

4.1 AUTHORIZED ORGANIZED GROUPS

POLICY

The School Board of Manatee County authorizes the Superintendent to provide and implement procedures for extracurricular, co-curricular and special interest activities. All extracurricular, co-curricular and special interest groups must be adequately supervised and chaperoned by a faculty member with interests and abilities parallel to the interests of the group. High School interscholastic contests are governed by the Florida High School Activities Association (FHSAA). All Manatee County high schools shall maintain membership in the FHSAA and comply with the rules and regulations set forth in the constitution and by-laws. Student eligibility shall be based, where applicable, on Florida Statutes and FHSAA by-laws. Authorized student organizations, clubs or groups shall be those with interests directly or indirectly relating to school curriculum that receive approval of the principal and receive charters from the student council of the school.

PROCEDURES

- (1) The following procedures relate to authorized student organizations, clubs or groups with interests directly or indirectly related to school curriculum. Student requests for meetings of organizations or groups not related to curriculum shall be governed by the provisions of school board policies related to Student Equal Access to School Facilities.
 - (a) To be eligible to participate in extracurricular activities, a student must meet all applicable Florida High School Activities Association (FHSAA) by-laws. It is the principal's responsibility to insure that each student participating in interscholastic activities, as a representative of his/her high school, is eligible to participate in the activity, pursuant to the provisions of, "Procedures for Authorized Organized Groups," which must be reviewed in its entirety for an understanding of all applicable rules.
 - (b) Student councils shall be organized in each secondary school to conduct the affairs of the students in student government and to serve as a voice of students in school affairs. Each student council shall operate under the direction of the principal or designee with final authority being vested in the principal. Student council shall develop by-laws and provide an opportunity for all students to participate in a representative form of government.
 - (c) Authorized student organizations, groups or clubs shall be those with interests directly or indirectly related to school curriculum that receive charters from the student council. Students are encouraged to organize new curriculum related clubs pursuant to the guidelines outlined in the Procedures for Authorized Organized Groups, and are encouraged to participate in all activities held before and after school. School clubs shall be organized when there is sufficient interest or need and as deemed necessary and approved by the principal. Each club

4.1 AUTHORIZED ORGANIZED GROUPS

PROCEDURES (continued)

shall have at least one faculty sponsor who has an interest or ability in that area. No group shall meet unless properly supervised and chaperoned consistent with provisions of procedures.

- (d) Elementary school clubs and organizations shall operate at the direction of the principal.
- (e) Secondary schools are authorized to provide music organizations for the creative outlet of students. Music organizations are defined as band, orchestra or chorus that meets as a regularly scheduled course during school hours and at specialized times after school, as approved by the principal. Schools will join the Florida Music Association where appropriate. Students enrolled in such courses will receive academic credit when the stated requirements for the course are met.
- (f) Each secondary school club shall have a charter and by-laws approved by the principal and filed with the student councils and school organizations.
- (g) The superintendent will set procedures for school organizations regarding membership, travel, trips, days and times of performances, parades, fund raising, internal accounts, performances outside of school, and middle school music and athletics.

(2) Student Accident Insurance

The School Board authorizes the Superintendent to purchase catastrophic student accident insurance that will provide coverage for all students who are seriously injured at school or at a school-related event. The district will also make available student accident insurance for purchase by all parents and legal guardians. Students who participate in the following activities: interscholastic athletics, cheerleading, marching band and JROTC, are required to purchase student accident insurance provided through the school district before they are allowed to participate.

- (a) Selection of Student Accident Insurance Providers:
The Risk Management Department will coordinate the Student Accident Insurance Program and select qualified student accident insurance providers on a periodic basis.
- (b) Voluntary Student Accident Insurance Program:
Principals shall distribute a brochure and policy application from the Board approved student accident insurance provider to all students during the first week of the school year. Principals shall maintain a supply of student accident insurance brochures and applications at their school and provide them to parents or students upon request.
- (c) Athletic Activities Student Accident Insurance Program
Principals shall ensure that all students who participate in athletic activities have purchased student accident insurance prior to trying out for an athletic activity.

4.1 AUTHORIZED ORGANIZED GROUPS

PROCEDURES (continued)

Principals shall call the Risk Management Department immediately following any student injuries that result in hospitalization.

STATUTORY AUTHORITY:

Florida Statute: 120.54 120.536(1), 120.81(d),
1001.41

LAWS IMPLEMENTED:

Florida Statutes: 1001.41, 1001.43, 1001.51, 1006.14,
232.40, 1006.15, 1012.48, 1006.062, 1008.25

HISTORY:

Adopted: March 14, 2005
Revision Date(s):
Reformatted without change in text: October 31, 2008
Formerly: 405, 405.01-04, 405.06- 07, 405.090- 405.0915, 406,
406.01

References: Florida High Schools Activities Association (FHSA) By-Laws
Manatee County Internal Accounts Handbook
School Health Procedure Manual
Manatee County Schools Athletic Procedures
Procedures for Authorized Organized Groups
School Board Policy: Student Equal Access to School Facilities

4.2 STUDENT PUBLICATIONS

POLICY

Schools are authorized to provide a newspaper, yearbook and magazine, or other publications, including those produced electronically, under the supervision of the principal, for the creative outlet of student talents. These publications may be developed as part of the instructional program in a course for credit.

PROCEDURES

The principal shall monitor all student publications to insure that the language, format and content of such publications is not offensive to other individuals, while insuring the First Amendment rights of all concerned.

STATUTORY AUTHORITY:

Florida Statutes: 120.54 120.536(1), 120.81(d),
1001.41

LAWS IMPLEMENTED:

Florida Statute 1001.42

HISTORY:

Adopted: March 14, 2005
Reformatted without change in text: October 31, 2008
Revision Date(s):
Formerly: 405.08

Reference: Code of Student Conduct

4.3 EDUCATION OF ENGLISH LANGUAGE LEARNERS

POLICY

The Manatee County School Board authorizes the Superintendent to establish language programs such as English for Speakers of Other Languages (ESOL) and services for English Language Learners (ELLs) according to Florida Statutes and Florida State Board of Education Rules to meet the requirements of the Multicultural and Educational Training Advocacy Inc. (META) Consent Decree.

PROCEDURES

(1) Identification, Placement and Progress Monitoring of English Language Learners

- (a) Students will be identified as possible ELLs based on a home language survey completed at the time of their registration for school. Based on the responses on the home language survey, students will be tested within 20 school days to determine eligibility for placement into ESOL.
- (b) A student's score on the district's oral/aural proficiency test determines placement for students in grades K-2. Students in grades 3-12 who receive a fluent score on the oral/aural test will be assessed in reading and writing using nationally-normed standardized tests to determine placement. All assessments shall be administered and scored by certificated personnel such as guidance counselors, teachers and administrators.
- (c) The academic proficiency of every ELL shall be documented on a programmatic assessment form to ensure appropriate placement.
- (d) Academic performance of ELLs must be monitored and evaluated against grade level standards. Each ELL receiving ESOL services is graded based on his/her academic progress at his/her level of English proficiency. The teacher must document that accommodations and strategies of instruction and assessment, comprehensible at the student's language proficiency level, were employed that allowed the student to demonstrate progress in the achievement of the Sunshine State Standards. ELLs are assigned grades as described in Rule 4.9, Student Progression Plan.

(2) Requirement for Classification, Reclassification, and Post Reclassification

- (a) Students are classified as ELLs using the appropriate assessment instruments prescribed by the School District of Manatee County (SDMC)

4.3 EDUCATION OF ENGLISH LANGUAGE LEARNERS

PROCEDURES (continued)

These students may later be reclassified as English proficient using similar assessment instruments, procedures and standards, adjusted for age and grade level.

- (b) After a student has been reclassified as English proficient, a post reclassification monitoring period of two years shall follow to ensure academic success.
- (c) If the ELL Committee determines a lack of academic progress, the student may be reclassified as an ELL.

(3) English Language Learner Committee

- (a) Every school must have an ELL Committee.
- (b) The members of the committee should include the school site principal or his/her designee, the ESOL teacher or ELL contact and a guidance counselor. The student's classroom teacher(s) and any other support personnel that may be deemed appropriate for the individual situation should be invited to each ELL Committee meeting. The student's parent or guardian must be invited to participate in the educational decisions regarding the child. Parent invitations must be made in a timely manner and in the home language, whenever feasible, in order to facilitate the parents' attendance.
- (c) The ELL Committee serves as an advisory group and is responsible for making recommendations regarding the education of ELLs that include:
 - 1. Determination of eligibility for ESOL services based on evaluation of alternative documents and records, or other criteria
 - 2. Recommendation of retention or placement for good cause
 - 3. Recommendation of alternative educational programming
 - 4. Recommendations of educational interventions for current or former ESOL students who show a consistent pattern of underperformance
 - 5. Recommendation for continuation of, or exit from, ESOL services after 3 years, and every year thereafter

(4) Equal Access to Appropriate Programming for English Language Learners

- (a) Equal access to appropriate programming shall include both access to intensive English language development and instruction in core subject areas of language arts/English, reading, math, science, social studies, and computer literacy. These programs must be (1) comprehensible to ELLs, given their level of English language proficiency, and (2) equal and comparable in amount, scope, sequence

4.3 EDUCATION OF ENGLISH LANGUAGE LEARNERS

PROCEDURES (continued)

and quality to that provided to English proficient students based on grade-level appropriate Sunshine State Standards.

- (b) ELLs are classified according to their level of English language proficiency, academic achievement, and special needs. Students are then placed in programming appropriate for these levels. The ESOL program provides instruction in English to help students develop sufficient skills in speaking, listening, reading and writing. Appropriate strategies are used in the classroom to promote English language development.
- (c) Every ELL in the SDMC has equal access to any and all programs and courses available in the school district. These include, but are not limited to exceptional student education, including gifted, career and technical education, alternative education and dropout prevention.

(5) Requirements for Teachers and School-Based Administrators

- (a) All instructional and school-based administrative personnel must have approved ESOL training as defined in the following categories:
 - 1. Category I -
Category I consists of elementary education teachers, teachers of primary language arts/English, developmental language arts, intensive reading, and reading. These teachers must obtain an ESOL Endorsement by completing 15 semester hours or 300 in-service credit points. In the alternative a teacher with basic subject area coverage may obtain certification in K – 12 ESOL coverage by obtaining a bachelor's or master's degree in TESOL, or by achieving a passing score on the ESOL subject area test and earning 120 hours/points in ESOL.
 - 2. Category II –
Category II consists of teachers of math, science, social studies, and computer literacy. These teachers must complete 60 in-service credit points or 3 semester hours of approved ESOL training.
 - 3. Category III –
Category III consists of teachers and instructors of all other subjects not included in Categories I or II. These teachers must complete 18 in-service credit points or 3 semester hours of approved ESOL training.
 - 4. Category IV -

4.3 EDUCATION OF ENGLISH LANGUAGE LEARNERS

PROCEDURES (continued)

Category IV consists of school-based administrators and guidance counselors. Category IV personnel must complete 60 in-service credit points or 3 semester hours of approved ESOL training.

