Referred to Counselor/School Social Worker, 1 Day Out of School Suspension	~~,~~Behavior Contract Parent Conference, ~~Response to Interventions (MTSS),~~ 1-2 Days Out of School Suspension	~~Alternative Placement,~~ ~~,~~ Behavior Contract parent Conference, ~~Response to Interventions (MTSS),~~ 1-3 Days out of School Suspension	~~Alternative Placement,~~ , 2-4 Days out of School Suspension
OS	Other Serious	~~,~~Parent Written notice, time Out	~~,~~ parent Written Notice, Referred to Counselor/ School social Worker, 1 Day In School Suspension	~~,~~ Parent Conference, referred to Counselor/ School Social Worker,	~~s,~~ Behavior Contract Parent Conference, ~~Response to Interventions (MTSS),~~ Parent	

				~~Response to Interventions (MTSS,~~ 1-2 Days Out of School Suspension,	Conference, 1-2 Days out of School Suspension	
SR	Search Refusal	5-10 Days Out of School Suspension, parent Conference, Referred to law Enforcement	5-10 Days Out of School Suspension, ~~Alternative Placement,~~ (, Referred to Law Enforcement			
STL	SESIR Theft/ Larceny	Detention, Letter of Apology, ~~s,~~ parent Written Notice, Restitution, Referred to Law Enforcement, 1 Day In School Suspension, 1 Day Out of School Suspension	~~s,~~ Parent Conference, Restitution, Referred to Counselor/ School Social Worker, ~~Response to Interventions (MTSS),~~ 1-2 Days Out of School Suspension	~~,~~ Parent Conference, Restitution, Referred to law Enforcement, ~~Response to Interventions (MTSS),~~ 1-3 Days Out of School Suspension	~~,~~ Behavior Contract Parent Conference, Restitution, ~~Response to Interventions (MTSS),~~ Referred to Law Enforcement, 1-4 Days out of School Suspension	~~Alternative Placement~~, , parent Conference, 2-5 Days Out of School Suspension
SXH*	SESIR Sexual Harassment	Conflict Resolution, Letter of Apology, s, Parent Written notice, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, 1 Day In School suspension, 1 Day Out of School Suspension	Conflict Resolution, , Parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 1 Day out of School Suspension, Contact DCF	Conflict Resolution, ~~,~~ parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 1-2 Days out of School Suspension, Contact DCF	Conflict Resolution~~,~~, Behavior Contract parent Conference, Referred to law Enforcement, 1-3 Days Out of School Suspension	~~Alternative Placement~~, , parent Conference, 2-4 Days Out of School Suspension
SXO*	SESIR Threat Other	Conflict Resolution, Letter of Apology, Parent Written Notice, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, 1 Day In School Suspension, 1 Day Out of School Suspension	Conflict Resolution~~,~~ , Behavior Contract parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 1-3 Days Out of School Suspension, Contact DCF	~~Alternative placement (automatic),~~, parent Conference, Referred to Law Enforcement, 4 Days Out of School Suspension, Contact DCF		
TBC*	SESIR Tobacco Possession or use	Confiscation, parent Written notice, Referred to law enforcement, time out, 1 Day In School Suspension	Confiscation, Detention,~~,~~ parent Conference, ~~Response to Intervention (MTSS),~~ Timer Out, 1 Day In School Suspension	Confiscation, Parent Conference, ~~Response to Interventions (MTSS),~~ 1-2 Days Out of School Suspension, Contact DCF	~~Alternative Placement,~~ Confiscation, parent Conference, Referred to Law Enforcement, Contact DCF	
TRS*	SESIR Trespassing	~~,~~ parent Written Notice, Referred to Law Enforcement, 1 Day In School Suspension	~~,~~parent Conference, Referred to Law Enforcement, 1 Day out of School Suspension	~~,~~ Parent Conference, Referred to law Enforcement, ~~Response to Interventions (MTSS),~~ 1-2 Days Out of School	~~,~~ Behavior Contract parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 1-3 Days Out of	~~Alternative Placement.~~ , Referred to Law Enforcement, 2-3 Days Out of School Suspension

				Suspension	School Suspension	
VAN*	SESIR Vandalism	Letter of Apology, Detention~~s~~, Parent Conference, Parent Written Notice, Restitution, Referred to law Enforcement, 1 Day In School Suspension, 1 Day Out of School Suspension	Detention, ~~,~~ Parent Conference, Restitution, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, 1-2 Days In School Suspension	Detention, ~~,~~ parent Conference, Restitution, Referred to Law Enforcement, ~~Response to Interventions (MTSS)~~, 1-2 Days Out of School Suspension	~~,~~ Behavior Contract Parent Conference, Restitution, ~~Response to Interventions (MTSS)~~, Referred to Law Enforcement, 1-3 Days Out of School Suspension	~~Alternative Placement~~, ~~,~~ Parent Conference, Restitution, Referred to Law Enforcement, 2-4 Days Out of School Suspension

SDMC Elementary Grades PK-2| Level 4 Offenses				
Code	**Offense Type**	**1St Action**	**2nd Action**	**3rd Action**
ARS*	SESIR Arson (Conduct Threat Assessment)	Alternative Placement Referral, ~~,~~ Referred to Law Enforcement, 2-4 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 4-6 Days Out of School Suspension	
BAT*	SESIR Aggravated Battery	Alternative Placement Referral, Conflict Resolution, ~~,~~ Parent Conference, Referred to Law Enforcement, 2-4 Days Out of School Suspension	Alternative Placement Referral Conflict Resolution, ~~,~~ Behavior Contract Parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 4-6 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension
BRK*	SESIR Burglary	Alternative Placement Referral, Conflict Resolution~~,~~ , parent Conference, Referred to Law Enforcement, 2-4 Days Out of School Suspension	Alternative Placement Referral, Conflict Resolution, ~~,~~ Behavior Contract Parent Conference, Referred to Law Enforcement, ~~Response to Intervention (MTSS),~~ 4-6 Days Out of School Suspension	
DOC*	SESIR Disruption on Campus- Major	Alternative Placement Referral,~~,~~ parent Conference, Referred to Law Enforcement, 2-4 Days Out of School Suspension	Alternative Placement Referral~~,~~ , Parent Conference, Referred to Law Enforcement, ~~Response to Intervention (MTSS),~~ 4-6 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension
DRD*	SESIR Drug Sale Distribution	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension ~~(Automatic)~~		
FA	False Accusations	~~,~~ Parent Conference, Parent Written Notice, 1 Day In School Suspension	~~,~~ Parent Conference, Referred to Counselor/ School Social Worker, ~~Response to Intervention (MTSS),~~ 1-2 Days In School Suspension	Alternative Placement Referral, Parent Conference, 1-2 Days Out of School Suspension
FIT*	SESIR Fighting	Conflict Resolution, , Parent Conference, 1-3 Days Out of School Suspension	Conflict Resolution, Other District Defined (such as contracts, intervention course),, Parent Conference, ~~Response to Interventions (MTSS),~~ 3-5 Days out of School Suspension	Alternative Placement, parent Conference, 5-10 Days Out of School Suspension
OMC*	SESIR Other Major Unclassified	Confiscation, Parent Conference, 1-3 Days Out of School Suspensions	Alternative Placement Referral, Confiscation, Other District Behavior Contract Parent conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 4-6 Days Out of School Suspension	Alternative Placement Referral, Confiscation, Parent Conference, 5-10 Days Out of School Suspension
PHA*	SESIR Simple Battery (Physical Attack)	Conflict Resolution, , Parent Conference, 2-4 Days Out of School Suspension	Alternative Placement Referral, Conflict Resolution, Behavior Contract Parent conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 4-6 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension
ROB*	SESIR Robbery	Alternative Placement Referral, , Behavior Contract Parent Contact, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 3-5 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension	
SXA*	SESIR Sexual Assault (Conduct Threat Assessment)	Alternative Placement Referral,~~,~~ Referred to Law Enforcement, 5-10 Days Out of School Suspension, Contact DCF	Alternative Placement Referral, Referred to Law Enforcement, 5-10 Days Out of School Suspension,~~,~~Contact DCF	
SXB*	SESIR Sexual Battery	Alternative Placement Referral, Referred to Law Enforcement, 5-10 Business Days Out of School Suspension, Contact DCF		
TRE*	SESIR Threat Intimidation	Conflict Resolution, , Parent Written notice, Parent	Alternative Placement Referral, Conflict Resolution, ~~,~~ Behavior	Alternative Placement Referral, Parent Conference, Referred to Law

	(Conduct a Threat Assessment)	Conference, Parent Written Notice, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 1-3 Days Out of School Suspension	Contract Parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 3-5 Days Out of School Suspensions	Enforcement, 5-10 Days Out of School Suspension
WC	Weapon Like Contraband (Conduct a Threat Assessment)	Counseled and Warned, Conflict Resolution, Loss of Privileges, Parent Written Notice, Referred to Counselor/ School Social Worker, Referred to Law Enforcement	Conflict Resolution, ~~,~~ Behavior Contract Parent Conference, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 1 Day In School Suspension	Alternative Placement Referral, Confiscation~~.~~, Behavior Contract Parent Conference, ~~Response to Interventions,~~ 1-2 Days Out of School Suspension
WPO	SESIR Weapons Possession (Conduct Threat Assessment)	Alternative Placement Referral, Confiscation, Parent Conference, 5-10 Days Out of School Suspension		

SDMC Elementary Grades 3-5

Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Action
CH	Cheating	Counsel and Warned, Time Out Parent Contact Referral to Counselor	No Grade, Detention	No Grade, 1 Day In School Suspension,	No Grade, 1-2 Days In School Suspension, Parent Conference	No Grade, 1-2 Days out of School Suspension
DB	Disruptive Behavior	Counsel and Warned, Time Out	Parent Written, Referred to Counselor/ School Social Worker, ~~Response to Interventions (MTSS),~~ 1 Day In School Suspension	, Parent Conference, Referred to Counselor/ School Social Worker, ~~Response to Interventions (MTSS),~~ 1-2 Days In School Suspension	, Parent Conference, Referred to Counselor/ School Social Worker, ~~Response to Interventions (MTSS),~~ 1-2 Days In School Suspension	, Parent Conference, 1-2 Days Out of School Suspension, ~~Response to Interventions (MTSS)~~
DC	Dress Code	Work with parents to resolve any issues regarding inappropriate attire.				
DO	Disrespect Towards Others	Counseled and Warned, Letter of Apology Time Out Referral to Counselor	Conflict Resolution, Letter of Apology, Peer Mediation, Time Out	Conflict Resolution,~~,~~ Peer Mediation, Parent Written Notice, Referred to Counselor/ School Social Worker, Time Out, ~~Response to Interventions (MTSS~~), 1 Day In School Suspension	Conflict Resolution,~~,~~ Peer Mediation, Referred to Counselor/ School Social Worker, Detention, ~~Response to Interventions (MTSS),~~ 1-2 Days In School Suspension	~~,~~ Behavior Contract Parent conference, ~~Response to Interventions (MTSS),~~ 1-2 Days Out of School Suspension
FS	Failure to Serve Consequence	Counseled and Warned Time Out Referral to Counselor	Detention,	Detention, 1 Day In School Suspension	Detention, Parent Conference, ~~Response to Interventions (MTSS),~~ 1-2 Days In School Suspension	Detention, Parent Conference, ~~Response to Interventions (MTSS),~~ 2-3 Days In School Suspension
HP	Horseplay	Counseled and Warned Time Out Referral to Counselor	Counseled and Warned,, Referred to Counselor/ School Social Worker, Time Out	Detention,, 1 Day In School Suspension	Detention,, 1 Day In School Suspension	Detention, Parent Conference, ~~Response to Interventions (MTSS),~~ 1-2 Days In School Suspension
ID	ID Infraction	Parents must pay for lost or replacement badges				