(b) Time requirements

1. Instructional personnel and school-based administrators currently employed at the time of the adoption of this rule must complete the ESOL training requirements within 2 years of (*date of adoption*) with the exception of Category I teachers initially hired on or after July 1, 2006. These teachers have 3 years from July 13, 2009.
2. Instructional personnel and school-based administrators hired after July 13, 2009 must complete the ESOL training as follows:
 - a. All Category I teachers must complete ESOL training requirements by the end of the fourth year of assignment to the category.
 - b. All Category II, III, and IV instructional or school-based administrative personnel must complete the ESOL training requirements by the end of the second year of assignment to the category.
 - c. All professional personnel are responsible for completing required ESOL training. All Category I personnel are responsible for submitting documentation of completed courses, completing the certification application, paying the necessary fees and submitting all to the Department of Human Resources.
 - d. Penalty - Failure to meet the requirements of this rule shall be deemed gross insubordination and willful neglect of duty and shall be just cause for termination of employment.

(6) Department of Professional Development will:

- (a) contact the ESOL Department to create training schedules for all 5 ESOL endorsement courses, the 60-hour Survey course, the 18-hour Survey course and the Guidance/Administration course, place the schedules on the intranet, and register participants;
- (b) administer the training budget, pay for facilitators, facilities, and maintenance personnel to open and close the sites;

4.3 EDUCATION OF ENGLISH LANGUAGE LEARNERS

PROCEDURES (continued)

- (c) record points for all district personnel who have completed coursework;
- (d) provide intranet access of in-service records to employees;
- (e) document and record in-service waivers/recommendations which originate from the ESOL Department; and
- (f) send an ESOL Plan of Study to the teacher completing Category I requirements, along with instructions for adding the endorsement to the teacher's certificate, upon completion of ESOL coursework.

(7) Department of Human Resources will:

- (a) upon employment, notify teachers via the *Condition of Employment* agreement of their requirements related to ESOL certification, endorsement or training;
- (b) maintain accurate records of ESOL certification and endorsement;
- (c) submit the teacher's completed application to the Florida Department of Education
- (d) report out of field teachers to the School Board in September and in January. These reports are provided by the school principal at each district school site (including charter schools and contracted sites);
- (e) maintain documentation of each school's compliance with the *Requirement to Notify Parents of out of field Teachers* prior to FTE Survey 2 and 3, respectively, each year;
- (f) notify principals prior to the annual hiring deadline as to which teachers are out of compliance for ESOL. The ESOL department will assist Human Resources in verifying each teacher's compliance;
- (g) accept recommendations for hiring or rehiring only those teachers who are in compliance with SDMC's ESOL requirements;
- (h) report any currently employed teachers who have not complied with the ESOL Conditions of Employment to the Office of Professional Standards; and
- (i) review recommendations for Professional Services Contract to ensure that all ESOL requirements have been met.

4.3 EDUCATION OF ENGLISH LANGUAGE LEARNERS

PROCEDURES (continued)

(8) Monitoring of Programs for ELLs

The Florida Department of Education (DOE) monitors the SDMC ESOL program to ensure compliance with the Florida Administrative Code and all applicable federal and state laws and regulations including Florida Statutes. The District ESOL staff is responsible for program monitoring and assisting school principals in maintaining compliance with district, state and federal guidelines and statutes, and in assuring that each FTE survey is accurate and up to date.

(9) Program Delivery

In addition to using ESOL strategies, which are required for use by teachers who instruct ELLs, the following instructional, research-based models, supported by the SDMC with resources in place (FTE Funded) may be employed:

- (a) Sheltered English Language Arts
- (b) Sheltered Core/ Basic Subject Areas
- (c) Mainstream/Inclusion English Language Arts
- (d) Mainstream/Inclusion Core/Basic Subject Areas
- (e) One-Way Developmental Bilingual Education
- (f) Dual Language (Two-Way Developmental Bilingual Education)

STATUTORY AUTHORITY: Florida Statutes: 120.81, 1001.41, 1001.42,
1001.32(2)

LAWS IMPLEMENTED: Florida Statutes: 1003.56, 6A-6.0902-6.0909, (FAC)

HISTORY: Adopted: March 14, 2005
Revision Date(s): July 13, 2009
Formerly: New

References: School District of Manatee County's Plan for Services to English
Language Learners (ELLs)
District Student Progression Plan
Special Programs and Procedures for Exceptional Students
Child Study Team Manual
META Consent Decree

4.3 EDUCATION OF ENGLISH LANGUAGE LEARNERS

PROCEDURES (continued)

**THE SCHOOL BOARD OF MANATEE COUNTY
HUMAN RESOURCES**



ESOL CONDITION OF EMPLOYMENT

NAME: _____

SCHOOL SITE: _____

ASSIGNMENT: _____

DATE OF HIRE: _____ **SCHOOL YEAR:** _____

My signature below indicates that I have received a copy of the School Board of Manatee County **rule 4.3(5), Requirements for Teachers and School-Based Administrators**, that sets forth ESOL training requirements and deadlines that become effective upon accepting employment.

I further understand that failure to comply with ESOL mandated deadlines and requirements will result in disciplinary action, including, but not limited to, possible termination of employment with the School Board of Manatee County.

EMPLOYEE: _____ **DATE:** _____

PRINCIPAL/SUPERVISOR: _____ **DATE:** _____

4.4 EDUCATIONAL ENHANCEMENT DEFINITION

POLICY

The Superintendent is authorized by the School Board to establish a definition of Educational Enhancement that specifies how funds from the Educational Enhancement Trust Fund (Florida lottery proceeds) will be spent. The School Board defines educational enhancement as initiatives that add to new or existing programs that are beneficial to student achievement and growth. Audits of expenditures of the funds from the Educational Enhancement Trust Fund will be based upon this approved definition and consistent with statute. The Superintendent will annually report to the School Board the extent to which Florida lottery fund expenditures have enhanced student education.

PROCEDURES

(1) Defining Educational Enhancement

- (a) As directed by the Superintendent, including the Finance Department and the Academics Division, district staff will draft the definition.
- (b) School principals and School Advisory Councils will provide suggestions for consideration regarding the draft definition.
- (c) School Advisory Councils will have an opportunity to express their agreement with the proposed definition.
- (d) The Superintendent shall recommend and the School Board shall approve Educational Enhancement definition.
- (e) The approved definition will become a part of this Summary of Procedures and the School Improvement Guidelines.
- (f) School Advisory Councils and Principals, as part of the School Improvement Plan, will specify how the portion of Educational Enhancement Trust Fund allocated to support school improvement will be spent and will provide a mid-year and end of year report to district personnel about actual expenditures as part of the School Improvement process.
- (g) Guidelines will be implemented that provide for an annual evaluation and report describing how lottery funds expenditures have enhanced student education.

(2) Board Approved Educational Enhancement Definition

For the purposes of the distribution of lottery funds, Educational Enhancement is defined in Manatee County as initiatives that add to new or existing programs that are beneficial to student achievement and growth. Therefore, Educational Enhancement includes:

- (a) Continuously improving student performance by assessing needs of the schools, establishing action plans, evaluating results, providing staff development for

4.4 EDUCATIONAL ENHANCEMENT DEFINITION

PROCEDURES (continued)

personnel to achieve the planned results, monitoring progress, as well as providing resources to implement the plans.

- (b) Providing activities that broaden, enrich and expand students' day-to-day learning experiences.
- (c) Providing activities that bring greater involvement of parents and the community into the schools' educational endeavors.
- (d) Providing activities that enhance faculty and staff effectiveness.
- (e) Providing assistance to students in making appropriate choices and decisions and facilitating the acquisition of services to assure each child's educational needs are met.
- (f) Providing organized and ready access to resources and reference materials to students to complement and supplement classroom materials and information.

To this end, lottery funds for educational enhancement in Manatee County will be used to develop and implement school improvement plans and other activities that result in improved student performance and to provide additional guidance and media services, unavailable through other funding sources.

STATUTORY AUTHORITY:

Florida Statute: 120.54, 120.536(1), 120.81(d),
1001.41

LAWS IMPLEMENTED:

Florida Statutes: 1010.215, 1011.62(1)(f), 1009.70

HISTORY:

Adopted: March 14, 2005
Reformatted without change in text: October 31, 2008
Revision Date(s):
Formerly: New

References: School Improvement Plan Guidelines
School Resource Allocation Sheets

4.5 INSTRUCTIONAL MATERIALS

POLICY

The Board authorizes the Superintendent to establish and maintain procedures providing adequate instructional aids for all students. These procedures shall provide for the preview, evaluation, purchase, equitable distribution, training, application, inventory, accountability and disposal of textbooks and other instructional aids.

All course materials and verbal or visual instruction shall conform to the requisites and intent of all Florida Statutes and State Board of Education rules. All instructional materials including teachers' manuals, audio visual or other supplementary instructional materials, shall be available at the individual schools for inspection by parents or guardians of the children engaged in such classes and shall be previewed by the principal or designee prior to use in the classroom.

PROCEDURES

(1) Definition of Instructional Materials

Instructional materials are defined as items having intellectual content that by design assist in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardback or paperback textbooks, consumables, learning laboratories, manipulatives, electronic media including Internet sites, and computer courseware and software. The term does not include electronic or computer hardware, even if such hardware is bundled with software of other electronic media; nor does it include equipment or supplies.

(2) Instructional Materials Committee

Procedures providing for instructional materials are developed collaboratively by a committee representing principals, teachers, curriculum, purchasing, finance, information services, instructional computing, school secretaries, bookkeepers, school warehouse, and District media services departments.

The purpose of this committee is to provide and maintain written procedures detailing responsibilities relating to instructional materials as established in Florida Statutes.

These procedures provide for, but are not be limited to, the preview, evaluation, purchase, processing, distribution, planning, training, application, use, inventory, accountability, remuneration for loss/damage, and sale/disposal of textbooks and other instructional aids. These procedures shall include a process for initiating and processing challenges to the use of

4.5 INSTRUCTIONAL MATERIALS

PROCEDURES (continued)

specific materials. The committee shall review and update the procedures annually or as determined necessary.

(3) Presentations to Students

Presentations to individuals or students by outside groups are deemed to be instructional, and as such, are subject to principal approval. These presentations must support the district curriculum and be approved by the principal in writing.

(4) Achieving Desired Results from Instructional Materials

- (a) To achieve the desired results, the instructional materials must conform to the following:
1. Be used as designed, including the recommended protocols of the time required.
 2. Support the current Florida State Standards and District curriculum.
 3. Be culturally relevant.
 4. Be used in such a way that appropriate instructional practices meet the needs of all students, including ESE (Exceptional Student Education), ELL (English Language Learners) and gifted.
 5. Be the most current materials whether adopted, non-adopted or ancillary.
 6. Contribute to achieving the District's mission and strategic objectives.
 7. Be included as part of teachers' lesson plans.

(5) Criteria for Evaluation of Instructional Materials

- (a) As an inherent condition of employment, all instructional personnel must ensure that any instructional materials used with students meet the criteria as follows:
1. Support or contribute to achieving the School District of Manatee County's mission, core values, and strategic objectives.
 2. Provide an accurate portrayal of ethnic, socioeconomic, cultural, and racial diversity in our society.
 3. Are accurate, objective, current, age appropriate and suited to the academic needs, reading levels, and comprehension levels of students, including ESE, ELL, and gifted.
 4. Meet the state and District performance standards and benchmarks in the Manatee Core Curriculum.
 5. Are free of pornography or material that is otherwise prohibited by Florida Statute.