IN	Inappropriate Behavior	Counseled and Warned, Parent Written Notice Time Out Referral to Counselor	Detention, Loss of Privileges, Time Out	Detention,, Parent Written Notice, Referred to Counselor/ School Social Worker, ~~Response to Interventions (MTSS)~~ 1 Day In School Suspension	Detention,, Parent Conference, 1-2 Days In School Suspension	Detention, Parent Conference, 1 Day Out of School Suspension
MV	Medication Policy Violation	Counselled and Warned, parent Written Notice Time Out Referral to Counselor	~~,~~ Parent Written Notice, Parent Conference	Detention, ~~,~~ Parent Conference, ~~Response to Interventions (MTSS)~~	Detention, Parent Conference, ~~Response to Interventions (MTSS),~~ 1 Day In School Suspension	Detention, parent Conference, ~~Response to Interventions (MTSS),~~ 1-2 Days In School Suspension
OA	Out of Area	Detention Time Out Referral to Counselor	Detention	Assign Work Detail, Detention, 1 Day In School Suspension, Time Out, ~~Response to Interventions (MTSS)~~	Assign Work Detail, Detention, 1-2 Days In School Suspension, Loss of Privileges	2-3 Days In School Suspension, Parent Conference
PO	Profanity	Detention Time out, Assigned Work Detail	Detention	Assigned Work Detail, Detention, 1 Day In School Suspension, Time Out, ~~Response to Interventions (MTSS)~~	Assigned Work Detail, 1-2 Days In School Suspension,	2-3 Days In School Suspension, ~~,~~ Parent Conference
SK	Skipping	Detention Time Out Referral to Counselor	Detention	Assigned Work Detail, Detention, 1 Day In School Suspension, Time Out, ~~Response to Interventions (MTSS)~~	Assigned Work Detail, Detention, 1-2 Days In School Suspension, Loss of Privileges	2-3 Days In School Suspension,, Parent Conference
TA	Tardies, Habitual	Counsel and Warned, Confiscation Time Out Referral to Counselor	Time Out Referral to Counselor	Time Out Referral to Counselor	Time Out Referral to Counselor	Time Out Referral to Counselor
TE	Technology Violation	Counsel and Warned, Confiscation Time Out Referral to Counselor	~~,~~ Parent Written Notice, Confiscation, Time Out	Detention, Confiscation, Parent Conference, Time Out, ~~Response to Interventions (MTSS)~~	Detention, Confiscation, ~~,~~ Parent Conference, 1 Day In School Suspension, ~~Response to Interventions (MTSS)~~	Detention, Confiscation, ~~,~~ Parent Conference, 1-2 Days In School Suspension, ~~Response to Interventions (MTSS)~~

SDMC Elementary Grades 3-5 | Level 2 Offenses						
Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Action
AN	Aggression Non-Physical	~~,~~ Conflict Resolution, Letter of Apology, Peer Mediation, Time Out, In School Suspension	Conflict Resolution, Detention, Letter of Apology, Peer mediation, Parent Written Notice, Referred to Counselor/ School Social Worker, 1-2 Day	Detention, Parent Conference, ~~Response to Interventions (MTSS),~~ 1-3 Days In School Suspension	Behavior Contract Parent Conference, ~~Response to Interventions (MTSS~~), 1 Day Out of school Suspension	~~Alternative Placement,~~ Parent Conference, 1-2 Days Out of School Suspension

			In School Suspension			
AO	Aggression Towards an Object	~~,~~ Conflict Resolution, Letter of Apology, Peer Mediation, Time Out, In School Suspension	Conflict Resolution, Detention, Letter of Apology, ~~,~~ Peer Mediation, Parent Written notice, Referred to Counselor/ School Social Worker, 1 Day In School Suspension	Detention, Parent Conference, ~~Response to Interventions (MTSS)~~ 1-2 Days In School Suspension	Behavior Contract Parent Conference, ~~Response to Interventions (MTSS)~~, 1 Day Out of School Suspension	~~Alternative Placement,~~ Parent Conference, 1-2 Days Out of School Suspension
CO	Contraband	Counsel and Warned, , Time Out	Conflict Resolution,, Parent Conference, Referred to Counselor/ School Social Worker, 1 Day In School Suspension	Conflict Resolution, Detention, ~~,~~ Parent Conference, ~~Response to Interventions (MTSS)~~, 1-2 Days In School Suspension	Conflict Resolution, Parent Conference, ~~Response to Interventions (MTSS)~~, 1 Day Out of School Suspension	~~Alternative placement,~~ Conflict Resolution, Loss of Privileges, Parent Conference, 1-2 Days Out of School Suspension
DF	Defiance	Counsel and Warned, Letter of Apology, ~~,~~ Time Out	Detention, Letter of Apology, Parent Conference, Referred to Counselor/ School Social Worker, 1 Day In School Suspension	Detention, Loss of Privileges, Parent Conference, Referred to Counselor/ School Social Worker, ~~Response to Interventions (MTSS)~~, 1-2 Days In School Suspension	~~,~~Behavior Contract Parent Conference, ~~Response to Interventions (MTSS~~), 1 Day Out of School Suspension	~~Alternative Placement~~, Loss of Privileges, parent Conference, 1-2 Days Out of School Suspension
DA	Disrespect towards Authority	Counsel and Warned, Letter of Apology, ~~,~~ Time Out	Detention, Letter of Apology, Parent Written Notice, Referred to Counselor/ School Social Worker, 1 Day In School Suspension	Detention, ~~,~~ Parent Conference, Referred to Counselor/ School Social Worker, ~~Response to Interventions (MTSS~~), 1-2 Days In School Suspension	Behavior Contract Parent Conference, ~~Response to Interventions (MTSS),~~ 1 Day Out of School Suspension	Alternative Placement Referral, Parent Conference, 1-2 Days Out of School Suspension
HI	Horseplaying with Injury	~~,~~ Conflict Resolution, Letter of Apology, , , 1 Day In School Suspension, 1 Day Out of School Suspension	Conflict resolution, Detention, Letter of Apology,~~,,~~ Referred to Counselor/ School Social Worker, 1-2 Days In School Suspension, 1-2 Days Out of School Suspension	Detention, Loss of privileges, Parent Conference, Referred to Counselor/ School Social Worker, ~~Response to Interventions (MTSS),~~ 1-3 Days Out of School Suspension	Behavior Contract, Parent Conference, ~~Response to Interventions (MTSS)~~, 1-4 Days Out of School Suspension	Alternative Placement, Referral, Parent Conference, 2-5 Days Out of School Suspension
IG	Instigation	Conflict Resolution, Letter of Apology, Peer Mediation, Time Out, In School Suspension	Conflict Resolution, Detention, Letter of Apology, Peer mediation, Parent Written Notice, Referred to Counselor/ School Social Worker, 1-2 Day In School Suspension	Detention, ~~,~~ Parent Conference,~~)~~ 1-3 Days In School Suspension	Behavior Contract Parent Conference, ~~Response to Interventions (MTSS~~), 1 Day Out of school Suspension	Parent Conference, 1-2 Days Out of School Suspension

IN	Inappropriate Behavior	Counsel and Warned,, 1 Day In School Suspension	Detention, , Parent Written Notice, Referred to Counselor/ School Social Worker, Time Out, 1-2 Days In School Suspension	Detention, Parent Conference, ~~Response to Intervention (MTSS)~~, 1 Day Out of School Suspension	~~,~~ Behavior Contract Parent Conference, ~~Response to Interventions (MTSS)~~, 1-2 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, 1-3 Days Out of School Suspension
LC	Leaving Campus without Authorization move to level 3 for all grade levels out of school suspension first time	~~,,,~~ Time Out, In School Suspension	Detention,~~,~~ Parent Conference, ~~Response to Interventions (MTSS)~~, Time Out, 1-2 Day In School Suspension	Detention, Loss of Privileges, Parent Conference, ~~Response to Interventions (MTSS)~~, Time Out, 2-3 Days In School Suspension	~~),~~ Behavior Contract , Parent Conference, ~~Response to Interventions (MTSS)~~, 1-3 Days Out of School Suspension	Alternative Placement Referral, ~~,~~Parent Conference, 1 Day Out of School Suspension
LY	Lying to Staff or Authority	Counsel and Warned, Letter of Apology, , Time Out	Detention, Letter of Apology,, Parent Written Notice, Referred to Counselor/ School Social Worker, 1 Day In School Suspension	Detention, Parent Conference, Referred to Counselor/ School Social Worker, ~~Response to Interventions (MTSS)~~, 1-2 Days In School Suspension	Behavior ContractParent Conference, ~~Response to Interventions (MTSS)~~, 1 Day Out of School Suspension	Alternative Placement Referral,~~,~~ Parent Conference, 1-2 Days Out of School Suspension
TF	Theft Larceny (Under $750)	Counsel and Warned, Letter of Apology, Restitution, Referred to Law Enforcement, Time Out	Detention, Letter of Apology, Parent Written Notice, Restitution, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 1-2 Days In School Suspensions	Detention, Parent Conference, Restitution, Referred to Law Enforcement, ~~Response to Interventions (MTSS)~~, 1-2 Days In School Suspension	Behavior Contract, Parent Conference, Restitution, ~~Response to Interventions (MTSS)~~, Referred to Law Enforcement, 1-2 Days Out of School Suspension	Alternative Placement Referral, , Parent Conference, Restitution, Referred to Law enforcement, 1-3 Days Out of School Suspension
VN	Vandalism (Under $1000)	Counsel and Warned, Letter of Apology, ~~,~~ Restitution, Referred to Law Enforcement, Time Out Assigned Work Detail	Counsel and Warned, Letter of Apology, ~~,~~ Restitution, Referred to Law Enforcement, Referred to Counselor/ School Social Worker, 1 Day In School Suspension Assigned Work Detail	Behavior Contract Restitution, Referred to Law Enforcement, ~~Response to Interventions (MTSS)~~, 1-2 Days In School Suspensions Assigned Work Detail	Behavior Contract Parent Conference, Restitution, ~~Response to Interventions (MTSS)~~, Referred to Law Enforcement, 1-2 Days Out of School Suspension Assigned Work Detail	Alternative Placement Referral, Parent Conference, Restitution, Referred to Law Enforcement, 1-3 Days Out of School Suspension Assigned Work Detail

SDMC Elementary Grades 3-5 | Level 3 Offenses						
Code	**Offense Type**	**1st Action**	**2nd Action**	**3rd Action**	**4th Action**	**Subsequent Action**
AG	Aggression Physical	, Conflict Resolution, Letter of Apology,~~,,~~ 1 Day In School Suspension, 1 Day Out of School Suspension	Conflict resolution, Detention, Letter of Apology, ~~,,,~~ Referred to Counselor/ School Social Worker, 1-2 Days In School Suspension, 1-2	Detention,, Parent Conference, Referred to Counselor/ School Social Worker, ~~Response to Interventions (MTSS),~~ 1-3	Behavior Contract Parent Conference, ~~Response to Interventions (MTSS)~~, 1-4 Days Out of School Suspension	Alternative Placement Referral, , Parent Conference, 2-5 Days Out of School Suspension