4.5 INSTRUCTIONAL MATERIALS

PROCEDURES (continued)

(6) Use of Electronic Media

- (a) Instructional staff are required to be knowledgeable of the current School District of Manatee County's procedures regarding the Motion Picture Association of America (MPAA) Rating System for DVDs and other commercially produced non-print electronic media.
- (b) The MPAA Rating System is defined as follows:
 - 1. G - Movie suitable for all ages.
 - 2. PG - Parental guidance suggested - Contains mature themes, may not be suitable for young children.
 - 3. PG-13 - Parents strongly cautioned - Contains mature themes, may not be suitable for children under 13 years old.
 - 4. R - Restricted - Contains mature themes (usually sex, violence or profanity). Children under 17 not admitted without an adult.
 - 5. NC-17 - No children under 17 admitted.
- (c) Instructional staff must adhere to rules for using DVDs and other commercially produced electronic media in the district. The use of electronic media must be relevant to the district curriculum and reflected in the lesson plan.
 - 1. If films having a rating other than G are to be used at the elementary school level, the principal must approve the use and parental permission forms signed by the parent or legal guardian must be on file for each electronic media title prior to its showing. Teachers will offer parents an opportunity to preview the materials.
 - 2. If films having a rating other than G or PG are to be used at the middle school level, the principal must approve the use and parental permission forms signed by the parent or legal guardian must be on file for each electronic media title prior to its showing. Teachers will offer parents an opportunity to preview the materials.
 - 3. No films other than G, PG, or PG-13 can be shown at the high school level or at any Manatee County School.
 - 4. No films with R or NC17 are to be used in the School District of Manatee County.

(7) Adoption of District Wide Instructional Materials

- (a) The District will provide each student a textbook or other instructional material as a major tool of instruction for each subject. For those courses that the state selects adopted texts through a state review process, the District will conduct its own review process to narrow the texts for consideration for use in the Manatee classrooms. The District will annually review all bid materials submitted to the Florida Department of

4.5 INSTRUCTIONAL MATERIALS

PROCEDURES (continued)

Education for the “core” courses of language arts, literature, reading, mathematics, social studies and science as they come on cycle every six years. Such purchase must be made within the first two (2) years of the effective date of the adoption cycle unless the District is granted a waiver.

- (b) Materials for other courses may be similarly reviewed by the District.
- (c) The steps for District adoption of district-wide instructional materials are:
 1. Convene a District committee for the subject area by the appropriate District curriculum specialist. This District committee shall include individuals who have critical expertise related to the material being reviewed. Membership shall include, but not be limited to classroom, ESE and ELL teachers, administrators, reading specialists, technology specialists, media specialists, school board member, and lay people from the community, including parents.
 2. Request publishers of the state adopted texts to submit their new materials for examination coupled with formal presentations to the District committee.
 3. The District committee shall review the materials using the District’s evaluation criteria and the specific standards, benchmarks and grade level expectations for that subject. The District committees are prohibited from accepting any emolument, money or other valuable thing, or any inducement from the publishers whose materials they are evaluating.
 4. The District committee will narrow its preliminary selection to no more than the top two (2) textbook series that meet the evaluation criteria. Publishers shall not contact schools directly until the final two series have been identified. All publisher contacts with schools must be cleared with the District Instructional Materials Office.
 5. The Instructional Materials Office will notify the final publishers and request samples for all applicable schools for further examination and comment from staff using a District rubric to guide their evaluation.
 6. All of the District schools will be invited to presentations made by the remaining publisher(s) for each subject under review.
 7. Using a District survey, the District committee will gather feedback from those reviewing the materials.
 8. After considering all feedback, the District committees will recommend one series per subject to be used by all the District schools.
 9. The District committee will design, in collaboration with the Program Evaluation personnel of the Planning, Policy and Program Evaluation Department, a plan to evaluate the effectiveness of the selected materials. The plan will designate who has responsibility for implementing the evaluation plan.

4.5 INSTRUCTIONAL MATERIALS

PROCEDURES (continued)

10. Dual enrollment texts will be selected according to the articulation agreement with the partnering institutions. Advanced Placement texts must be selected from those that are state adopted.
11. Once the District has selected the appropriate adoption materials, if a school desires to use an alternative major tool for instruction, the School Advisory Council must approve the school submitting a course modification form (Request for Program Changes or Modifications) to the Assistant Superintendent for Curriculum and Instruction for final approval. No alternative tool for instruction may be used unless approved by the Assistant Superintendent for Curriculum and Instruction.

(8) Training on New Materials

- (a) Training for all new textbook series will be provided on an on-going basis. The District will design an evaluation process to include full implementation of the materials and to measure whether the desired results were achieved.
- (b) As part of the purchase of new materials, the District will utilize the training that is included in the purchase of adopted materials and negotiate with the vendor during the purchasing process of other instructional resources/services to include appropriate training on the new materials.
- (c) Professional Development personnel and Curriculum Specialists will develop a training calendar, budget, and training design, in partnership with the vendor. Ongoing support shall be provided to ensure that features of the products are fully utilized and that training for new teachers and employees is included.
- (d) The training plan will include ongoing support to utilize all of the materials.

(9) Challenged Instructional Materials

The following procedures shall be followed when the appropriateness of an instructional material is questioned.

- (a) At the school level:
 1. The principal shall ask the complainant to fill out the “Citizen’s Request for Reconsideration of Book/Materials,” form.
 2. The principal shall refer the matter to a committee composed of the principal, the teacher involved, one (1) additional subject area teacher, the media specialist, and a lay member. The lay member, appointed by the principal, shall be a legal resident of Manatee County with a

4.5 INSTRUCTIONAL MATERIALS

PROCEDURES (continued)

- child currently enrolled in the school. The lay member cannot be an employee at that school.
3. The committee must meet within ten (10) working days and reach a decision within thirty (30) working days of the initial filing of the complaint.
 4. The committee is authorized to review complaints concerning materials purchased through any source, or placed in the school as examination materials. Committee meetings shall be open to the public; however, only committee members may participate in the process.
 5. If the committee determines that the challenged materials are unacceptable in that school, the materials will be referred to the District committee.
 6. If an acceptable agreement cannot be reached at the school level, the complainant may request that the material(s) be reviewed at the District level.
 7. The questioned material does not have to be withdrawn from use during the period of assessment; however, alternative resources will be made available.
- (b) At the District level:
1. The “Citizen’s Request for Reconsideration of Book/Materials,” form completed by the original complainant and related documents are forwarded to a District committee.
 2. The District committee is comprised of the appropriate School Management Director, subject area specialist, four subject area/grade level or department chairpersons from the School District of Manatee County, a professional public librarian from Manatee County, and three lay members. One lay member is nominated by the principal of the school in question, and two lay members are nominated by the principals of like schools in differing geographical areas of the District. The lay members must be legal residents of Manatee County with children currently enrolled in the public schools of the School District of Manatee County.
 3. The Director of Curriculum and the Subject Area Specialist, with the assistance of the principal from the originating school, will form the District committee.
- (c) The District committee shall:
1. Study the written complaint.
 2. Determine how the questioned books/materials were selected for use in the classroom by assessing whether or not the District selection criteria was appropriately followed.
 3. Examine books/materials challenged.

4.5 INSTRUCTIONAL MATERIALS

PROCEDURES (continued)

4. Consider materials as a whole as well as any passages or segments being challenged.
5. If the questioned material is a library book, or AV materials, check standard recommended lists and/or reviews of educational media books/materials. Evaluate faults and value and determine if books/materials possess literary or artistic values including any redeeming social value.
6. Prepare a written recommendation for the Superintendent.
7. A record of the recommendation and its final disposition will be kept by the Superintendent or his designee, and will be available for public inspection.
8. The District committee will meet within ten (10) working days of the filing of the appeal or referral. A recommendation to retain or remove the questioned materials on a countywide basis, based on a majority vote, will be made to the Superintendent by the committee within thirty (30) working days from the filing of the appeal to the District.
9. The Superintendent will receive the recommendation of this committee. The Superintendent's decision to support or change the committee's recommendation shall be final. The Superintendent will inform the School Board of his/her decision.
10. The questioned material does not have to be withdrawn from use during the period of assessment; however, alternative resources will be made available.

(10) Use of Instructional Materials Allocation

- (a) The School Board of Manatee County shall use the annual allocation for the purchase of instructional materials included on the state-adopted list. No less than 50 percent of the annual allocation shall be used to purchase state-adopted items which will be used to provide instruction to students at the level(s) for which the materials are designed. Budgeting requirements may be reviewed annually to ensure schools purchase state adopted instructional materials.
- (b) Up to 50 percent of the annual allocation may be used for the purchase of instructional materials, including library and reference books and non print materials, not included on the state-adopted list and for the repair and renovation of textbooks and library books.
- (c) The funds for purchase of materials not on the state-adopted list may not be used to purchase electronic or computer hardware, even if such hardware is bundled with software or other electronic media, nor may such funds be used to purchase equipment or supplies.

4.5 INSTRUCTIONAL MATERIALS

PROCEDURES (continued)

- (d) The School District of Manatee County may issue purchase orders subsequent to April 1 in an aggregate amount which does not exceed 90 percent of the current year's allocation, for the purpose of expediting the delivery of instructional materials which are to be paid for from the ensuing year's allocation.
- (e) In any year in which the total instructional materials allocation for a school district has not been expended or obligated prior to June 30, the district school board shall carry forward the unobligated amount and shall add it to the next year's allocation.

(11) Principal's Instructional Materials Plan

- (a) School principals shall submit an instructional materials plan which identifies the state adopted instructional materials for each "core" subject area up for implementation on the adoption cycle that will be requisitioned for use in his or her school for the coming school year. This plan will include the following information regarding each "core" subject area:
 - 1. The name of the textbook series and number of student editions to be purchased.
 - 2. The timeline that indicates whether this will be a one or two year implementation, or an indication that a request to use instructional materials other than those state adopted has been approved by the School Advisory Council (SAC) and submitted to the Assistant Superintendent for Curriculum and Instruction for District approval. Documentation of SAC meeting minutes indicating a vote and approval is required. The request must be approved by the Assistant Superintendent for Curriculum and Instruction before the other instructional materials are used.
- (b) This plan will be submitted annually to the District's Director of Curriculum no later than the 21st day of March.
- (c) The District's Director of Curriculum will report the accumulated responses to the Assistant Superintendent of Curriculum and Instruction. This information will then be communicated to the Florida Department of Education through the Internet accessible site - FIM Web - "Florida Instructional Materials Reporting" on or before April 1st each year.

(12) Purchasing Instructional Materials

- (a) Final approval for the purchase of all instructional materials rests with the respective principal at each of the District schools.
- (b) Using information provided by the schools based on their instructional materials allocations, the Instructional Materials Office will purchase new

4.5 INSTRUCTIONAL MATERIALS

PROCEDURES (continued)

state adopted and district-wide recommended materials for each of the District schools. These materials will remain in use for six (6) years or until the next state-adopted textbook cycle.

- (c) Schools losing or gaining students will share these materials and allow for the transfer of items between schools as determined by the Instructional Materials Office. All instructional materials remain the property of the District.
- (d) Each school is required to add all state or district adopted instructional materials to the school inventory upon receipt.