			Days Out of School Suspension	Days Out of School Suspension		
ALC*	SESIR Alcohol Possession, Use, or Distribution	, Parent Conference, Referred to Law Enforcement, 3-5 Days Out of School Suspension (Use SAFE Program)	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 3-5 Days Out of School Suspension, Contact DCF			
BUL*	SESIR Bullying	Conflict Resolution, , 1-2 Days In School Suspension, 1 Day Out of School Suspension	Conflict Resolution, Detention, Referred to Counselor/ School Social Worker, 1-2 Days Out of School Suspension	Other District Defined (such as contracts, intervention course), Detention,, Parent Conference, Response to Interventions (MTSS), 1-3 Days Out of School Suspension	Alternative Placement Referral, Behavior Contract Parent Conference, Response to Interventions (MTSS), 2-3 Days Out of School Suspension	Alternative Placement Referral, , 2-4 Days Out of School Suspension
CS	Contraband Sale	Confiscation, Parent Written Notice, 1-2 Days In School Suspension, 1 Day Out of School Suspension	Confiscation, Parent Conference, Response to Interventions (MTSS), 1 Day Out of School Suspension	Confiscation, Parent Conference, Response to Interventions (MTSS), 1-2 Days Out of School Suspension	Alternative Placement Referral, Confiscation, Behavior Contract parent Conference, Response to Interventions (MTSS), 1 Day Out of School Suspension	Alternative Placement Referral, Confiscation, Behavior Contract Parent Conference, Response to Interventions (MTSS), 1-2 Days Out of School Suspension
DRU*	SESIR Drug Possession or Use	5-10 Days Out of School Suspension, Parent Conference, Referred to Law Enforcement (Use SAFE Program)	5-10 Days Out of School Suspension, Alternative Placement Referral, Referred to Law enforcement			
EN	Endangerment	, Letter of Apology, Time Out , In school suspension	Detention, , Parent Written Notice, Referred to Counselor/ School Social Worker, 1-2 Day In School Suspension	Detention, Parent Conference, Referred to Counselor/ School Social Worker, Response to Interventions (MTSS), 1 Day out of School Suspension	Behavior Contract Parent Conference, Response to Interventions (MTSS), 1-2 Day Out of School Suspension	Alternative Placement Referral, parent Conference, 2-3 days Out of School Suspension
FT	Fighting Non SESIR	Conflict Resolution, Detention, Letter of Apology, , Peer mediation, 1-2 Days In School Suspension, 1 Day Out of School Suspension	Conflict Resolution, Detention, Letter of Apology,, Peer Mediation, Parent Written Notice, Referred to Counselor/ School Social Worker, 1-2 Days Out of School Suspension	Behavior Contract Parent Conference, Response to Interventions (MTSS) 1-3 Days Out of School Suspension	Alternative Placement Referral, , Behavior Contract Parent Conference, Response to Interventions (MTSS), 1-4 Days Out of School Suspensions	
HAR*	SESIR Harassment	Conflict Resolution,	Conflict Resolution,	Behavior Contract Parent	Alternative Placement	Alternative Placement Referral, , 3-4 Days Out of

		Letter of Apology,~~s,~~ Behavior Contract 1-2 Days In School Suspension, 1 Day out of School Suspension	Detention, , Behavior Contract Referred to Counselor/ School Social Worker, 1 Day Out of School Suspension	Conference, ~~Response to Interventions (MTSS),~~ 1-2 Days Out of School Suspensions	Referral, Other District Defined (such as contracts, intervention course), , Parent Conference, ~~Response to Intervention (MTSS),~~ 1-3 Days out of School Suspension	School Suspension
HAZ*	SESIR Hazing	Conflict Resolution, Letter of Apology, , 1-2 Days In School Suspension, 1 Day Out of School Suspension	Conflict Resolution, Detention, , Referred to Counselor/ School Social Worker, 1 Day Out of School Suspension	~~,~~ Behavior Contract Parent Conference, ~~Response to Interventions (MTSS),~~ 1-2 Days Out of School Suspension	Alternative Placement Referral , ~~,~~ Behavior Contract Parent Conference, ~~Response to Intervention (MTSS),~~ 1-3 Out of School Suspension	Alternative placement Referral, 2-4 Day Out of School Suspension
OS	Other Serious	Detention, , 1-2 Days In School Suspension, 1 Day Out of School Suspension	Detention, ~~,~~ Referred to Counselor/ School Social Worker, 1-2 Days Out of School Suspension	Behavior Contract Parent Conference, 2-3 Days Out of School Suspension	~~,~~ Behavior Contract Parent Conference, 2-3 Days Out of School Suspension	Alternative Placement Referral , Parent Conference, 2-4 Days Out of School Suspension
SR	Search Refusal	~~5-10~~ 1-3 Days out of School Suspension, Parent Conference, Referred to Law enforcement	5-10 Days Out of School Suspension, Alternative Placement Referral, Referred to Law Enforcement			
SV	Serious Technology Violation	Letter of Apology, Peer Mediation, Time Out, In School Suspension	Detention, Letter of Apology, Peer mediation, Parent Written Notice, Referred to Counselor/ School Social Worker, 1-2 Day In School Suspension	Detention, Parent Conference, ~~Response to Interventions (MTSS),~~ 1-3 Days In School Suspension	Behavior Contract, Parent Conference, ~~Response to Interventions (MTSS~~), 1 Day Out of school Suspension	~~Alternative Placement,~~ Parent Conference, 1-2 Days Out of School Suspension
STL*	SESIR Theft/ Larceny	Detention, Letter of Apology, , Parent Written Notice, Restitution, Referred to Law Enforcement, 1 Day In School Suspension, 1 Day out of School Suspension	Parent Conference, Restitution, Referred to Counselor/School Social Worker, Referred to Law Enforcement, ~~Response to Interventions (MTSS~~), 1-2 Days Out of School Suspension	Parent Conference, Restitution, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 1-3 Days Out of School Suspension	Behavior Contract Parent Conference, Restitution, ~~Response to Interventions (MTSS),~~ Referred to Law Enforcement, 1-4 Days Out of School Suspension	Alternative Placement Referral, , Parent Conference, 2-5 Days Out of School Suspension
SXH*	SESIR Sexual Harassment	~~,~~ ~~,~~ Referred to Counselor/ School Social Worker, Referred to Law Enforcement, 1 Day In School Suspension, 1 Day Out of School suspension	~~,~~ Parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 1 Day Out of School Suspension, Contact DCF	~~,~~ , Parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 1-2 Days Out of School Suspension, Contact DCF	~~,~~ Behavior Contract Parent Conference, Referred to Law Enforcement, 1-3 Days Out of School Suspension	Alternative Placement Referral, , Parent Conference, 3-4 Days Out of School Suspension
SXO*	SESIR Sexual	~~,~~ Letter of	~~,~~ Behavior	Alternative		Same as sexual harassment

	Other	Apology, Parent written Notice, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, 1 Day In School Suspension, 1 Day Out of School Suspension	ContractParent Conference, Referred to Law enforcement, ~~Response to Interventions (MTSS),~~ 1-3 Days Out of School Suspension, Contact DCF	Placement Referral, Parent Conference, Referred to Law Enforcement, 2-4 Days Out of School Suspension, Contact DCF		
TBC*	SESIR Tobacco Possession or Use	Confiscation, Referred to Law Enforcement, Time Out, 1 Day In School Suspension	Detention, ~~,~~ Parent Conference, ~~Response to Interventions (MTSS),~~ Time Out, 1 Day In School Suspension	Confiscation, Parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 1-2 Days Out of School Suspension, Contact DCF	Alternative Placement Referral, Confiscation, Parent Conference, Referred to Law Enforcement, Contact DCF	
TRS*	SESIR Trespassing	~~,~~ , Referred to Law Enforcement, 1 Day In School Suspension	~~,~~Parent Conference, Referred to Law Enforcement, 1 Day Out of School Suspension	~~,~~ Parent Conference, referred to Law Enforcement, ~~Response to Interventions (MTSS~~), 1-2 Days Out of School Suspension	Alternative Placement Referral, Referred to Law Enforcement, 2-4 Days Out of School Suspension	
VAN*	SESIR Vandalism	~~,~~ Detention, , Parent Conference, Parent Written Notice, Restitution, Referred to Law enforcement, 1 Day In School Suspension, 1 Day Out of School Suspension Assigned Work Detail	Detention, Parent Conference, Restitution, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, 1-2 Days In school Suspension Assigned Work Detail	Detention,, Parent Conference, Restitution, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 1-2 Days Out of School Suspension Assigned Work Detail	~~s,~~Behavior Contract Parent Conference, Restitution, ~~Response to Intervention (MTSS),~~ Referred to Law Enforcement, 1-3 Day Out of school Suspension Assigned Work Detail	Alternative Placement Referral, ~~,~~ Parent Conference, Restitution, Referred to Law Enforcement, 2-4 Days Out of School Suspension Assigned Work Detail

SDMC Elementary 3-5 | Level 4 Offenses				
Code	**Offense Type**	**1st offense**	**2nd Offense**	**3rd Offense**
ARS	SESIR Arson (Conduct Threat Assessment)	Alternative Placement Referral, Parent Conference,, Referred to Law Enforcement, 2-4 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 4-6 Days Out of School Suspension	
BAT*	SESIR Aggravated Battery	Alternative Placement Referral, ~~L~~, Parent Conference, Referred to Law Enforcement, 2-4 Days Out of School Suspension	Alternative Placement Referral, ~~,~~ Behavior Contract Parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS)~~, 4-6 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension
BRK*	SESIR Burglary	Alternative Placement Referral~~,~~, L Parent Conference, Referred to law Enforcement, 2-4 Days Out of School Suspension	Alternative Placement Referral, ~~, Other ,~~ Parent Conference, Referred to Law Enforcement, ~~response to Intervention (MTSS),~~ 4-6 Days Out of School Suspension	
DOC*	SESIR Disruption on Campus Major	Alternative Placement Referral, ~~,~~ Parent Conference, Referred to Law Enforcement, 2-4 Days of Out of School Suspension	Alternative Placement Referral, ~~Other District Defined (such as contracts, intervention course),~~ Behavior Contract , Referred to Law Enforcement, ~~Response to Interventions (MTSS)~~, 4-6 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days out of School Suspension
DRD*	SESIR Drug Sale/ Distribution	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension ~~(automatic)~~		
FA	False Accusations	Alternative Placement Referral, Parent Conference, 2-4 Days Out of School Suspension	Alternative Placement Referral, Behavior Contract ~~Other District Defined (such as contracts, intervention course), ,~~, Parent Conference, ~~Referred to Interventions (MTSS)~~ 4-6 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, 5-10 Days Out of School Suspension
FIT*	SESIR Fighting	Conflict Resolution, Parent Conference, 1-3 Days Out of School Suspension	Conflict Resolution, ~~Other District Defined (such as contracts, intervention course), , Parent Conference,~~ Behavior Contract ~~Response to Interventions (MTSS),~~ 3-5 Days Out of School Suspensions	Alternative Placement Referral, Parent Conference, 5-10 Days Out of School Suspension
AC	Off Campus Arrest/ Charge	10 Days out of School Suspension, Alternative Placement Referral		
OMC*	SESIR Other Major-Unclassified	Confiscation, Parent Conference, 1-3 Days	Alternative Placement Referral, Confiscation,,	Alternative Placement Referral, Confiscation, Parent

		Out of School Suspension	Behavior Contract, Parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 4-6 Days Out of School Suspension	Conference, 5-10 days Out of School Suspension
PHA*	SESIR Simple Battery (Physical Attack)	~~,~~Parent Conference, 2-4 Days Out of School Suspension	Alternative Placement Referral, Confiscation, Behavior Contract, Parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 4-6 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension
ROB*	SESIR Robbery	Alternative Placement Referral, Conflict Resolution, ~~,~~ Behavior Contract Parent Conference, Referred to law Enforcement, ~~Response to Interventions (MTSS),~~ 3-5 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension	
SXA*	SESIR Sexual Assault (Conduct Threat Assessment)	Alternative Placement Referral, Referred to Law Enforcement, 5-10 Days Out of School Suspension, Contact DCF	Alternative Placement Referral, Referred to Law Enforcement, 5-10 Days Out of School Suspension, Contact DCF	
SXB*	SESIR Sexual Battery (Conduct Threat Assessment)	Alternative Placement Referral, , Referred to Law Enforcement, 5-10 Days Out of School Suspension, Contact DCF		
TRE*	SESIR Trespassing Intimidation (Conduct Threat Assessment)	Conflict Resolution, , Parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS)~~ 1-3 Days Out of School Suspension	Alternative Placement Referral, Conflict Resolution, Behavior Contract ~~Loss of Privileges~~, parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 3-5 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Out of School Suspension
WC	Weapon Like Contraband (Conduct Threat Assessment)	, , , Parent Conference, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, 1-3 Days Out of School Suspension	Alternative Placement Referral~~,~~ ~~,~~, Behavior Contract Parent Conference, Referred to Law Enforcement, ~~Response to interventions (MTSS),~~ 3-5 Days Out of school Suspension	Alternative Placement Referral, Confiscation, Parent Conference,, 5-10 Out of School Suspension
WPO*	SESIR Weapons Possession (Conduct Threat Assessment)	Alternative Placement Referral, Confiscation, Parent Conference, 5-10 Days Out of School Suspension		