(13) Inventory of Adopted and District Wide Instructional Materials

- (a) An annual inventory of all state adopted and District approved instructional materials and related teacher support materials for those items (not including consumables) shall be completed by each school site. This inventory includes materials purchased for use in place of state adopted items. The annual instructional materials inventory shall be completed through the District's approved software program for textbook inventory.
- (b) Each school shall complete and submit reports showing "0" quantity of unaccounted titles along with a list of lost/unaccounted materials to the District Instructional Materials Office to substantiate that the school's instructional materials inventory is complete. Items marked as "unaccounted for" shall remain marked as such in the inventory record for the duration of the adoption for that subject.

(14) Accountability

- (a) Each District school is accountable to the School Board of Manatee County for the replacement or reimbursement of all lost state adopted and District recommended instructional materials.
- (b) If a student fails to pay for lost or damaged instructional materials either through monetary payment or community service, the principal may suspend the student from participating in extracurricular activities until the obligation is satisfied.
- (c) All instructional materials purchased with District or school funds remain the property of the School District and must be retained at the site. Teachers to whom materials are checked out, must return these materials before transferring to another school or leaving the District. Teachers will be required to pay for lost or damaged materials. If they do not make adequate restitution, they will be subject to disciplinary action. Materials lost by students or teachers will be replaced by the purchase of a

4.5 INSTRUCTIONAL MATERIALS

PROCEDURES (continued)

duplicate copy in good condition or payment of 100% of the original cost. This obligation shall remain open and active until satisfied.

- (d) Each school principal shall provide information regarding responsibility about and the value of loaned instructional materials to parents, students and teachers. The District's "Code of Student Conduct" will include reference to the student's responsibility for lost books. The school will ensure that the school's Teacher Handbook includes reference to the teacher's responsibility regarding instructional materials loaned to them for use.
- (e) The following Florida Statute should be included in both student and teacher handbooks. Responsibility of students and parents for instructional materials are as follows:
 - 1. All instructional materials purchased under the provisions of this part are the property of the District. When distributed to the students, these instructional materials are on loan to the students while they are pursuing their courses of study and are to be returned at the direction of the school principal or the teacher in charge. Each parent of a student to whom or for whom instructional materials have been issued, is liable for any loss or destruction of, or unnecessary damage to, the instructional materials or for failure of the student to return the instructional materials when directed by the school principal or the teacher in charge, and shall pay for such loss, destruction, or unnecessary damage as provided by law.
 - 2. Nothing in this part shall be construed to prohibit parents from exercising their right to purchase instructional materials from the School District of Manatee County.

(15) Sale of Instructional Materials

- (a) The School Board of Manatee County does not keep an inventory of instructional materials used in the District's schools for loan or sale to community members.
- (b) Those wishing to purchase copies of the textbooks used by the students in the School District of Manatee County should contact the Manatee County School Board Instructional Materials Office where assistance in procuring the appropriate materials will be provided.

(16) Obsolete, Unserviceable or Surplus Instructional Materials

- (a) Instructional materials may become obsolete, unserviceable, or surplus as follows:

4.5 INSTRUCTIONAL MATERIALS

PROCEDURES (continued)

- when they are replaced by newly adopted materials.
- when the condition of the materials makes them unwanted.

With District level approval through the Instructional Materials Office, schools are encouraged to give their unwanted instructional materials to other public education programs within the district or state, to their teachers to use in developing supplementary teaching materials, to students or others, or to any charitable organization, governmental agency, home education students, or private schools. School District of Manatee County Instructional Materials labels must be removed from any and all surplus materials being received by any organization or individual.

- (b) Schools may sell their unwanted instructional materials to used book dealers, recycling plants, pulp mills, or other persons, firms, or corporations upon such terms as most economically advantageous to the School District of Manatee County.
- (c) The District shall arrange for the pickup of all remaining obsolete/surplus instructional materials by a used textbook agency that will reimburse the district for the materials having resale value. The Instructional Materials Office will contact available used textbook agencies and award the pickup contract to the one best complying with the District's specifications. Monies collected from the District pickup will be placed back in each participating school's instructional materials account.

STATUTORY AUTHORITY:

Florida Statutes: 120.81, 1001.32(2), 1001.41, 1001.42, 1001.43

LAWS IMPLEMENTED:

Florida Statutes: 847.012, 1001.51; 1006.28(1)(2)(b)(3)(a); 1006.29(4); 1006.31(4)(a-e); 1006.34(2)(b)(1-4); 1006.37(1); 1006.40; 1006-41; 1006.42(1); 1007.271(14-15),

HISTORY:

Adopted: March 14, 2005
Revision Date(s): October 23, 2006
Reformatted without change in text: October 31, 2008
Revision Date(s): September 14, 2009
Formerly: 709.05, 408 -408.05, 408.08 & .09

Reference: Health Education Guidelines

THIS PAGE INTENTIONALLY LEFT BLANK

4.6 EDUCATIONAL MEDIA MATERIALS SELECTION

POLICY

Pursuant to statute and as authorized by the Board, the Superintendent shall establish and maintain procedures providing for the school and district media services departments and the preview, evaluation and selection of all library materials.

PROCEDURES

At the direction of the Superintendent:

- (1) Procedures providing for instructional media materials shall be developed collaboratively by a committee representing principals, teachers, media specialists and the district media services departments.

The purpose of this committee shall be to provide and maintain written procedures detailing responsibilities relating to media centers, media specialists, library materials, and the district support center as established in Florida statute.

These procedures shall provide for, but not be limited to, the selection and use of library materials, the operation and use of the library curriculum, school media centers, the district media center and media specialists. These procedures shall include a process for challenging specific media materials.

- (2) The committee shall update the procedures as determined necessary at the direction of the Superintendent.

STATUTORY AUTHORITY:

Florida Statutes: 120.54, 120.536(1), 120.81(d), 1001.41

LAWS IMPLEMENTED:

Florida Statutes: 1001.42, 1001.42005, 1006.40, 1006.41

HISTORY:

Adopted: March 14, 2005
Reformatted without change in text: October 31, 2008
Revision Date(s):
Formerly: 401.07, 401.09, 408.04, 408.06

Reference: District Media Handbook

4.7 ELECTRONIC COMMUNICATIONS USAGE

POLICY

The School Board authorizes the Superintendent to establish and maintain procedures governing the usage of electronic communications for staff and students. These procedures shall provide for responsible and appropriate usage of various electronic media including but not limited to e-mail, web pages and instructional television.

PROCEDURES

The District Technology Council shall develop and maintain written procedures detailing responsibilities relating to the proper use of electronic communications systems.

These procedures shall define and delineate the district employees, volunteers, and students responsibilities for the appropriate use of various electronic media including but not limited to e-mail, web pages, internet usage and instructional television.

All employees, volunteers and students are bound to comply with the Acceptable Use Guidelines, and are subject to disciplinary action for any violation of these guidelines.

The District Technology Council shall update the procedures as determined necessary at the direction of the Superintendent.

STATUTORY AUTHORITY:

Florida Statutes: 120.54, 120.536(1), 120.81(d), 1001.41

LAWS IMPLEMENTED:

Florida Statutes: 119.085, 1001.42, 1012.34

HISTORY:

Adopted: March 14, 2005
Reformatted without change in text: October 31, 2008
Revision Date(s):
Formerly: Computer Technology Acceptable Use Policy
Adopted 7/99

References: Acceptable Use Guidelines: Employee Use Guidelines
Student Use Guidelines
Student Code of Conduct
Employee Handbook

4.8 CURRICULUM AND INSTRUCTION

POLICY

The School Board shall adopt the general scope of the curriculum program in accordance with state laws and regulations. The Superintendent shall develop the district curriculum for the review and approval of the School Board. The school district's curriculum shall be aligned with Florida statutes and with the Florida Department of Education guidelines and shall be based on the following:

1. Student performance standards
2. Curriculum frameworks
3. Assessments
4. Students' needs as determined by studies, surveys and continuous evaluation of curriculum effectiveness in meeting students' needs in the District.

Classroom instruction is delivered to reflect:

1. Standards-based lessons, standards-based lesson plans and activities,
2. Alignment of curriculum, instruction and assessment,
3. Principles of effective instructional design,
4. Classroom decisions based on periodic progress monitoring,
5. Classroom assessments that drive the instructional process, and
6. Evaluation of student work and the assignment of grades based on achievement of the district curriculum standards.

All course materials and verbal or visual instruction shall conform to the requisites and intent of all Florida statutes, State Board of Education rules, and district curriculum and instructional programs. All instructional materials including teachers' manuals, audiovisual or other supplementary instructional material, shall be available at individual schools for inspection by parents or guardians of the children engaged in such classes.

PROCEDURES

The Superintendent or designee shall direct curriculum development and revision determined by:

- Student performance standards
- Curriculum frameworks
- Assessments including screening, diagnostics and benchmark assessments
- Analysis of assessment results including the results of progress monitoring
- Students' needs as determined by studies, surveys and continuous evaluation of curriculum effectiveness

4.8 CURRICULUM AND INSTRUCTION

PROCEDURES (continued)

Schools shall implement the K-12 district curriculum including the secondary course descriptions. Schools shall make sure that students with disabilities have access to the district curriculum to the greatest extent possible with appropriate accommodations and modifications.

Any modification of the curriculum at the school level must be submitted to the Assistant Superintendent for Curriculum and Instruction on the Curriculum Modification Request Form according to the district timeline and included in the School Improvement Plan for the school.

Requests for an existing school to become a magnet school or to include a magnet program must be coordinated through a district magnet school coordinating committee.

Classroom instruction is delivered to reflect:

- Standards-based lessons, standards-based lesson plans and activities,
- Alignment of curriculum, instruction and assessment,
- Principles of effective instructional design,
- Classroom decisions based on periodic progress monitoring,
- Classroom assessments that drive the instructional process, and
- Evaluation of student work and the assignment of grades based on achievement of the district curriculum standards.

Teachers develop and implement standards-based lesson plans that:

- Identify content standards and benchmarks
- Identify desired results
- Determine acceptable evidence of achieving the desired results
- Plan effective and engaging learning experiences and instruction
- Evaluate the effectiveness of instruction and make modifications.

Required instruction shall include content in the areas of health and physical education, substance abuse prevention, violence prevention, character education, Veterans' sacrifices, patriotism, African American, women's and Hispanic contributions, Holocaust education and all other content designated by statute. Community groups or organizations that seek to make presentations to students at the school site or as part of any school related activity, should contact the principal at the site. Principals shall refer all such requests to the appropriate level Academic Director who may request review by the Health Education Advisory Committee through the District Curriculum Team. The Health Education Advisory Committee may review such requests pursuant to the Health Education Guidelines.

4.8 CURRICULUM AND INSTRUCTION

PROCEDURES (continued)

Parents or guardians have the right to review instructional materials. Principals shall make all materials, including textbooks, audiovisual materials or other supplementary instructional materials, available for inspection upon request.

STATUTORY AUTHORITY: Florida Statutes: 120.54, 120.536(1), 120.81(d), 1001.41

LAWS IMPLEMENTED: Florida Statutes: 1003.41-47, 1008.22, 1008.23, 1008.25

HISTORY: Adopted: March 14, 2005
Reformatted without change in text: October 31, 2008
Revision Date(s):
Formerly: 401, 401.01, 04,05, 413.01-05

References: State Board Rule: 6A-6.022
District Curricula: Kaleidoscope, Mosaic, Spectrum
Florida Course Code Directory
District -Student Progression Plan
Florida Sunshine State Standards
Special Programs & Procedures for Exceptional Students
District Drop Out Prevention Plan
District Limited English Proficiency Plan (LEPP)
Curriculum Modification Request form
Health Education Guidelines

4.9 STUDENT PROGRESSION

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

PROCEDURES

(1) Annual Reporting

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

- (a) The provisions of student progression and the District's policies and procedures on student retention and promotion.
- (b) By grade, the number and percentages of all students in grades 3 through 10 performing at level 1 and 2 of the reading portions of the FCAT Sunshine State Standards.
- (c) By grade, the number and percentages of all students retained in grades 3 through 10.
- (d) Information on the total number of third grade students who were promoted or placed for good cause by each category of good cause.
- (e) Any revisions to the district's policy on student retention and promotion from the prior year. The Curriculum and Instruction Division has the responsibility to ensure this information is printed prior to September 1 each year.

(2) Allocation of Resources

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

- (a) First, to students who are deficient in grade 3 reading;
- (b) Second, to students who score below grade level on FCAT, including:
 1. Students in grades 3 – 10 who score Level 1 or 2 on FCAT Reading or Mathematics;
 2. Students in grades 11 and 12 who score below 300 on FCAT Reading or Mathematics; and
 3. Students in grade 2 who score below the 34th percentile on the Stanford Achievement Test in Reading or Mathematics.

4.9 STUDENT PROGRESSION

PROCEDURES (continued)

- (c) Third, to students who failed to meet the performance levels required for promotion.

(3) Curriculum Modification

Any curriculum modification being considered by a school must be submitted on the Curriculum Modification Request Form according to district timelines and approved by the Assistant Superintendent for Curriculum and Instruction prior to any changes being implemented at the school level. Florida Statute requires all courses offered in the State of Florida to be aligned to the State Standards. The Curriculum Modification Request Form is used to request additional course alignments to be offered at a school site.

(4) Participation in District and State Assessments

All students in grades K through 12 must participate in the statewide assessment programs as required by Florida Statute. District progress monitoring assessments are also administered to K-12 students at intervals throughout the year. Schools will participate in assessments for learning as indicated in the District Assessment Schedule. Florida Kindergarten Readiness Screening (FLKRS) is administered to each kindergarten student within 30 days of the student's entry into kindergarten.

(5) Reporting to Parents

The district must report annually in writing to the student and his/her parent or legal guardian the student's results on each statewide assessment test. The progress of students toward achieving state and district requirements for proficiency in reading, writing, mathematics and science shall be reported to each student and his/her parents or legal guardian quarterly in a written format adopted by the district school board. 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.

(6) Report Card

The report card must clearly depict:

- (a) 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.
- (b) The student's conduct and behavior. Student's conduct (or Citizenship) marks are 1, 2 or 3 (1-Superior, 2-Satisfactory, 3-Unsatisfactory).
- (c) The student's attendance, including absences and tardiness.

4.9 STUDENT PROGRESSION

PROCEDURES (continued)

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

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

A student with a disability who is taking standardized state assessments such as FCAT or SAT 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. These accommodations are to be documented on the student's Individual Education Plan (IEP). An elementary student who is excluded from statewide or district assessment by the IEP team using the Florida Alternative Assessment Participation Checklist, which is on the assessment page of the IEP, teachers can use the Exceptional Student Education Alternative Report Card. The alternative assessment procedure is to be recorded on the student's IEP.

(7) Progress Reports

Schools will notify students and their parents or guardians of mid-term academic progress of students. For English Language Learners, the progress report comments are translated into the home language of the English Language Learners when feasible. Schools will make the Spanish and Haitian Creole translation of the progress reports available to parents, if appropriate, and inform parents in the comment section of the progress

4.9 STUDENT PROGRESSION

PROCEDURES (continued)

reports that “the English language proficiency level is taken into consideration when planning instruction, assessments, and grading for English Language Learners.”

(8) District Homework Guidelines

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

(a) Definition

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.

(b) 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.

(c) 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.
4. The estimated time allotted for homework shall be as follows:

Grade Level		Total Time Per Night
K – 1	Between	10 – 20 minutes
2 – 3	“	20 – 30 minutes
4 - 5	“	30 – 60 minutes
6 – 8	“	60 – 90 minutes
9 – 12	“	90 – 120 minutes

(d) Expectations

Teachers will monitor completion of homework and provide appropriate graded feedback in a timely manner to students. Teachers should collaborate, whenever possible, to ensure that the amount of the homework assigned to any one student is not excessive. Schools have flexibility to organize specific content areas. Homework assignments should be posted when available at individual websites.

4.9 STUDENT PROGRESSION

PROCEDURES (continued)

STATUTORY AUTHORITY: Florida Statutes: 120.81 (1) (a), 1001.32 (2), 1001.41, 1001.42 and 1001.43, 1012.23

LAWS IMPLEMENTED: Florida Statutes: 1003.33-47, 1007.27-271, and 1008.21-25

HISTORY: Adopted: March 14, 2005
Revision Date(s): Jan. 9, 2006; September 25, 2006, June 11, 2007, August 11, 2008, August 24, 2009
Formerly: 404, 404.03-05, and 404.07

References: District Plan for Dropout Prevention

Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students
District English Language Learner Plan (ELLP)

4.9.1 ELEMENTARY STUDENT PROGRESSION PLAN

POLICY

The School Board has the authority to adopt rules for implementing the student progression requirements for students in kindergarten through the fifth grade. The Student Progression Plan for Manatee County defines the criteria for participation in 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. For more information, see Florida Department of Education website – www.fldoe.org.

PROCEDURES

(1) Program of Studies Grades K-5

All students will receive instruction in reading, language arts, mathematics, science, social studies, the arts, health, and physical education.

- (a) All students in K-2 shall be assigned an uninterrupted 90-minute literacy block with a highly qualified, effective teacher, a core reading program, ongoing progress monitoring, and additional instruction integrating authentic literacy activities.
- (b) All students in 3-5 shall be assigned an uninterrupted 90-minute literacy block with a highly qualified, effective teacher, a core-reading program, and ongoing progress monitoring.
- (c) K-5 physical education 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 will provide 30 consecutive minutes of physical education daily for students in kindergarten through grade 5. The elementary school principal may designate any instructional personnel to provide the physical education. Elementary schools will offer a formalized health education program.

Students in grades K-5 are eligible to waive the physical education requirement if they meet any of the following criteria:

1. The student is enrolled or required to enroll in a remedial course.
2. The student's parent indicates in writing to the school that:
 - a. The parent requests that the student enroll in another course from among those courses offered as options by the school; or
 - b. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

4.9.1 ELEMENTARY STUDENT PROGRESSION PLAN

PROCEDURES (continued)

(2) READ Initiative

A Reading Enhancement and Acceleration Development (READ) Initiative must be established to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet the standards for promotion and to each K-3 student assessed as exhibiting a reading deficiency. The READ initiative shall be provided during the regular school hours for all K-3 students at risk of retention in addition to the regular reading instruction.

The READ Initiative will provide:

- (a) A state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research and assists students in developing the ability to read at grade level;
- (b) Skill development in phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language;
- (c) Scientifically based and reliable assessment;
- (d) Initial and ongoing analysis of each student's reading program; and
- (e) A curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

(3) Course Modifications for Exceptional Students

The District School Board must provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

(4) Promotion Requirements

A K through 5 student who meets promotion criteria will be promoted to the next grade. Parents and schools do not have the option of retaining a student who meets the promotion criteria. All retentions must be approved by the Director of Elementary Schools.

Schools should consider whether each student in grades kindergarten through five has met the promotion criteria for his/her grade level. If the student does not meet the promotion criteria, all students must be considered for good cause placement. English Language Learners with less than two years of instruction in an ESOL program must be placed into the next grade

4.9.1 ELEMENTARY STUDENT PROGRESSION PLAN

PROCEDURES (continued)

for good cause placement. The ESOL good cause placement must be used for ELLs before any other good cause exemption is considered.

(a) Promotion for Grades K-2

Promotion is determined by the student demonstrating proficiency of the State Standards as defined by Manatee County’s Curriculum. Each student’s progression from one grade to another is determined, in part, upon proficiency in reading, writing, science and mathematics. Promotion in grades K-2 is based on the student demonstrating proficiency in reading and mathematics.

1. K-2 Promotion Criteria

All students in grades K-2, including those students in ESOL and ESE programs, must meet the following promotion criteria.

Proficiency in reading and mathematics is determined when a student meets one of the following:

<p>Promotion Criteria in K-2</p> <p>Student achieves the State Standards for reading and mathematics at his/her grade level.</p> <p style="text-align: center;">OR</p> <p>Student scores at or above the 34th percentile on the current year’s district approved norm-referenced test in Total Reading and Total Mathematics.</p>
--

2. Good Cause Criteria

A student who does not meet the promotion criteria should be considered for good cause placement in the next grade. A student is exempt from the promotion criteria for good cause for the following:

<p>K-2 Grade Good Cause</p> <p>Remediation - Any K-2 student who has not met the promotion criteria may be placed for good cause in to the next grade, with intensive remediation to help the student achieve the levels of performance for student progression. This option may be used only once in grades K through 2 and must be documented in the comment section on the student’s cumulative folder by stating “Student is placed for good cause in grade (<i>state grade</i>) by K-2 special exemption.” Good Cause “A – Rem”</p>

CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

<p>ESE - A student in grades K-2 with disabilities whose Individual Education Plan (IEP) Report of Conference Form indicates the reasons for the student's exemption from the promotion criteria in reading, writing, and mathematics and includes the recommendation for good cause exemption. Documentation that indicates that the promotion of the student with disabilities is appropriate and is based upon the student's academic record shall be submitted from the student's teacher to the school principal. Good Cause "A - ESE"</p>
<p>ESOL - English Language Learners (ELLs) who have had less than two years of instruction in English for Speakers of Other Languages (ESOL) program (not including PreK). The ELL Committee must be convened and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report. (Use this exemption first for eligible K-2 English Language Learners.) Good Cause "A-ESOL"</p>
<p>504 - Students with a Section 504 plan whose Report of Conference Form indicates the student's disability and 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-504"</p>
<p>Committee - A student in grades K-2 can be placed for good cause if a committee comprised of the student's teachers, guidance counselor, or other appropriate personnel as designated by the principal has evidence that the student's observed academic performance on selected assessments such as a student's classroom work, observations, tests, or other relevant information is at a level appropriate for success in the next grade. The committee must document 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. No student can be assigned to a grade level based solely on age or other factors that constitute social promotion. Good Cause "A-Com"</p>

(b) Promotion for Grade 3

Promotion is determined by the student demonstrating proficiency of the State Standards as defined by Manatee County's Curriculum. Promotion in grade 3 is aligned with Florida Statute and is based on a student demonstrating proficiency in reading. Promotion decisions for Grade 3 are made at the end of the school year or following District Summer Reading Camp.