Add Clause for Loss of Priv

SDMC Middle School Matrix Grades 6-8 | Level 1 Offenses						
Code	**Offense Type**	**1st Offense**	**2nd Offense**	**3rd Offense**	**4th Offense**	**Subsequent Actions**
CH	Cheating	No Grade,	No Grade,	No Grade, 1 Day In	No Grade, 1-2	No Grade, 1-2

		Detention	Detention	School Suspension, s	Days In School Suspension,, Parent Conference	Days Out of School Suspension
DB	Disruptive Behavior	Detention, 1 Day In School Suspension, Time Out, s, ~~response to Interventions (MTSS)~~	Detention, 1-2 Days In School Suspension, , ~~Response to Interventions (MTSS)~~	1Day In School Suspension, ~~Response to Interventions (MTSS),~~ Time Out, s,1-3 Days In School Suspension, 1-3 Days Out of School Suspension, Saturday School, Behavior Contract	~~Response to Interventions (MTSS),~~ Time Out, ,1-5 Days In School Suspension, 1-5 Days Out of School Suspension, Behavior Contract, Saturday School, t	~~Response to Interventions (MTSS),~~ Time Out, ,1-5 Days In School Suspension, 1-5 Days Out of School Suspension, Saturday School, Behavior Contract
DC	Dress Code Violation	Counsel and Warn	(5 days), Parent Conference	Detention,	~~Response to Intervention (MTSS)~~ See Defiance Action 1	1 Day In School Suspension, Parent Conference, See Defiance
DO	Disrespect Towards Others	Detention, Letter of Apology,	1 Day In School Suspension, Time Out, Letter of Apology, ~~Response to Interventions (MTSS),~~ Letter of Apology,	1-2 Days In School Suspension, Time Out, Parent Written Notice, ~~Response to intervention (MTSS),~~ Letter of Apology,	1-2 Days Out of School Suspension, s, ~~Response to Interventions (MTSS),~~ Letter of Apology, Saturday School, Behavior Contract	2-3 Days Out of School Suspension, Parent Conference, ~~Response to Intervention (MTSS),~~ Letter of Apology
FS	Failure to Serve Consequence	Detention, 1 Day In School Suspension, Assigned Work Detail	1-2 Days In School Suspension, Assigned Work Detail, 1 Day Out of School Suspension	2-3 Days In School Suspension, 1-2 Days Out of School Suspension,	3-4 Days In School suspension, 2-3 Days Out of School Suspension,, Parent Conference	4-6 Days In School Suspension, 3-4 Days Out of School Suspension~~,s~~
HP	Horse Play	Detention	Detention, 1-3 Days In School Suspension, Time Out, ~~Response to Interventions (MTSS)~~	1-3 Days In School Suspension, 1-2 Days Out of School Suspension, ~~Response to Intervention (MTSS),~~ Time Out	1-5 Days In School Suspension, 1-5 Days Out of School Suspension, , ~~Response to Interventions (MTSS)~~	1-5 Days Out of School Suspension,, parent Conference, ~~Response to Interventions (MTSS)~~
ID	ID Infraction	Counsel and Warn	Detention	1 Day In School Suspension, Time Out	1-2 Days In School Suspension, Loss of Privileges	2-3 Days In School Suspension, , Parent Conference
IN	Inappropriate Behavior	Detention	Detention, 1 Day In School Suspension, Assigned Work Detail	1 Day In School Suspension, Time Out, Assigned Work Detail,	1-2 Days In School Suspension, 1 day, , ~~Response to Interventions (MTSS)~~, Saturday School , Behavior Contract	2-3 Days In School Suspension, 1 day Out of Scholl Suspension, , parent Conference, ~~Response to Intervention (MTSS)~~ Saturday School
MV	Medication Policy Violation	Counsel and Warn	Detention	Detention	1-2 Days In School Suspension, Parent Conference	1-2 Days Out of School Suspension,
OA	Out of Area	Detention	Detention 1 Day In School Suspension, Time Out, ~~Response to Interventions~~	1-3 Days In School Suspension, Time Out, ~~Response to Interventions (MTSS)~~ Saturday School,	Assigned Work Detail, 1-5 Days In School Suspension, 1 Day Out of School Suspension, Saturday School	2-3 Days Out of School, 1-5 Days In School Suspension, Parent Conference

			~~(MTSS)~~	Behavior Contract		
PO	Profanity	Detention	Detention	Assigned Work Detail, Detention, 1 Day In School Suspension, ~~Time Out, Response to Intervention (MTSS)~~	Assigned Work Detail, 1-2 Days In School Suspension,	2-3 Days In School Suspension, s, Parent Conference
SK	Skipping	Detention	Detention, 1 Day In School Suspension, Time Out, ~~Response to Interventions (MTSS~~	Assigned Work Detail, Detention, 1-3 Days In School Suspension, Time Out, ~~Response to Intervention (MTSS)~~, Saturday School, rivileges, Behavior Contract	Assigned Work Detail, 1-5 Days In School Suspension, . Saturday School	1-5 Days In School Suspension, Parent Conference, Saturday School
TA	Tardies, Habitual	Counsel and Warn	2 Detentions	Detention, Time Out, ~~Response to Interventions (MTSS)~~	Detention, , ~~Response to interventions (MTSS)~~	Detention, Parent Conference
TE	Technology Violation	Counsel and Warn	Detention, Confiscation,	Detention, Confiscation, Time Out, ~~Response to Intervention (MTSS),~~ 1 Day In School Suspension, Time Out, ~~Response to Interventions (MTSS),~~ Behavior Contract	1-3 Days In School Suspension, Time Out, Confiscation, Parent Conference	1-2 Days Out of School Suspension, Confiscation,, Parent Conference. 1-5 Days In School Suspension

SDMC MIDDLE School Matrix Grades 6-8 | Level 2 Offenses						
Code	**Offense Type**	**1st Action**	**2nd Action**	**3rd Action**	**4th Action**	**Subsequent Action**
AN	Aggression Non-Physical	1-2 Days In School Suspension, Time Out	1-3 Days In school Suspension, Time Out, s, 1 Day Out of School Suspension, Saturday School, Behavior Contract	1-5 Days In School Suspension, ~~, Response to Intervention (MTSS)~~1-3 days Out of School Suspension, ~~Response to Intervention (MTSS)~~ Loss of Privileges, Saturday School Parent Conference	1-5 Days out of School Suspension, 1-5 Days in School Suspension, ~~Response to Intervention (MTSS)~~ Loss of Privileges, Parent Conference, Saturday School	1-5 Days In School Suspension , 1-5 Days Out of School Suspension~~Intervention (MTSS),~~ Saturday School
AO	Aggression Towards an Object	1-2 Days In School Suspension, Time Out	1-3 Days In school Suspension, Time Out, s, 1 Day Out of School Suspension, Saturday School, Behavior Contract	1-5 Days In School Suspension, ~~Response to Intervention (MTSS)~~1-3 days Out of School Suspension, ~~Response to Intervention (MTSS)~~ Loss of Privileges, Saturday School Paren)	1-5 Days out of School Suspension, 1-5 Days in School Suspension, ~~Response to Intervention (MTSS)~~ Loss of Privileges, Parent Conference, Saturday School	1-5 Days In School Suspension , 1-5 Days Out of School Suspension, ~~, Response to Intervention (MTSS),~~ Saturday School
CO	Contraband	1-2 Days In School Suspension, 1 Day Out of School Suspension, Confiscation	1-3 Days In School Suspension, 1-2 Days Out of School Suspension, Confiscation, s	1-3 Days Out of School Suspension, Confiscation, ~~Response to Intervention (MTSS)~~ 1-5 Days In School Suspension,	1-5 Days Out of school Suspension, Confiscation, , Parent Conference, ~~Response to Intervention (MTSS)~~, 1-5	1-5 Days Out of School Suspension, Confiscation Loss of Privileges, ~~Response to Intervention (MTSS~~) 1-5 Days In School Suspension,

					Days In School Suspension,	
DF	Defiance	1-2 Days In School Suspension, Time Out	2-3 Days In School Suspension, Time Out, ~~,~~ 1 Day Out of School Suspension, Saturday School	1-3 Days Out of School Suspension, , ~~Response to Interventions (MTSS)~~, Saturday School, 1-5 Days In School Suspension	1-4 Days Out of School Suspension, ~~Response to Intervention (MTSS)~~, Loss of Privileges, Parent Conference, 1-5 Days In School Suspension, Saturday School	1-5 Days In School Suspension 1-5 Days Out of School Suspension,, Behavior Contract, Saturday School, Alternative Placement Referral
DA	Disrespect Towards Staff and Authority	1-2 Days In School Suspension, Time Out	1-3 Days In School Suspension, Time Out, 1 Day Out of School Suspension, Saturday School	2-3 Days Out of School Suspension, ~~Response to Intervention (MTSS)~~, , Parent Conference, Saturday School	3-4 Days Out of School Suspension, ~~:loss of Privileges~~, O Behavior Contract Alternative Placement Referral, Saturday School ,	1-5 Days In School Suspension 1-5 Days Out of School Suspension, Alternative Placement Referral, Saturday School ,
HI	Horseplay with Injury	1-2 Days In School Suspension, Time Out	1-3 Days In School Suspension, Time Out,, 1-2 Day Out of School Suspension, Saturday School	1-5 Days In School Suspension 1-4 Days Out of School Suspension, ~~Response to Intervention (MTSS),~~ ~~,~~ Parent Conference, Saturday School	1-5 Days In School Suspension 3-4 Days Out of School Suspension, Behavior Contract Alternative Placement Referral, Saturday School ,	1-5 Days In School Suspension 3-4 Days Out of School Suspension, :l Behavior ContractAlternative Placement Referral, Saturday School ,
IG	Instigating	1-2 Day In 1-3 Days In School Suspension, ,1-2 Days Out of School Suspension, Parent Conference	1-3 Days In School Suspension, s,1-2 Days Out of School Suspension, Parent Conference	1-5 Days In School Suspension 2-4 Days Out of School Suspension, s, ~~Response to Interventions (MTSS)~~, Behavior Contract, Saturday School	1-5 Days In School Suspension 3-4 Days Out of School Suspension, s, ~~Response to Interventions (MTSS),~~ Behavior Contract, Saturday School	1-5 Days In School Suspension 4-5 Days Out of School Suspension, Parent Conference, ~~Response to Interventions (MTSS),~~ Behavior Contract, Saturday School
IN	Inappropriate Behavior	Detention (If appropriate), 1-2 Day In School Suspension, Time Out, 1 Day Out of School Suspension	1-3 Days In School Suspension, ,1-2 Days Out of School Suspension, Parent Conference	1-5 Days In School Suspension 2-4 Days Out of School Suspension, ~~Response to Interventions (MTSS),~~ Behavior Contract, Saturday School	1-5 Days In School Suspension 3-4 Days Out of School Suspension, ~~Response to Interventions (MTSS),~~ Behavior Contract, Saturday School	1-5 Days In School Suspension 4-5 Days Out of School Suspension, Parent Conference, ~~Response to Interventions (MTSS),~~ Behavior Contract, Saturday School
LC	Leaving Campus without Authorization	Detention, 1-2 Days In School Suspension, Time Out, 1 Day Out of School Suspension	2-3 Days In School Suspension, 1 Day out of School Suspension, Time Out,	1-5 Days In School Suspension 1-2 Day Out of School Suspension,	1-5 Days In School Suspension 2-3 Days Out of School Suspension,	1-5 Days In School Suspension 2-3 Days Out of School Suspension Alternative Placement Referral

			Detention,	~~Response to Intervention (MTSS)~~	~~Response to Interventions (MTSS)~~	
LY	Lying to Staff or Authority	1-2 Days In School Suspension	2-3 Days In School Suspension, Time Out,, 1 Day Out of School Suspension	2-3 Days Out of School Suspension, ~~Response to Intervention (MTSS)~~, , Parent Conference, Saturday School	3-4 Days Out of School Suspension, ~~,~~ Behavior Contract Alternative Placement Referral, Saturday School	1-5 Days In School Suspension 4-5 Days Out of School Suspension,~~,~~ Alternative Placement, Saturday School
TF	Theft/Larceny (Under $750)	1-2 Days Out of School Suspension, Referred to Law Enforcement, Restitution	1-2 Days Out of School Suspension, Referred to Law Enforcement, Restitution,	2-3 Days Out of School Suspension, Referred to Law Enforcement, Restitution, Parent Conference,	3-4 Days Out of School Suspension, Referred to Law Enforcement, Restitution, ~~,~~ Parent Conference, ~~Response to Intervention (MTSS)~~, Alternative Placement	1-5 Days In School Suspension 4-5 Days Out of School Suspension, Referred to Law Enforcement, Restitution, Alternative Placement Referral
VN	Vandalism (Under $1,000)	1-2 Days In School Suspension, Assigned Work Detail, Restitution, ~~Loss of Privilege (add this to all levels/offenses)~~	1-2 Days Out of School Suspension, Assigned Work Detail, Restitution, Saturday School	2-3 Days Out of School Suspension, Referred to Law Enforcement, Parent Conference, ~~Response to Intervention (MTSS)~~, Restitution, Saturday School	3-4 Days Out of School Suspension, referred to Law Enforcement, Restitution, Assigned Work Detail, , Parent Conference, Behavior Contract Restitution, Saturday School, Alternative Placement Referral	1-5 Days In School Suspension 4-5 Days Out of School Suspension, Referred to Law Enforcement, Restitution,, Alternative Placement Referral

SDMC Middle School matrix Grades 6-8 | Level 3 Offenses						
Code	**Offense Type**	**1st Action**	**2nd Action**	**3rd Action**	**4th Action**	**Subsequent Actions**
AG	Aggression Physical	1-3 Days In School Suspension, 1-2 Days Out of School Suspension, ~~,~~ Conflict Resolution	2-4 Days Out of School Suspension, ~~,~~ Saturday School	4-5 Days Out of School Suspension, Parent, Saturday School Conference, ~~Response to Intervention (MTSS0~~	5-6 Out of School Suspension, Behavior ContractAlternative Placement Referral, Saturday School	1-10 Days Out of School Suspension~~,~~ , Alternative Placement Referral
ALC*	SESIR Alcohol, Possession, Use, or Distribution	5-10 Days Out of School Suspension, Parent Conference, Referred to Law Enforcement, Safe Program	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral			
BUL*	SESIR Bullying	1-3 Days Out of School Suspension, s	3-4 Days Out of School Suspension, ~~Response to Interventions (MTSS)~~	4-5 Days Out of School Suspension, Behavior Contract , Parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS)~~ , Alternative Placement Referral	5-6 Days Out of School Suspension, ~~,~~ Referred to Law Enforcement, Alternative Placement Referral	

CS	Contraband Sale	1-3 Days Out of School Suspension, ~~,~~ Confiscation	2-4 Days Out of School Suspension ~~,~~, Confiscation	4-5 Days Out of School Suspension, Confiscation, Referred to Law Enforcement, Behavior Contract, Parent Conference, ~~Response to Intervention (MTSS)~~	5-6 Day Out of School Suspension, Confiscation, Referred to Law Enforcement, ~~Response to Interventions (MTSS)~~, Alternative Placement Referral	
DRU*	SESIR Drug Possession, or Use	5-10 Days Out of School Suspension, Parent Conference, Referred to Law Enforcement, Alternative Placement Referral, SAFE Program	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral			
EN	Endangerment	1-2 Days In School Suspension, 1 Day Out of School Suspension,	1-2 Days Out of School Suspension,	2-3 Days Out of School Suspension, , ~~Response to Intervention (MTSS)~~	3-4 Days Out of School Suspension, Parent Conference,, ~~Response to Intervention (MTSS)~~	4-5 Days Out of School Suspension Behavior Contract Alternative Placement Referral
FT	Fighting Non SESIR	1-5 Days Out of School Suspension, Conflict Resolution	5-10 Days Out of School Suspension, Conflict Resolution, Other District Defined (such as contracts, intervention course), Parent Conference	5-10 Days Out of School Suspension, Alternative Placement Referral ()		
HAR*	SESIR Harassment	1-5 Days Out of School Suspension,	2-5 Days Out of School Suspension, ,	4-5 Days Out of School Suspension, Behavior Contract, Parent Conference, ~~Response to Intervention (MTSS)~~	5-10 Days, Out of School Suspension, Referred to Law Enforcement Alternative Placement Referral	
HAZ*	SESIR Hazing	1-2 Days Out of School Suspension, s	2-4 Days Out of School Suspension, , Parent Conference	4-5 Days Out of School Suspension, Behavior Contract ~~Response to Intervention (MTSS)~~	5-6 Days Out of School Suspension, Alternative Placement Referral	
OS	Other Serious	1-5 Days Out of School Suspension, , Refer to Law Enforcement	3-5 Days Out of School Suspension, , Parent Conference, Saturday School, Refer to Law Enforcement	5-6 Days Out of School Suspension, Behavior Contract ~~Response to Intervention (MTSS),~~ Alternative Placement Referral, Refer to Law Enforcement	5-10 Days Out of School Suspension,, Alternative Placement Referral, Refer to Law Enforcement	
SR	Search Refusal	5-10 Days Out of School Suspension, Parent Conference, Referred to Law	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative			

		Enforcement	Placement Referral			
SV	Serious Technology Violation	1-5 Days Out of School Suspension, ~~,~~ Restitution, Refer to Law Enforcement	3-5 Days Out of School Suspension, ~~s,~~ Parent Conference, Saturday School, Restitution, Refer to Law Enforcement	5-6 Days Out of School Suspension, Behavior Contract ~~Response to Intervention (MTSS),~~ Alternative Placement, Restitution, Refer to Law Enforcement	5-10 Days Out of School Suspension, ~~,~~ Alternative Placement Referral, Restitution, Refer to Law Enforcement	
STL*	SESIR Theft/ Larceny	1-3 Days Out of School Suspension, Referred to Law Enforcement, Restitution	3-4 Days Out of School Suspension, Referred to Law Enforcement, Restitution, s	4-5 Days Out of School Suspension, Referred to Law Enforcement, Restitution, , Parent Conference, ~~Response to Interventions (MTSS)~~	5-6 Days Out of School Suspension, Referred to Law Enforcement, Restitution, , ~~Response to Intervention (MTSS),~~ Alternative Placement	
SXH*	SESIR Sexual Harassment	1-5 Days Out of School Suspension, Referred to Law Enforcement, Behavior Contract, No Contact, Supervision plan	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral, Parent Conference, ~~Response to Intervention (MTSS),~~ O Behavior Contract,	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral		
SXO*	SESIR Sexual Other	1-5 Days Out of School Suspension, Behavior Contract Referred to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, Parent Conference, Alternative Placement Referral			
TBC*	SESIR Tobacco, Possession or Use	1-2 Days In School Suspension, Time Out, Confiscation, Fined, Referred to Law Enforcement, Vape Course	1-2 Days Out of School Suspension, Confiscation, Behavior Contract , Fined, Referred to Law Enforcement	2-3 Days out of School Suspension, Confiscation, Other District Behavior Contract Fined, referred to Law enforcement, ~~Response to Intervention (MTSS)~~	3-4 Days Out of School Suspension, Confiscation, Fined, Referred to Law Enforcement, parent Conference	4-5 Days out of School Suspension, Confiscation, Fined, Referred to Law enforcement, Parent Conference
TRS*	SESIR Trespassing	1 Day In School Suspension, 1 Day Out of School Suspension, Referred to law Enforcement	1-2 Days Out of School Suspension, Referred to Law Enforcement,	2-3 Days Out of School Suspension, Referred to Law Enforcement, Parent Conference	3-4 Days Out of School Suspension, referred to law Enforcement, Behavior Contract Alternative Placement Referral	4-5 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral
VAN*	SESIR Vandalism	1-5 DAYS Out of School Suspension, Restitution, Referred to Law	3-7 Days Out of School Suspension, Restitution, Assigned Work	5-10 Days out of School Suspension, Restitution, Referred to Law		

		Enforcement, Assigned Work Detail, Saturday School	Detail, Saturday School , Behavior Contract	Enforcement, Alternative Placement Referral		

SDMC Middle School matrix Grades 6-8 | Level 4 Offenses				
Code	**Offense Type**	**1st Action**	**2nd Action**	**3rd Action**
ARS*	SESIR Arson (Conduct Threat Assessment)	3-10 Days Out of School Suspension, Referred to Law Enforcement, Parent Conference, Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, Parent Conference, Alternative Placement Referral	
BAT*	SESIR Aggravated Battery	3-5 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, Parent Conference, Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral
BRK*	SESIR Burglary	3-5 Days Out of School Suspension, , parent Conference, Referred to Law Enforcement, Alternative Placement Referral	5-10Days Out of School Suspension, , , Parent Conference, Referred to Law Enforcement, Alternative Placement Referral	
DOC*	SESIR Disruption on Campus - Major	3-5 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, Behavior Contract, Parent Conference, , Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral
DRD	Drug Sale/Distribution	Alternative Placement Referral , Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension ~~(automatic)~~		
FA	False Accusations	3-5 Days Out of School Suspension, Parent Conference, Alternative Placement Referral	5-10 Days Out of School Suspension, Alternative Placement Referral	
FIT*	SESIR Fighting	3-7 Days out of School Suspension, Conflict Resolution,	5-10 Days Out of School Suspension, Conflict Resolution, , Behavior Contract Parent Conference	5-10 Days Out of School Suspension, Alternative Placement Referral
AC	Off Campus Arrest/Charge	10 Days Out of School Suspension, Alternative Placement Referral		
OMC*	SESIR Other Major - Unclassified	3-5 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	
PHA*	SESIR Simple Battery (Physical Attack)	3-5 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, referred to Law Enforcement, Parent Conference, Behavior Contract Alternative Placement Referral	5-10 Days Out of School Suspension, referred to Law Enforcement, Alternative Placement Referral
ROB*	SESIR Robbery	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	5-10 Days out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	
SXA*	SESIR Sexual Assault (Conduct Threat Assessment)	5-10 Days Out of Schools Suspension, Referred to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	
SXB*	SESIR Sexual battery (Conduct Threat Assessment)	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement		

		Referral		
TRE*	SESIR Threat/ Intimidation (Conduct threat Assessment)	3-7 Days Out of School Suspension, Referred to Law Enforcement	5-10 Days Out of School Suspension, referred to law Enforcement, Behavior Contract Alternative Placement Referral	
WC	Weapon Like Contraband (Conduct Threat assessment)	3-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, ~~,~~ Alternative Placement Referral	
WPO*	SESIR Weapons Possessions (Conduct Threat Assessment)	5-10 Days Out of School Suspension, referred to Law Enforcement, Alternative Placement Referral		