1. Grade 3 Promotion Criteria:

All students in grade 3, including those students in drop-out prevention, ELL and ESE programs, must meet the following promotion criteria:

4.9.1 ELEMENTARY STUDENT PROGRESSION PLAN

PROCEDURES (continued)

A student must score Level 2 or above on the current year's FCAT SSS Reading to be promoted to 4th grade. If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained unless the student is exempt from the promotion criteria as stipulated below.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

2. Good Cause Criteria:

A student is exempt from the promotion criteria for good cause and placed in the next grade if the student meets one of the following. 3rd grade good cause is defined as:

3rd Grade Good Cause
1) English Language Learners who have had less than two years of instruction in English for Speakers of Other Languages (ESOL) program (not counting PreK). The ELL Committee must be convened and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report. Good Cause "1"
2) Students with disabilities whose Individual Education Plans (IEP) indicate that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rule. Good Cause "2"
3) Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education, administered after the results of the FCAT are received. The acceptable levels of performance on the alternative assessments for grade 3 are a student scoring at or above the 45th percentile on the Florida Select Stanford Achievement Test-10 as the alternative standardized assessment. Good Cause "3"

CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

<p>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 FCAT. To demonstrate mastery of the required reading skills, the student portfolio must:</p> <ul style="list-style-type: none">• be selected by the student’s teachers as determined by district criteria;• be an accurate picture of the student’s ability and include only student work that has been independently produced in the classroom;• include evidence that the benchmarks assessed by the grade 3 reading FCAT have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% information test, and that are between 100-700 words with the district’s/school’s adopted core reading curriculum that are aligned with the State Standards or teacher prepared assessments that are aligned with the State Standards; and• be an organized collection of evidence of the student’s mastery of the State Standards. <p>Good Cause “4”</p>
<p>5) Students with disabilities who participate in FCAT and who have an IEP or a Section 504 Plan that reflects that they have received intensive remediation in reading for more than two years but still demonstrate a deficiency in reading and were previously retained in grades K-3. Good Cause “5”</p>
<p>6) Any third-grade student receiving intensive remediation in reading for two or more years, but still has deficiency in reading and has been previously retained in K-3 for a total of two years. If placed under this exemption, intensive reading instruction must include an altered instructional day that includes specialized diagnostic information and specific reading strategies. Good Cause “6”</p>

3. Approval Process for 3rd Grade Good Cause Exemptions

The school district Superintendent shall accept or reject the school Principal’s recommendation in writing.

4. Mid-Year Promotion

A student retained in 3rd grade due to a reading deficiency, who did not meet any of the good cause exemptions, may qualify for mid-year promotion if the student meets the district criteria. Such mid-year promotion must occur during the first semester of the academic year. The student must demonstrate that he or she:

- a. Is a successful and independent reader, reading at or above grade level;
- b. Has progressed sufficiently to master appropriate fourth grade reading skills; and
- c. Is ready to be promoted to fourth grade.

Retained third graders identified as candidates for mid-year promotion may be assigned to a 4th grade classroom for potential transition. Tools that the district may use in reevaluating a 3rd grade retained student may include subsequent assessments, alternative assessments, and a portfolio review. A 3rd grade retained student eligible for mid-year

4.9.1 ELEMENTARY STUDENT PROGRESSION PLAN

PROCEDURES (continued)

promotion must be offered the option of a district portfolio assessment, as well as the alternative assessment.

According to the district established criteria, a 3rd grade retained student must demonstrate proficiency of each benchmark assessed on FCAT at an appropriate fourth grade level in order to qualify for mid-year promotion. Any student promoted after November 1 must demonstrate proficiency above that which is required to score at Level 2 on the grade 3 FCAT, as determined by the State Board of Education. The District will adopt the State Board of Education standards that provide an expectation that the student’s progress is sufficient to master appropriate fourth grade level reading skills. Any retained third grade student who has been promoted mid-year to fourth grade must continue to receive support which is documented in the School Wide Progress Monitoring Plan for the remainder of the academic year.

(c) Promotion for Grades 4-5

Promotion is determined by whether the student demonstrates proficiency of the State Standards as defined by Manatee County’s Curriculum. Each student’s progression from one grade to another is determined, in part, upon proficiency in reading, writing, science and mathematics. Promotion in grades 4-5 is based on the students’ demonstrating proficiency in reading and mathematics. Promotion decisions are made at the end of the school year

1. Grades 4-5 Promotion Criteria

All students in grades 4-5, including those students in Drop-Out Prevention, ESOL and ESE programs, must meet the following promotion criteria. Each student must meet proficiency in reading and mathematics in order to be promoted.

READING
Proficiency at 4 th and 5 th grades in reading is demonstrated by achieving one of the following:
Student achieves the State Standards in reading at his/her grade level OR Student scores Level 2 or above on FCAT SSS Reading

4.9.1 ELEMENTARY STUDENT PROGRESSION PLAN

PROCEDURES (continued)

AND

<p>MATHEMATICS</p> <p>Proficiency at 4th and 5th grades in mathematics is demonstrated by achieving one of the following:</p>
<p>Student achieves the State Standards in mathematics at his/her grade level</p> <p>OR</p> <p>Student scores Level 2 or above on FCAT SSS Mathematics</p>

2. Transition Programs for Overage 4th and 5th Graders

All elementary schools will identify entering 4th graders who are two or more years over age who meet the following criteria and place them into a 5th grade classroom with a plan for specific support.

3. The criteria to place a 4th grade student into a 5th grade classroom include:

- Completing 3rd grade when student is two (2) or more years over age;
- Scoring Level 2 or higher on the 3rd grade FCAT Reading and Mathematics meeting 3rd grade good cause criteria;
- Demonstrating classroom performance that indicates a likelihood of success;
- Having social maturity, meaning that the student’s thinking, behavior and social skills (positive or negative) are more indicative of his/her chronological age than the grade level in school.

Fourth grade students who are meeting 5th grade classroom performance expectations by earning grades of D or above in the core academics at the end of the first semester will be promoted from 4th grade to 5th grade at the end of first semester. These students will take the 5th grade FCAT. Students who do not meet the promotion criteria at the end of the first semester will remain in the 4th grade classroom and take the 4th grade FCAT. Regardless of whether a 4th grader was promoted to 5th grade at the end of first semester, schools will continue to support student success and review the student’s performance at the end of the year for promotion to 6th grade.

All elementary schools will identify at the end of each year any exiting 4th grade students who meet the following criteria and place them in 6th grade with a plan for specific support. The criteria include:

- Students who would enter 5th grade two or more years over age,

4.9.1 ELEMENTARY STUDENT PROGRESSION PLAN

PROCEDURES (continued)

- Students who scored Level 2 or above on the previous year’s FCAT Reading and Mathematics; and
- Students who have the social maturity, meaning the student’s thinking, behavior and social skills (positive or negative) are more indicative of his/her chronological age than the grade level in school.

Schools will work with the student and parent to facilitate a smooth transition from elementary to middle school and provide support at the middle school level.

4. Grades 4 – 5 Good Cause Exemption

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

Grade 4-5 Good Cause
A student in grades 4-5 with disabilities (ESE) for whom the Individual Education Plan (IEP) Report of Conference Form indicates the reasons for the student’s exemption from the promotion criteria in reading and mathematics and includes the recommendation for good cause exemption. Documentation that indicates that the promotion of the ESE student is appropriate and is based upon the student’s academic record shall be submitted from the student’s teacher to the school principal. Good Cause “A-ESE”
English Language Learners who have had less than two years of instruction in English for Speakers of Other Languages program. The ELL Committee must be convened and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report. Good Cause “A-ESOL”
Students with a Section 504 plan whose Report of Conference Form indicates the student’s disability and the recommendation and reasons for the student’s exemption from the promotion criteria in reading and mathematics. Good Cause “A-504”
A student in grades 4-5 can be placed for good cause if a committee comprised of the student’s teachers, guidance counselor, or other appropriate personnel as designated by the principal has evidence that the student’s observed academic performance on selected assessments such as a student’s classroom work, observations, tests, or other relevant information is at a level appropriate for success in the next grade. The committee must document 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 on the School Wide Progress Monitoring Plan. No student can be assigned to a grade level based solely on age or other factors that constitute social promotion. Good Cause “A-Com”

4.9.1 ELEMENTARY STUDENT PROGRESSION PLAN

PROCEDURES (continued)

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

5. Summer School Promotion

Summer school reading programs are provided for third grade students who do not meet the promotion criteria. Third grade students who score at the 45th percentile or above on the Stanford Achievement Test in Reading Comprehension at the end of the Summer Reading Camp will qualify for good cause.

(5) Intensive Remediation for Grade 3 in Reading, Writing, Mathematics, and Science

(a) Parent Notification of a Reading Deficiency

Each school shall regularly assess the reading ability of each K-3 student. The parent of any student in K-3 who exhibits a substantial deficiency in reading must be notified in writing of the following:

1. That his/her child has been identified as having a substantial deficiency in reading.
2. The exact nature of the student's difficulty in learning and lack of achievement in reading.
3. A description of the current services that are provided to the child.
4. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
5. That the student will be given intensive reading instruction until the deficiency is corrected.
6. 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.
7. Strategies for parents to use in helping their child succeed in reading proficiency.
8. That the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parent and the school district in knowing when a child is reading at or above grade level and ready for promotion.
9. The district's specific criteria and policies for retained 3rd grade mid-year promotion.

4.9.1 ELEMENTARY STUDENT PROGRESSION PLAN

PROCEDURES (continued)

(b) Reading Enhancement and Acceleration Development (READ) Initiative

Third grade students retained must be provided intensive interventions in reading to remedy the student’s specific reading deficiency as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, the option of district summer reading camp and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level and who are ready for promotion to the next grade.

The following table outlines the requirements in the READ Initiative:

READ Initiative Requirements			
Requirement	Tier 1 – Students struggling in reading in grades K-5	Tier 2 – 3 rd Grade students who are retained in 3 rd grade. These students are currently in the 3 rd grade for the second time.	Tier 3 – 3 rd Grade students who have been retained two consecutive times in 3 rd grade. These students are currently in the 3 rd grade for the third time.
Instructional Time	90 minute literacy block with at least 30 minutes additional time for intervention	90 minute reading block Different instructional program with at least 30 minutes additional time for reading This includes the option of a 3-4 transition class.	Altered Instructional Day - Uninterrupted reading instruction for the majority of the student day - option for a 3-4 transition class. Such a setting shall be specifically designed to produce learning gains sufficient to meet grade 4 performance standards, while continuing to remediate the areas of deficiency. Intensive Acceleration Class required.
Instructional Materials			Different CORE reading program
Teacher			High performing teacher determined by student performance data and above average performance appraisals.
Student-Teacher Ratio			Reduced student-teacher ratio
Assessment	Diagnostic assessment in the six areas of reading	Diagnostic assessment in the six areas of reading	Diagnostic assessment in the six areas of reading

CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

Progress Monitoring	Ongoing progress monitoring The Florida Assessment for Instruction in Reading (FAIR) is administered three times a year – reported on the Progress Monitoring and Reporting Network (PMRN)	Ongoing progress monitoring The Florida Assessment for Instruction in Reading (FAIR) is administered three times a year – reported on the Progress Monitoring and Reporting Network (PMRN)	Ongoing weekly progress monitoring The Florida Assessment for Instruction in Reading (FAIR) is administered three times a year – reported on the Progress Monitoring and Reporting Network (PMRN)
Parent Notification	Written notice required	Written notice required	Written notice required
Progress Monitoring Plan	Progress Monitoring Plan in area(s) of need	Review of Progress Monitoring Plan to address additional supports and services needed to remediate identified areas of reading deficiency	Review of Progress Monitoring Plan to address additional supports and services needed to remediate identified areas of reading deficiency
Portfolio		Ongoing Portfolio	Case Management File
Mid Year Promotion	Not an Option	Option for students passing the 3 rd Grade Mid-Year District Portfolio Assessment	Option for students passing the 3 rd Grade Mid-Year District Portfolio Assessment
Tutoring			Supplemental tutoring in scientifically research-based reading services in addition to regular reading block – tutoring can be before, during or after school
Summer Reading Camp		Must be offered for 3 rd graders	Must be offered

(c) Criteria for Intensive Remediation for Students in Grade 3 at Tier 1, 2 and 3. Intensive remediation for students entering grade 3 is based on the following criteria:

1. A student who has been retained must receive intensive remediation during the school day until the student meets proficiency on all areas of deficiency. Support must be provided to ensure the student meets the promotion criteria for the current year.