SDMC High School Matrix Grades 9-12 | Level 1 Offenses

Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Actions
CH	Cheating	No Grade, Detention	No Grade, Detention, No Grade, 1 Day In School Suspension,	No Grade, 1 Day In School Suspension,	No Grade 1-2 Days In School Suspension, ~~,~~ Parent Conference	No Grade, 1-2 Days Out of School Suspension
DB	Disruptive Behavior	Detention, Time	Detention, Time Out	No Grade, 1 Day In School Suspension, Parent Conference	No Grade, 1-2 Days In School Suspension, ~~,~~ Parent Conference	2-3 Days In School Suspension, ~~,~~ Parent Conference
DC	Dress Code Violation	Counsel and Warn	Parent Conference	Detention,	Detention ~~,~~	1 Day In School Suspension, s, Parent Conference
DO	Disrespect Towards Others	Detention	1 Day In School Suspension, Time Out, Letter of Apology	1-2 Days In School Suspension, Time Out, ~~Response to Interventions (MTSS),~~ Parent Written Notice	1-2 Days Out of School Suspension, , ~~Response to Interventions~~	2-3 Days Out of School Suspension, , Parent Conference, ~~Response to Intervention (MTSS)~~
FS	Failure to Serve Consequence	Detention, ! Day In School Suspension, Assigned Work Detail	1-2 Days In School Suspension, Assigned Work Detail, 1 Day Out of School Suspension	2-3 Days In School Suspension, 1-2 Days Out of School Suspension,	3-4 Days In School Suspension, 2-3 Days Out School Suspension, , Parent Conference	4-5 Days Out of School Suspension, 3-4 Days Out of School Suspension,
HP	Horseplay	Detention	Detention, Time Out	1 Day In School Suspension, Time Out	1-2 Days Out of School Suspension, , ~~Response to Interventions (MTSS)~~	2-3 Days Out of School Suspension,, Parent Conference, ~~Response to Intervention (MTSS)~~
ID	ID Infraction	Counsel and Warn	Detention	1 Day In School Suspension, Time Out	1-2 Days In School Suspension,	2-3 Days In School Suspension,, Parent Conference
MV	Medication Policy Violation	Counsel and Warn	Detention	Detention	Detention	1-2 Days In School Suspension, Parent Conference
OA	Out of Area	Detention	Detention	Assigned Work Detail, Detention, 1 Day In School Suspension, Time Out, ~~Response to Intervention (MTSS)~~	Assigned Work Detail, 1-2 Days In School Suspension, ~~s~~	2-3 Days In School Suspension
PO	Profanity	Detention, 1 Day In School Suspension	Detention, 1 Day In School Suspension,	Assigned Work Detail, Detention, 1 Day In School	Assigned Work Detail, 1-2 Days In School Suspension,	2-3 Days In School Suspension, ~~,~~ Parent Conference

				Suspension, Time Out ~~Response to Intervention (MTSS)~~		
SK	Skipping	Detention, 1 Day In School Suspension	Detention, 1 Day In School Suspension	Assigned Work Detail, Detention, 1 Day In School Suspension, Time Out, ~~Response to Intervention (MTSS)~~	Assigned Work Detail, 1-2 Days In School Suspension=n, ~~,~~	2-3 Days In School Suspension,~~,~~ Parent Conference
TA	Tardies, Habitual	Counsel and Warn	Detention	Detention, ~~Response to Intervention (MTSS)~~	Detention, ~~,~~ ~~Response to Intervention (MTSS)~~	Detention, Parent Conference
TE	Technology Violation	Counsel and Warn	Detention, Confiscation	Detention, Confiscation, Time Out, ~~Response to Intervention (MTSS)~~	1-3 Days In School Suspension, Time Out, Confiscation, ~~,~~ Parent Conference	1-2 Days Out of School Suspension, Confiscation, ~~,~~ Parent Conference

SDMC High School Matrix Grades 9-12 | Level 2 Offenses

Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Actions
AN	Aggression Non-Physical	1-2 Days In School Suspension, Timeout	2-3 Days ISS Time Out,~~,~~ ~~Response to Interventions (MTSS~~), Parent Conference	1-2 Days Out of School, ~~,~~ ~~Response to Interventions (MTSS)~~	2-3 Days Out of School Suspension, ~~Response to Interventions (MTSS)~~,, Parent Conference	4-5 Days Out of School Suspension, ~~Privileges,~~ ~~Response to Interventions (MTSS)~~
AO	Aggression Towards an Object	1-2 Days In School Suspension, Time Out	2-3 Days In School Suspension, Time Out, ~~,~~ 1 Day Out of School Suspension	1-2 Days Out of School Suspension, ~~,~~ ~~Response to Interventions (MTSS)~~	2-3 Days Out of School Suspension, ~~Response to Intervention (MTSS~~), ~~,~~Parent Conference	4-5 Days Out of School Suspension, ~~Response to Interventions (MTSS)~~
CO	Contraband	1-2 Days In School Suspension, 1-2 Days Out of School Suspension, Confiscation	1-2 Days Out of School Suspension, Confiscation,	2-3 Days Out of School Suspension, Confiscation, Response to Interventions (MTSS)	3-4 Days Out of School Suspension, Confiscation, ~~,~~ Parent Conference, Response to Intervention (MTSS)	3-4 Days Out of School Suspension, Confiscation, ~~Response to Intervention (MTSS)~~
DF	Defiance	1-2 Days In School Suspension, Time Out	2-3 Days In School Suspension, Time Out,, 1 Day Out of School Suspension	1-2 Days Out of School Suspension, ~~Response to Intervention (MTSS)~~	2-3 Days Out of School Suspension, ~~Response to Intervention (MTSS),~~ Parent Conference	3-5 Days Out of School Suspension, Loss of Privileges, Behavior Contract Alternative Placement Referral
DA	Disrespect towards Staff and Authority	1-2 Days In School Suspension, Time Out	1-2 Days In School Suspension, Time Out	2-3 Days In School Suspension, Time Out,~~,~~ 1 Day out of School Suspension	3-4 Days Out of School Suspension, , , Behavior Contract Alternative Placement Referral	4-5 Days Out of School Suspension, Alternative Placement Referral
HI	Horseplay with Injury	1-3 In School Suspension 1-2 Days Out of Schools Suspension, ~~,~~ Conflict Resolution	2-4 Out of School Suspension, Behavior Contract	4-5 Days Out of School Suspension, ~~Response to Intervention~~	5-6 Days Out of School Suspension,	6-7 Days Out of School Suspension, , Alternative Placement Referral
IN	In Appropriate Behavior	Detention (if appropriate), 1-2 Days In School Suspension, Time Out, 1	2-3 Days In School Suspension, 1-2 Days Out of School Suspension, ~~,~~	2-3 Days Out of School Suspension,~~,~~ ~~Response to interventions (MTSS)~~	3-4 Days Out of School Suspension, ~~,~~ Behavior Contract ~~Response to Interventions (MTSS)~~	4-5 Days Out of School Suspension,~~,~~ Parent Conference, ~~Response to Interventions (MTSS~~

		Day Out of School Suspension	Parent Conference			
IG	Instigating	1-2 Days In School Suspension . 1 day Out of School Suspension	2-3 Days In School Suspension, 1-2 Day Out of School Suspension	2-3Days Out of School Suspension, PCN	3-4 Days Out of School Suspension	4-5 Days Out of School Suspension
LC	Leaving Campus without Authority	Detention, 1-2 Days In School Suspension, Time Out	2-3 Days In School Suspension, Time Out, s	1-2 Days Out of School Suspension, ~~Response to Interventions (MTSS)~~	2-3 Days Out of School Suspension, , Behavior Contract Parent Conference, ~~Response to Intervention (MTSS)~~	2-3 Days Out of School Suspension, Alternative Placement Referral
LY	Lying to Staff or Authority	1-2 Days In School Suspension, Time Out	2-3 Days In School Suspension, Time Out, ~~s;~~ 1 Day Out of School Suspension	2-3 Days Out of School Suspension, ~~Response to Intervention (MTSS),~~ , Parent Conference	3-4 Days Out of School Suspension, , Behavior Contract Alternative Placement Referral	4-5 Days Out of School Suspension, , Alternative Placement Referral
TF	Theft/ Larceny (Under $1000) add to middle school matrix	1-2 Days In School Suspension 1 Day Out of School Suspension, Referred to Law Enforcement, restitution	1-2 Days Out of School Suspension, Referred to Law Enforcement, Restitution,	2-3 Days Out of School Suspension, Referred to Law Enforcement, Restitution, Parent Conference,	3-4 Days Out of School Suspension, Referred to Law Enforcement, Restitution, Assigned Work Detail, Parent Conference, , Behavior Contract	4=5 Days Out of School Suspension, Referred to Law Enforcement, Restitution, Alternative Placement Referral
VN	Vandalism (Under $1000) check SESSIR amount	1-2 Days In School Suspension, Assigned Work Detail, Restitution	1-2 Days Out of School Suspension, Assigned Work Detail, Restitution	2-3 Days Out of school Suspension, Referred to Law Enforcement, Restitution, Parent Conference, ~~Response to Intervention~~	3-4 Days Out of School Suspension, Referred to Law Enforcement, Restitution, Assigned Work Detail, Parent Conference, , Behavior Contract	4-5 Days Out of School Suspension, Refer to Law Enforcement, Restitution, Alternative Placement Referral
AG	Aggression Physical	1-3 In School Suspension 1-2 Days Out of Schools Suspension, Conflict Resolution	2-4 Out of School Suspension, Behavior Contract	4-5 Days Out of School Suspension, ~~Response to Intervention~~	5-6 Days Out of School Suspension, , Behavior Contract	6-7 Days Out of School Suspension,, Alternative Placement Referral
ALC*	SESIR Alcohol Possession, Use, or Distribution	5-10 Out of School Suspension, (Use SAFE) Parent Conference, Refer to Law Enforcement, Behavior Contract	5-10 Out of School Suspension, Alternative Placement Referral Refer to Law Enforcement			
BUL*	SESIR Bullying	1-3 Days Out of School Suspension,	2-4 Days Out of School Suspension,	4-5 Days Out of School Suspension, Loss of Privileges, Behavior Contract Refer to Law Enforcement, Alternative Placement Referral	5-6 Days Out of Schools Suspension, Refer to Law Enforcement, Alternative Placement Referral	
CS	Contraband Sale	1-2 Days Out of School Suspension, ~~,~~ Confiscation	2-4 Days Out of Schools Suspension, Confiscation	4-5 Days Out of School Suspension, , Confiscation,	5-6 Days Out of Schools Suspension, Confiscation, Refer to Law Enforcement,	

				Refer to Law Enforcement, ~~,~~ Behavior Contract Parent Conference, ~~Response to Intervention~~	Alternative Placement Referral, ~~Response to Intervention~~	
DRU	SESIR Drug Possession or Use	5-10 Dys Out of School Suspension, (Use SAFE) Parent Conference, Refer to Law Enforcement, Behavior Contract	5-10 Days Out of School Suspension, Alternative Placement Referral Refer to law Enforcement			
EN	Endangerment	1-3 Days Out of School Suspension,	3-5 Days Out of School Suspension, ~~s,~~ Behavior Contract Parent Conference	5-6 Days Out of School Suspension, Behavior Contract ~~Response Intervention~~, Alternative Placement Referral	6-7 Days Out of School Suspension, ~~,~~ Alternative Placement Referral	
FT	Fighting, Non-SESIR	1-5 Days Out of School Suspension, Conflict Resolution	5-10 Days Out of School Suspension, Conflict Resolution, Behavior Contract , Parent Conference	5-10 Days Out of School Suspension, Alternative Placement Referral		
HAR*	SESIR Hazing	1-3 Days Out of Schools Suspension,	2-4 Days Out of School Suspension, Parent Conference	4-5 Days Out of School Suspension, , Behavior Contract Parent Conference, ~~Response Intervention~~	5-6 Days Out of School Suspension, Alternative Placement Referral	
OS	Other Serious	1-3 Days Out of Schools Suspension,	3-5 Days Out of School Suspension, Behavior Contract , Parent Conference	5-6 Days Out of School Suspension, Behavior Contract Parent Conference, ~~Response Intervention~~	6-7 Days Out of School Suspension, Alternative Placement Referral	
SR	Search Refusal	5-10 Days Out of School Suspension, Parent Conference, Refer to law Enforcement	5-10 Days Out of School Suspension, Alternative Placement Referral			
SV	Serious Technology Violation	1-3 Days Out of Schools Suspension,	3-5 Days Out of School Suspension, Behavior Contract , Parent Conference	5-6 Days Out of School Suspension, Behavior Contract Parent Conference, ~~Response Intervention~~	6-7 Days Out of School Suspension, Alternative Placement Referral	
STL	SESIR Theft/Larceny	1-3 Days Out of School Suspension, Refer to Law Enforcement, Restitution	3-4 Days Out of School Suspension, Refer to law Enforcement, Restitution,	4-5 Days Out of School Suspension, Refer to law Enforcement, Restitution, Parent Conference, ~~Response~~	5-6 Days Out of School Suspension, Refer to law Enforcement, Restitution, Parent Conference, ~~Response Intervention~~, Alternative	

				~~Intervention~~	Placement Referral	
SXH*	SESIR Sexual Harassment	1-5 Days Out of School Suspension, Refer to Law Enforcement	5-10 Days Out of School Suspension, Refer to law Enforcement, Parent Conference, ~~Response Intervention~~, Behavior Contract	5-10 Days Out of School Suspension, Refer to law Enforcement, Alternative Placement Referral		
SXO	SESIR Sexual Other	1-5 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Refer to law Enforcement, Parent Conference, Alternative Placement Referral			
TBC	SESIR Tobacco Possession or Use	1-2 Days In School Suspension, Time Out, Confiscation, Fine, Refer to Law Enforcement	2-3 Days Out of School Suspension, Confiscation, ~~,~~ Behavior Contract Fine, Refer to Law Enforcement	3-4 Days Out of School Suspension, Confiscation, ~~,~~ Behavior Contract Fine, Refer to Law Enforcement, ~~Response Intervention~~	4-5 Days Out of School Suspension, Confiscation, Fine, Refer to Law Enforcement, Parent Conference	5-6 Days Out of School Suspension, , Confiscation, Fine, Refer to Law Enforcement, Parent Conference
TRS	SESIR Trespassing	1 Day In School Suspension, 1 Day Out of School Suspension, Refer to Law Enforcement, Restitution	1-2 Days Out of School Suspension, Refer to Law Enforcement,	2-3 Days Out of School Suspension, Refer to Law Enforcement, Parent Conference	3-4 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral, Behavior Contract	4-5 Days Out of School Suspension, Refer to Law Enforcement, , Alternative Placement Referral
VAN	SESIR Vandalism	1-5 Days Out of School Suspension, Refer to Law Enforcement, Restitution, Assigned Work Detail	3-7 Days Out of School Suspension, Refer to Law Enforcement, Restitution, Assigned Work Detail, Behavior Contract	5-10 Days Out of School Suspension, Refer to Law Enforcement, Restitution, Alternative Placement Referral		
ARS	SESIR Arson (Conduct Threat Assessment)	3-5 Days Out of School Suspension, Refer to Law Enforcement, Parent Conference, Alternative Placement Referral	5-10 Days Out of School Suspension, Refer to Law Enforcement, Parent Conference, Alternative Placement Referral			
BAT*	SESIR Aggravated Battery	3-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral	5- 10 Days Out of School Suspension, Refer to Law Enforcement, Parent Conference, Alternative Placement Referral	5- 10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral		
BRK	SESIR Burglary	2-4 Days Out	Days Out of			

		of School Suspension, Conflict Resolution, Refer to Law Enforcement, Alternative Placement Referral	School Suspension, Conflict Resolution, , Parent Conference, Refer to Law Enforcement, Alternative Placement Referral			
DOC*	SESIR Disruption on Campus-Major	3-5 Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral 0 Out of School Suspension, Alternative Placement Referral	5-10 Out of School Suspension, Refer to Law Enforcement, Behavior Contract Parent Conference, ~~Response Intervention~~, Alternative Placement Referral	5-10 Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral		
DRD*	SESIR Drug Sale/Distribution	5-10 Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral				
FA	False Accusations	3-5 Out of School Suspension, Parent Conference, Alternative Placement Referral	5-10 Out of School Suspension, Alternative Placement Referral			
FIT*	SESIR Fighting	5-10 Days Out of School Suspension, (3-7) Conflict Resolution, Behavior Contract	5-10 Days Out of School Suspension, Conflict Resolution, Behavior Contract , ~~,~~ Behavior Contract Parent Conference	5-10 Out of School Suspension, Alternative Placement Referral		
AC	Off Campus Arrest/Charge	10 Out of School Suspension, School Hearing, Alternative Placement Referral				
OMC	SESIR Other Major – Unclassified	3-5 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral			
PHA*	SESIR Simple Battery (Physical Attack)	5-7 Days Out of School Suspension, Refer to Law Enforcement, Alternative	7-10 Days Out of School Suspension, Refer to Law Enforcement, Parent	5-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative		

		Placement Referral	Conference Alternative Placement Referral, Behavior Contract	Placement Referral		
ROB*	SESIR Robbery	5-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral			
SXA	SESIR Sexual Assault (Conduct Threat Assessment)	5-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral			
SXB	SESIR Sexual Battery (Conduct Threat Assessment)	5-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral				
TRE	SESIR Threat/Intimidation (Conduct Threat Assessment)	3-7 Days Out of School Suspension, Refer to Law Enforcement, Behavior Contract-	5-10 Days Out of School Suspension, Refer to Law Enforcement, Parent Conference, ~~),~~ Behavior Contract Alternative Placement Referral	5-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral		
WC	Weapon Like Contraband (Conduct Threat Assessment)	3-10 Days Out of School Suspension, Refer to Law Enforcement, ~~,~~Behavior Contract Alternative Placement Referral	5-10 Days Out of School Suspension, Refer to Law Enforcement, ~~,~~ Behavior Contract Alternative Placement Referral			
WPO	SESIR Weapon Possession (Conduct Threat Assessment)	5-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral				

Section 9

Classroom Removal

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

(a) Establish classroom rules of conduct, including designating an area for wireless communications devices during instructional time.
(b) Establish and implement consequences, designed to change behavior, for infractions of classroom rules.
(c) Have disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students removed from the classroom for behavior management intervention.
(d) Have violent, abusive, uncontrollable, or disruptive students directed for information or assistance from appropriate school or district school board personnel.
(e) Assist in enforcing school rules on school property, during school-sponsored transportation, and during school-sponsored activities.
(f) Request and receive information as to the disposition of any referrals to the administration for violation of classroom or school rules.
(g) Request and receive immediate assistance in classroom management if a student becomes uncontrollable or in case of emergency.
(h) Request and receive training and other assistance to improve skills in classroom management, violence prevention, conflict resolution, and related areas.
(i) Press charges if there is a reason to believe that a crime has been committed on school property, during school-sponsored transportation, or during school-sponsored activities.
(j) Use reasonable force, according to standards adopted by the State Board of Education, to protect himself or herself or others from injury.

Out-of-School Suspension

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

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

Students may be suspended from school by the principal or their designee following an investigation. Suspended students are not permitted on any school campus, or to attend any school-related activities, during their suspension. It is the student's responsibility to remain current with all class assignments by reaching out to teachers by phone or email, accessing teacher websites, and talking with fellow students to

obtain classwork missed. Suspensions can be appealed by following the procedures outlined in the "Review and Appeal Discipline Referral or Consequence" section. (note page number)

(Reworded)

Suspended students are not permitted to be on any District school campus or to participate in any school-sponsored or school-related activities for the duration of their suspension. During this time, students are expected to remain current with all academic responsibilities. It is the student's duty to obtain and complete missed classwork by contacting teachers through phone or email, accessing teacher websites or learning platforms, and communicating with classmates as needed.

A suspension may be appealed by following the procedures outlined in the Review and Appeal of a Discipline Referral or Consequence section of this Code of Conduct.

Review and Appeal of Discipline Referral or Consequence

Per F.S.S. 1006.09, ~~A~~a student or parent/guardian may appeal a discipline referral or consequence by contacting their school administrator in writing, requesting a review of the disciplinary event. The school principal or their designee will meet with the parent/guardian, hear their concerns, review the disciplinary event
or consequence, and respond to the parent/guardian. The decision of the school principal is final. The appeal will not delay the enforcement of the consequences.

Disciplinary Reassignment

The School District of Manatee County offers an alternative program for students who struggle with behavioral issues in their current setting or create a concern for the safety of others. Pursuant to School Board policy, the Superintendent ~~of Schools~~ or designee may ~~decide to~~ reassign students, if it is determined to be in the students' best interest, or the best interest of the school. If a student's actions create a concern for the safety and welfare of any student or staff member or substantially interferes with the safe and orderly operation of a school, students are eligible for reassignment to an alternative program under the School reassignment process, regardless of any current or past patterns of behaviors. 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 recommendation to the district reassignment committee, per F.S. 1006.09, 1006.147, and 1006.13.

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

Procedures for Appeal of Alternative School Placement

A parent/guardian may appeal the alternative school placement by contacting ~~in writing~~ the Director of Student Services or their designee ~~Executive Director~~ in writing with their request. All reassignment appeals shall be submitted to the Deputy Superintendent, who will conduct the appeal review or designate a senior administrator to conduct the appeal review.~~The Executive Director of Student Support and Engagement~~ The review will include the student's disciplinary history, the incident resulting in the alternative placement, and the committee's decision~~,~~. ~~and t~~The outcome will be communicated to the requesting family. ~~will review the disciplinary history, the event resulting in the alternative placement, the committee decision and will communicate the outcome with the requesting family.~~

Felony Arrests

The principal will review information about the arrest with district administration to determine~~,~~ whether the student may~~should~~ be suspended from school and ~~all~~ extracurricular activities or ~~and possibly suspended from~~
~~school or~~ reassigned to an alternative placement. ~~Students who are arrested for a violent event or an event involving a weapon may be alternatively placed.~~

~~Extension of Ten-Day Suspension~~

~~If the principal or designee suspends a student for 10 days, the Superintendent may extend the suspension until the outcome of the criminal charges have been filed. During the suspension, pending the outcome of the criminal charges, the student may be assigned to an alternative educational program.~~

Self-Reporting Upon Initial Registration (FS 1006.07) (moved from Section 3)

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

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

Expulsion

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

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

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

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

Enrollment of Students Who Have Been Expelled, Dismissed, or

Re-assigned from Other Schools Districts

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

Criminal Victimization

In accordance with F.S. 1006.13, students who are found to have committed certain felony offenses against another student are prohibited from attending the same school or riding the same school bus with the victim or the victim's siblings. According to F.S. 1006.13(5), "The offender, or the parents of the offender if the offender is a juvenile, shall arrange and pay for transportation associated with or required by the offender's attending another school or that would be required as a consequence of the prohibition against riding on a school bus on which the victim or a sibling of the victim is riding. However, the offender or the parents of the offender may not be charged for existing modes of transportation that can be used by the offender at no additional cost to the District School Board."

Corporal Punishment

The use of corporal punishment is prohibited. This prohibition extends to parents or guardians on school grounds.

Section 10

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~~ All- Hazards Emergency ~~-~~Management Plan for each school has been created to guide our staff through a wide variety of situations. Fire drills, tornado drills, lock-down drills and shelter-in-place drills are practiced at each site to ensure routines and safety procedures are well established and familiar to all.

In a shelter-in-place, all school doors will be locked, and regular classroom instruction continues behind the locked doors. In a lock-down, all school doors are locked, and all student and staff are out of view. Classroom instruction is discontinued.

What parents need to know during either crisis:
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.

a. ~~Please DO~~ Ccooperate with school and/or district directives.
b. ~~Please DO~~ Cconsult 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.
c. ~~Please~~ DO NOT call the school because phone lines will be needed for emergency communication.
d. ~~Please~~ DO NOT call your child's cell phone because cell phones are not to be used during a crisis.
e. ~~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 Lockdown~~Lock-down~~ Drills

~~This principal may conduct unannounced lockdown drills from time to time and will inform parents after the fact about the drill by way of automated telephone calls.~~Per state statute F.S.S 1006.07, schools will conduct unannounced lockdown drills.