4.9.1 ELEMENTARY STUDENT PROGRESSION PLAN

PROCEDURES (continued)

2. A student who has been placed for good cause must continue to receive intensive remediation until the student meets proficiency.

(d) Intensive Acceleration Class for Tier 3 Third Graders

Where applicable, each school will establish an Intensive Acceleration Class for retained grade 3 (Tier 3) students who subsequently score at Level 1 on the reading portion of the FCAT. The focus of the Intensive Acceleration Class shall be to increase a child's reading level at least two grade levels in 1 school year. The Intensive Acceleration Class shall:

1. Be provided to any student in grade 3 who scores at Level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading portion of FCAT.
2. Have a reduced teacher-student ratio.
3. Provide uninterrupted reading instruction for the majority of the student contact time each day and incorporate opportunities to master the grade 4 State Standards.
4. Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same year.
5. Provide intensive language and vocabulary instruction using scientifically research-based program.
6. Report to the Department of Education the progress of students in the class.

In addition to required reading enhancement and acceleration strategies, parents of retained 3rd graders must be provided the option of supplemental tutoring in scientifically research-based reading services in addition to the regular reading block.

(6) Elementary Intervention, Remediation and Progress Monitoring

Students must participate in Florida's statewide assessment tests. Each student who scores below Level 3 in reading, writing, math or science 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 intervention and instruction.

- (a) The school in which the student is enrolled must develop and implement, in consultation with the student's parent, a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state requirements for

4.9.1 ELEMENTARY STUDENT PROGRESSION PLAN

PROCEDURES (continued)

proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her 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; or
 3. An individualized progress monitoring plan.
- (b) 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, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.
- (c) In addition to a Progress Monitoring plan, students performing at Level 1 or Level 2 on FCAT Reading must be enrolled in and complete a remediation course, Functional Basic Skills in Reading, the following year. Reading intervention placement and progress monitoring three times per year must occur.
- (d) For each year in which a student scores Level 1 or 2 on FCAT mathematics, the student must receive remediation the following school year. Such remediation may be integrated within the student's current mathematics class.
- (e) 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 progress monitoring plan for students scoring below a level 3 on the FCAT must include the following:
1. Diagnostic Assessment
Diagnostic assessments in addition to the initial screening are to be administered to all students, including an assessment of the students' learning styles.
 - 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 FCAT reading, reading proficiency must be assessed at the beginning of the school year. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied. Intensive instruction is usually associated with the following:
 - Variety of opportunities for repetition

4.9.1 ELEMENTARY STUDENT PROGRESSION PLAN

PROCEDURES (continued)

- Diagnosis and prescriptions targeted to specific skill development
 - Smaller chunks of text or content
 - Guided and independent practice
 - Skill development and practice integrated into all activities
 - Frequent monitoring
 - Criterion-based evaluation of success
- c. Diagnostic results are to be gathered and maintained for the following:
- Students scoring level 1 and 2 in FCAT reading or math;
 - Students scoring below the 34th percentile on the SAT
- d. Diagnostic results must be readily accessible to teachers, school administrators, and guidance counselors through cumulative folders, electronic data base, and/or EXCEL spreadsheet.

2. Plan of Instructional Interventions

- a. Strategies that align to students' learning styles
- b. Intensive, immediate remedial instruction in the areas of weakness, to assist students' individual needs in meeting state and district expectations in reading, writing, math and/or science.
- c. A variety of instructional strategies to accelerate learning
- d. Targets or goals in each area of remediation
- e. A description of the supplemental instructional services and support provided, clearly identifying specific assistance, support and interventions, when they will be provided, how often, by whom, and for how long
- f. For reading deficiencies, identification of a student's specific areas of need in phonemic awareness, phonics, fluency, comprehension, vocabulary, and oral language.
- Intensive remediation provided for any students scoring level 1 and 2 in FCAT reading or math
- g. Remedial instruction and intervention strategies may include, but are not limited to the following:
- Summer school or extended school year
 - Dropout prevention services
 - Parent tutorial programs
 - Contracted academic services
 - Exceptional education services modified curriculum
 - Reading instruction
 - After school instruction and other extended day services
 - Tutoring
 - Mentoring
 - Smaller class sizes
 - Intensive skill development programs

4.9.1 ELEMENTARY STUDENT PROGRESSION PLAN

PROCEDURES (continued)

3. Parent Consultation and Communication
 - a. The school shall notify the student and his/her parents or guardians of any remedial or supplemental academic instruction through a letter sent to parents by the end of first quarter. Parents may also be notified through personal contact or during the Individual Education Plan team meeting.
 - b. The letter is to include general information about the seriousness of the situation, the generic plans in place for all students included in the Progress Monitoring Plan (PMP), and an invitation for the parent to meet with instructional staff to consult about their child's plan.
 - c. Parents should be given an explanation of the information on which the decision was based, as well as a copy of the PMP for their child.
 - d. Parental approval for such instructional services is not required.

4. Monitoring for Results
 - a. The progress monitoring plan must be developed by the end of first quarter, within 6 weeks of a new student entering school, or as soon as a need is identified through the Response to Intervention process.
 - b. The principal or designee will monitor the implementation of the School Wide Progress Monitoring Plan and the school's procedures for intensive remediation.
 - c. Each quarter, the principal or designee will review the progress of appropriate students, which will include checking for compliance with requirements of the School Wide Progress Monitoring Plan (diagnostic assessment, intervention strategies, quarterly progress updates) and using progress monitoring data to inform instruction. The monitoring and reevaluation activities must be clearly identified. At least on a quarterly basis, student progress and response to interventions shall be monitored in order to guide instructional decisions. If a student is not responding to interventions, an individual progress monitoring plan should be designed through the Response to Intervention process.
 - d. Each school will describe the case management team and their roles and responsibilities for monitoring the progress of all students (e.g. Data Study Team as part of School Literacy Team; grade level teams; data coach and school administrators; academy teams; 9th grade center teams).

4.9.1 ELEMENTARY STUDENT PROGRESSION PLAN

PROCEDURES (continued)

- e. Each school shall identify a case management system for students with individual PMP's as well as students in the School-wide Progress Monitoring Plan.
- f. Each school will frequently monitor student's progress in meeting the desired levels of performance through quarterly progress updates, so that adjustments in interventions and strategies may be made in response to the information gathered through progress monitoring.
- g. If a student is not responding to interventions, an individual progress monitoring plan should be designed through the Response to Intervention process. In order to reduce paperwork, a student's Individual Education Plan (IEP), English Language Learner's Plan (ELL) or 504 plan should incorporate any plans for individual progress monitoring.

(7) Progress Monitoring of Retained Students

For a retained student, the Progress Monitoring Plan must specify how the second year's instructional program will be different from the previous year's program, utilizing strategies aligned with the student's learning style.

For a student who has been retained two or more years, an alternative setting or placement must be provided. The alternative placement is defined as additional intensive support and differentiated instruction in small group settings that may be provided within a regular classroom setting.

STATUTORY AUTHORITY: Florida Statutes: 120.81 (1) (a), 1001.32 (2), 1001.41, 1001.42 and 1001.43, 1012.23

LAWS IMPLEMENTED: Florida Statutes: 1003.33-47, 1007.27-271, and 1008.21-25

HISTORY: Adopted: March 14, 2005
Revision Date(s): Jan. 9, 2006; September 25, 2006, June 11, 2007, August 11, 2008, August 24, 2009
Formerly: 404, 404.03-05, and 404.07

References: District Plan for Dropout Prevention

Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students
District English Language Learner Plan (ELLP)

4.9.2 MIDDLE SCHOOL STUDENT PROGRESSION PLAN

POLICY

The School Board has the authority to adopt rules for implementing the student progression requirements for students in the sixth grade through the eighth grade. The Student Progression Plan for Manatee County defines the criteria for 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. For more information, see Florida Department of Education website – www.fldoe.org.

PROCEDURES

(1) Program of Studies Grades 6 - 8

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 Assistant Superintendent for Curriculum and Instruction for the School District of Manatee County.

(a) 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

(b) 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.

(c) In addition to research-based reading courses, reading application instruction is integrated throughout the entire curriculum. All middle schools must follow Manatee Core 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.

4.9.2 MIDDLE SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

(2) Required Courses

Beginning with students entering 6th grade in the 2006-07 school year, promotion from middle school to high school requires that the student must successfully complete three middle school or higher courses in each of the following:

- English Language Arts
- Mathematics
- Social Studies
- Science

Students must also complete one course in career and education planning in the 7th or 8th grade.

(a) Social Studies

The required study of state and federal government and civics education will be incorporated into 8th grade American History.

(b) Language Arts

English Language Arts must emphasize literature, composition and technical text.

(c) Mathematics

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

(d) Career and Education Planning

All middle schools must insure that every student successfully completes the Career and Education Planning Course before leaving middle school. In the School District of Manatee County, Career and Education Planning is offered through the 7th grade World Geography and Career Planning Course.

1. The Career and Education Planning course must include career exploration using CHOICES for the 21st Century or a comparable cost-effective program and include educational planning using the online student advising system known as Florida Academic Counseling and Tracking (FACTS) for Students at <http://www.FACTS.org>, resulting in the completion of an electronic Personal Education Plan (ePep). Every 7th grader must complete the online ePep, which is to be signed by the student, the student's guidance counselor or academic advisor and the

4.9.2 MIDDLE SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

parent or guardian, and placed into the student's cumulative folder. During the 8th grade, students will review and update their ePep's in preparation for high school.

2. For students who transfer into the District as 8th graders without the Career and Education Planning component, all schools must insure that these students successfully complete the course before leaving middle school. The course may be taught by any member of the instructional staff.
3. Each year, to prepare students for career and postsecondary education planning, all middle schools shall notify students in grades 6-9 and their parents of the three-year and four-year high school graduation options so that they may select the program that best fits the student's needs. This notification shall be conducted prior to the annual course selection so that a student's academic plan and a time frame for achieving the graduation option may be modified to meet the students' 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.