Student and Family Reunification Plan

In case of a school emergency or natural disaster, students need to be aware of their school's plan for releasing them. First and foremost, remain calm. Remember, it is our primary concern that students remain safe at all times, and there is a plan for an orderly dismissal and release of our students. When parents and guardians learn their student's school is in a lockdown situation or any other emergency situation, do not call the school and do not come to the school. Staff will be very busy during an emergency and will not be able to attend to the safety of students if they have to answer phone calls. If parents come to the school during an emergency, in all likelihood, parents will not be allowed into the school or even into the inner perimeter set up by emergency responders. The presence of hundreds of parents showing up on the scene will hinder the efforts of emergency responders, which in turn may jeopardize the safety of students. Instead, if the situation warrants the release of students, district notification to listed emergency contact numbers as well as the use of local new medica will provide instructions on when and where to release will take place. Students may be bused to an off-site location for their release to parents or guardians.

Once the "all clear" is given at the school, and if there is a need to release students for the day, the Student and Family Reunification Plan will be put into place. For the safety of every child, it must be documented to whom each child is released. Students will only be released to a parent, guardian, or childcare personnel as designated on student's school contact, medical and emergency form. When arriving to the facility where students will be released, proceed to the designated area and plan to do the following:

- Fill out a Student Release Form.
- Present photo identification.
- Move to the student release are and wait for your child
- A runner will go to the assembly area, get the students, and bring them back to the release are. Be prepared to show ID again.
- Sign for the student and depart.

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

~~Parental Rights and Responsibilities~~(moved and summarized in Section 1)

~~Parental Rights~~

- ~~To be treated fairly and respectfully by school administration, teachers, and staff.~~
- ~~To be notified promptly if your child is disciplined for inappropriate behavior and the consequences for those actions.~~
- ~~To appeal disciplinary actions.~~
- ~~To receive pertinent, accurate, and timely information about your child's academic progress.~~

~~Parental Responsibilities~~

- ~~Communicate respectively with school personnel~~
- ~~To access information about the school board's policies and procedures.~~
- ~~To provide your child's school with updated emergency contact information to include your address.~~
- ~~To ensure that your child follows the student code of conduct.~~
- ~~To ensure that your child is in attendance and on time every day.~~
- ~~To be actively involved in your child's education.~~
- ~~Pay all student accumulated fines to ensure your child can participate in all school activities, including all extra-curricular activities (e.g., prom, graduation, field trips).~~

Know Parental Rights (move to civility policy and work on heading)

~~Be aware that when parents are divorced or separated, both parents have full rights to participate in the student's school activities and to know what is happening at school. The non-enrolling parent will not be allowed to withdraw the child from school without the permission of the enrolling parent. A non-enrolling parent has the right to of access to student records and information unless a court order prohibits such access.~~ (below civility clause in Section 1)

~~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 of transfer is denied, the principal or designee must notify the parent and specify the reasons for the denial. This provision does not give parents the right to choose a specific classroom teacher.~~

~~Curricula and Instructional Materials~~

~~In accordance with 1006.28(2)(a) and 1002.20(19)(b), F.S. and School Board Policy 2520, parents have the right to learn about their minor child's course of study, to include the source of any supplemental instructional materials. Please review the Student Progression Plan at www.manateeschools.net/spp for more information.~~

Annual Notice: Student 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/his disabling condition(s).

b. Receive prior notice with respect to identification, evaluation, or educational programming for students.

c. Have students receive a free appropriate education.

d. Have students receive education services in facilities which are comparable to those provided to non-handicapped students.

e. Examine student records educational programming decisions made, based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.

f. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to the parent than would be incurred if the student were placed in a program operated by the district.

g. Have student be given an equal opportunity to participate in non-academic and extracurricular activities offered by the district.

h. File a local grievance with the local school district's grievance officer.

i. File a complaint with the Office for Civil Rights (OCR).

j. Take action through Civil Court

k. Be represented by an attorney or legal counsel

l. Request an impartial hearing regarding district decisions concerning the identification, evaluation, or educational programming for the students. The parent/guardian and their legal representative will have full opportunity for participate.

   i. The hearing request must be made to the Superintendent of the District.

   ii. The hearing will be held by an impartial hearing officer qualified to hear 504 proceedings.

Notification of Student Social Security Number Collection and Usage

In compliance with Florida Statute 119.07(5), this statement provides notification of the purpose for the collection and usage of student social security numbers by the School District of Manatee County. According to F.S. 1008.386, when a student enrolls in a public school in this state, the district school board shall requests that the student provide his or her social security number and shall indicate whether the student identification number assigned to the student is a social security number. However, a student is not required to provide his or her social security number as a condition for enrollment or graduation. A student satisfies this requirement by presenting to school enrollment officials his or her social security card or a copy of the card. The Department of Education shall establish a process for assigning a Florida student identification number to each student in the state, at which time a school district may not use social security numbers as student identification numbers in its management information systems. The Commissioner of Education shall assist school districts with the assignment of student identification numbers to avoid duplication of any student identification number.

The Hope Scholarship Program (moved from Section 1)

Students eligible, who may ~~if~~ have been subjected to a range of violent incidents on campus to include battery, harassment, hazing, bullying, kidnapping, physical attack, robbery, sexual offenses, assault, threat, intimidation, or fighting, parents may choose to withdraw their student from their zoned school and enroll them in another public school that has capacity, or to request a scholarship to attend an eligible private school. Requests for scholarships to participating private schools is on a first-come, first-serve basis and is subject to available funding and other restrictions, per F.S. 1002.40.

~~Know~~ School Choice ~~CHOICE~~ Options

Parents who want their child to attend a different school, visit Office of Student Assignment and follow the Choice~~CHOICE~~ Student Assignment Plan procedures or call them at (941) 708-4971.

Length of the Hope Scholarship

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

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

If a student is attending a charter school or a school out of your assigned area under the School Choice Program, students 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.

Students attending a Charter school or a School Choice school may be suspended, expelled, or reassigned during the school year as provided in this Code. School Choice may additionally be revoked for non-attendance, habitual tardiness, or disciplinary issues, upon the recommendation of the principal. The principal's recommendation is subject to review and approval by the District Administrative Appeals Committee. Hope Scholarship students must remain in good standing with this Code to continue their placement within the Hope Scholarship program. For questions concerning the Hope Scholarship, contact the Office of Student Assignment.

Commented [CT1]: first language here at

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 a mental illness to take prescribed medication, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Please contact your school administration for initiating the process of using a service animal in any Manatee County school. (S. B. 8390)

Military Transfers

Priority is given to the dependent child of active-duty military personnel transferring to the School District of Manatee County. Military transfer priority is granted only at the time of the initial military transfer to the district and does not apply to future county-wide program application periods. By state law, dependent children of active-duty military personnel transferring into the district are given first priority for placement at the time of their initial transfer. Students who participated in a special program and/or extracurricular activities at their transferring schools will be given priority access to the same programs and/or extracurricular activities when available (F.S. 1003.05).

Notification of Availability of School Public Accountability Report

The annual school public accountability report is available online through the Florida Department of Education. Please visit the site and select Manatee County, then the appropriate school.

Video Surveillance on School District Property

In order to maintain a safe environment for students, staff, and the public, and to control vandalism and criminal activity on School District property, the district has installed and will utilize video surveillance systems on School District property, including school buses. Any activities recorded on the video cameras may be used for school discipline or for law enforcement purposes. Federal and state law governs disclosure and use of video material, and such material could become part of a 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.

Entering Areas Intended for the Opposite Sex

Based upon legislative changes in the law and approved under F.S. 553.865, students who are aged 18 or over who enter an area on campus designated for the opposite biological sex and refused ~~d~~ to ~~immediate~~ leave immediately ~~-~~when asked, ~~there~~ may ~~be a criminal penalty~~ face criminal penalties ~~for students age 18 and approved under F.S. 553.865.~~ In addition, school discipline can be imposed for all students as outlined in the appropriate grade-level matrix for entering areas on campus designated for the opposite biological sex ~~that will also include defiance~~. Schools will work with students who have privacy concerns for reasonable accommodations for all undesignated bathrooms. This includes any school sponsored activities/trips.
(Field trip or school sponsored included)

Public Notices with Parent 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 appropriate designated "directory information" without written consent, unless the parent has advised the district to the contrary in accordance with district procedures. The primary purpose of 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
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks and law enforcement agencies. If parents do not want the School District to disclose directory information from their child's education records without prior written consent, they must notify the district in writing by September 15th of each year or within 30 days or receiving this annual notice. The School District has designated the following information as directory information:

- Student's name
- Electronic mail address
- Photograph or other likeness (with parental consent)
- Date and place of birth
- Major field of study
- Date of attendance
- Grade level
- Participation in officially recognized activities and sports
- ~~H~~Weight and ~~wh~~eight of athletic team members
- Degrees, honors, and awards received
- The most recent school attended

Note: Objecting to the release of directory information may results in ~~your~~a student's name~~s~~, photograph, and other directory information being excluded from yearbooks, sports programs, and other school publications. Both parents have a right to see the school records of their child unless there is a certified copy of a court ~~offer~~order on file at the school that specifically denies the right to access school records. Copies of school records are available for a minimal copying charge. If you have any questions about these rights, please contact the 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 parents/guardians object to such release. Students or parents must notify the principal in writing if they do not want their name, address, and telephone number released to military recruiters without prior written parent consent. This written notification may be submitted at any time and the School District will honor the objection from that point forward unless the student otherwise provides written notification to the principal. A military opt-out form is available on the district website: www.manateeschools.net. Students may also request a copy of the form at the 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 parents/guardians ~~student~~ object to such release. Students or parents must notify the school principal in writing if they do not want their names, address, and telephone number released to institutions of higher learning without prior written parental consent. This written notification may be submitted at any time and the School District will honor the
objection from that point forward unless otherwise provided with written notification to the principal.

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

PPRA affords parents certain rights regarding the district's conduct surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. Consent before students are required to submit a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education:
    a. Political affiliations or beliefs of the student or student's parent
    b. Mental or psychological problems of the student or student's family
    c. Sexual behavior or attitudes
    d. Illegal, anti-social, self-incriminating, or demeaning behavior
    e. Critical appraisals of others with whom respondents have close family relationships.
    f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
    g. Religious practices, affiliations, or beliefs of the student or parents
    h. Income, other than as required by law to determine program eligibility
2. Receive notice and an opportunity to opt a student out of:
    a. Any other protected information survey, regardless of funding
    b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agenda, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law
    c. Activities involving collection, disclosure, or use of personal information that has been obtained to market or to sell or otherwise distribute the information to others
    d. In accordance with s. 1002.222(1)(a), the right to opt-out of any district-level data collection not required by law.

3. Inspect, upon request and before administration or use, the following:

   a. Protected information survey of students
   b. Instruments used to collect personal information from student for any of the above for marketing, sales, or other distribution purposes
   c. Instructional material used as part of the educational curriculum. These rights transfer from the parents to the student who is 18 years old or an emancipated minor under State law.

~~c.~~ 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.

SCHOOL DISTRICT OF MANATEE COUNTY

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District 3 - Charlie Kennedy

District 4 - Chad Choate III~~, Chair~~

District 5 - Richard Tatem, Vice Chair

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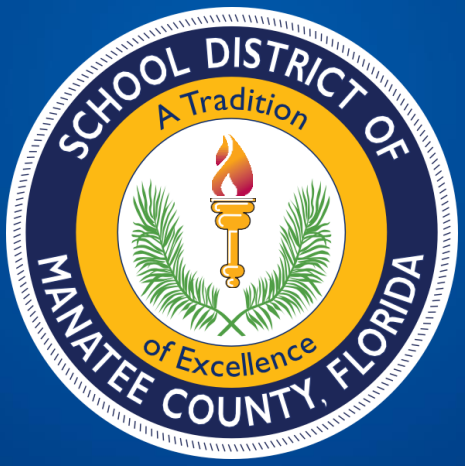
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FORTIFYFL
SUSPICIOUS ACTIVITY REPORTING APP
FortifyFL is a suspicious activity reporting tool that allows you to instantly relay information to appropriate law enforcement agencies and school officials.
FORTIFYFL
Tip Report - Step 2 of 4
Tip Details
I see a suspicious person in a green car near my school.
Previous
Next
FORTIFYFL
Tip Report - Step 4 of 4
Your Name (Optional)
Your Email Address (Optional)
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