(e) Physical Education

Middle schools must offer the equivalent of one class period per day of physical education for one semester of each year for students enrolled in grades 6 through 8, beginning with the 2009-2010 school year. Parents may submit a written request for 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:

1. The student is enrolled or required to enroll in a remedial course.
2. The student's parent indicates in writing to the school that:
 - a. The parent requests that the student enroll in another course from among those courses already offered as options by the school district; or
 - b. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

4.9.2 MIDDLE SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

(f) Required Remediation

State statute provides that students who are level 1 and disfluent level 2 readers (as demonstrated by the most recent FCAT) must be provided reading remediation. Students may be removed from Physical Education and other electives for the required intensive reading course. Parental approval for placement in remedial academic programs is not required. The core curriculum (language arts, social studies, science, and mathematics) may not be suspended for intensive or remedial courses.

(3) Promotion Requirements

No student can be assigned to a grade level based solely on age or other factors that constitute social promotion. Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state levels of performance for student progression. Student progression from one grade to another is partially based on proficiency in reading, writing, mathematics and science. Middle school students will advance from one grade level to the next based upon demonstration of achievement in required core courses.

To be promoted:	Student must complete:
From 6th to 7th	3 or more core academic courses in language arts, math, science, social studies
From 7th to 8 th	6 or more core academic courses in language arts, math, science, social studies; and course recovery completed for any 6 th grade core courses
From 8th to 9th	12 core academic credits in language arts, math, science and social studies; AND Career and Education course; AND completion of ePep

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. The student must also have the Career and Education course and the ePep.

(4) Middle School Retention

Students may not be assigned to high school based solely on age or other factors that constitute social promotion.

Students with disabilities must be provided instruction to prepare them to demonstrate proficiency in the core content knowledge skills necessary for successful grade to grade progression and high school graduation.

4.9.2 MIDDLE SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

For a student who has been retained two or more years, an alternative setting or placement must be provided. The alternative placement is defined as additional intensive support and differentiated instruction in small group settings that may be provided within a regular classroom setting.

(5) Out-of-State Transfers

The procedures for students transferring from out-of-state or out-of-country into a Florida public school composed of middle grades 6, 7 and 8 are as follows:

- (a) Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face.
- (b) 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. 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 the validation based on performance requirement shall have courses validated using the Alternative Validation Procedure as described below.
 1. Portfolio evaluation;
 2. Demonstrated performance in courses taken at other public or private accredited schools;
 3. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 4. Demonstrated proficiencies on the FCAT; or
 5. Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least 90 days from date of transfer to prepare for assessments if required.

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

(6) Middle School Grading

- (a) Grading Scale

4.9.2 MIDDLE SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

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:

<i>Value</i>	<i>Numeric Range</i>	<i>Letter Grade</i>	<i>Definition</i>
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*

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

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.

Report cards, which are issued on a quarterly basis, specify the student’s academic performance, conduct and behavior and attendance, including absences and tardiness. Academic performance is based on examinations as well as written papers, class participation, and other academic performance criteria.

(b) Makeup Work

Following an absence, the student has the responsibility to contact his 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.

(c) End of Year Grades

The end of the year average in the Pinnacle Gradebook system is based on the average of all four quarters, with the requirement that a passing

4.9.2 MIDDLE SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

grade must be earned either third or fourth quarter in order for the student to pass the course for the year.

However, Pinnacle also converts students’ grades according to the Point System. 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.

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

<p>Each quarter grade will be assigned a value selected from the following:</p> <p style="margin-left: 40px;">A = 4 B = 3 C = 2 D = 1 F = 0</p>	<p>To determine the end of the year grade for middle school course, total the numerical values of the four quarters and select the grade from the table below.</p> <p style="margin-left: 40px;">A = 14 – 16 B = 10 – 13 C = 6 - 9 D = 3 – 5 F = 0 - 2</p>
---	--

In order to pass a middle school course for the year, A STUDENT MUST EARN A MINIMUM OF THREE (3) POINTS FOR THE YEAR AND ONE (1) POINT MUST BE EARNED IN SECOND SEMESTER (THIRD OR FOURTH QUARTER). 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 a minimum of three (3) points for the year with at least one (1) point earned in second semester.

Grades for high school courses are calculated each semester according to the high school procedures and therefore do not have an end of the year grade.

(7) High School Credit Courses Offered in Middle School

Each middle school will offer the following dual enrollment high school courses (provided minimum course enrollment is met).

- English Honors I
- Algebra Honors I
- Integrated Science I Honors
- Spanish

I

4.9.2 MIDDLE SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

- (a) Only a full credit (a full year, which is two semesters) of a course taken during middle school may earn high school credit.
- (b) 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 may carry forward as high school credit only those courses in which they have earned a C or higher each semester.
- (c) A middle school student who is earning a D or F in a high school credit course during first semester should be rescheduled into a middle school course prior to second semester. Remaining in the high school courses of English Honors I, Algebra Honors I, or Integrated Science I Honors places the student at risk of failing a required core subject, which could subsequently result in retention in the 8th grade.
- (d) Students who earn credit in English I Honors in 8th grade will enroll in English II or English II Honors during their first year in high school.
- (e) 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' FCAT scores and their grade point averages to insure that all eligible students are considered for placement into these courses. Principals may override the district criteria and place students in advanced or dual enrollment courses based on data indicating that the student is capable of success in the courses.

4.9.2 MIDDLE SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

District Criteria

**Dual Enrollment
High School Courses**

Requirements	English I Honors	Algebra I Honors	Int. Science I Honors	Spanish I
FCAT Level 4 or 5 on most current FCAT	Reading	Mathematics	Reading AND Math	Reading OR Math
AND one of the following: Teacher, Counselor or Administrator Recommendation				
3.0 Grade Point Average in comparable 7th grade course	Language Arts	Mathematics	Science	Language Arts
Student/Parent Request				

**Advanced
Middle School Courses**

Requirements	Language Arts	Mathematics	Science	Social Studies
FCAT Level 3 or above on most current FCAT	Reading	Mathematics	Reading AND Math	Reading OR Math
AND one of the following: Teacher, Counselor or Administrator Recommendation				
3.0 Grade Point Average in comparable 7th grade course	Language Arts	Mathematics	Science	Social Studies
Student/Parent Request				

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

- (f) Dual enrollment courses must meet all of the requirements of high school courses. High school requirements include:
 1. Assessment of students through a semester exam;
 2. Calculation of the semester grade using the high school procedure;
 3. Minimum 135 hours as required in Florida Statute;
 4. State adopted materials aligned with the high school course descriptions; and
 5. Reporting of the first and second semester grades to the high school the student will attend.

4.9.2 MIDDLE SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

- (g) 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.
- (h) Students choosing the Three Year Diploma option must still earn the required 18 credits during grades 9 through 12 and attend high school as a full-time student for three full school years (regardless of how many credits were earned prior to high school).
- (i) Once a high school grade is earned (credit carried forward to high school), that grade becomes a permanent record on the student's transcript.

(8) Online Courses

The district school board shall provide students with access to enroll in courses available through the Florida Virtual School and award credit for successful completion of such courses. Access shall be available to students during or after the normal school day and through summer school enrollment. Access is available to regular full-time students before or after the normal school day, to home education students during the school day, and to all students through summer school enrollment.

- (a) The district's full-time K-8 online learning is available as a School Choice Option. Instruction is 180 school days. Florida Statute 1002.45(5) restricts student eligibility to students residing in the district's attendance area if the student meets at least one of the following conditions.
 1. The student has spent the prior school year in attendance at a public school in the state of Florida and was enrolled and reported by a public school district for funding during the preceding October and February for purposes of the Florida Education Finance Program surveys (FTE).
 2. The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent's permanent change of station orders.
- (b) Middle school students may earn high school credit by taking Florida Virtual School or any other district approved high school online courses outside of the normal school day. Credits earned for acceleration will not

4.9.2 MIDDLE SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

reduce the number of credits required for an accelerated three-year high school diploma.

(9) Grade Forgiveness

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.

(10) Intervention, Remediation and Progress Monitoring

Students must participate in Florida's statewide assessment tests. Each student who scores below Level 3 in reading, writing, math or science 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 intervention and instruction.

(a) The school in which the student is enrolled must develop and implement, in consultation with the student's parent, a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her 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; or
3. An individualized progress monitoring plan.

(b) 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, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

(c) In addition to a Progress Monitoring plan, students performing at Level 1 on FCAT reading must be enrolled in and complete an intensive reading

4.9.2 MIDDLE SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Level 2 students who are diagnosed as disfluent must complete an Intensive Reading course or Intensive Language Arts course during the following school year. Level 2 readers who exhibit fluency may receive remediation through a content area course with a reading endorsed or Content Area Reading Professional Development (CAR-PD) teacher. Students may exit intensive reading by demonstrating proficiency at level 3 or higher on FCAT reading.

- (d) Reading intervention placement and progress monitoring three times per year must occur.
- (e) For each year in which a student scores Level 1 or 2 on FCAT mathematics, the student must receive remediation the following school year. Such remediation may be integrated within the student's current mathematics class.
- (f) District school boards may require low performing students to attend remediation programs held before or after regular school hours or during summer if transportation is provided.

(11) Progress Monitoring Plan

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 progress monitoring plan for students scoring below a level 3 on the FCAT must include the following:

- (a) Diagnostic Assessment
Diagnostic assessments in addition to the initial screening are to be administered to all students, including an assessment of the students' learning styles. The PMP should clearly identify the specific diagnosed academic needs to be remediated.
- (b) Plan of Instructional Interventions
Intensive, immediate success-based intervention strategies are to be identified. Additionally, a variety of remedial instruction is to be provided

4.9.2 MIDDLE SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

in the areas of weakness, aligned with students' learning styles and individual needs, and designed to assist students in meeting state and district expectations in reading, writing, math and/or science.

(c) Parent Consultation and Communication

The school shall notify the student and his/her parents or guardians of any remedial or supplemental academic instruction through a letter sent to parents by the end of first quarter. Parents may also be notified through personal contact or during the Individual Education Plan team meeting. The letter is to include general information about the seriousness of the situation, the generic plans in place for all students included in the Progress Monitoring Plan (PMP), and an invitation for the parent 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 PMP for their child. Parental approval for such instructional services is not required.

(d) Monitoring for Results

The monitoring and reevaluation activities must be clearly identified. At least on a quarterly basis, student progress and response to interventions shall be monitored in order to guide instructional decisions. If a student is not responding to interventions, an individual progress monitoring plan should be designed through the Response to Intervention process.

(e) Progress Monitoring of Retained Students

For a retained student, the Progress Monitoring Plan must specify how the second year's instructional program will be different from the previous year's program, utilizing strategies aligned with the student's learning style.

(12) Alternative Education Programs and the Department of Juvenile Justice Programs

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.

STATUTORY AUTHORITY:

Florida Statutes: 120.81 (1) (a), 1001.32 (2), 1001.41, 1001.42 and 1001.43, 1012.23

4.9.2 MIDDLE SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

LAWS IMPLEMENTED:

Florida Statutes: 1003.33-47, 1007.27-271,
and 1008.21-25

HISTORY:

Adopted: March 14, 2005
Revision Date(s): Jan. 9, 2006; September 25, 2006,
June 11, 2007, August 11, 2008, August 24, 2009
Formerly: 404, 404.03-05, and 404.07

References: District Plan for Dropout Prevention

Policies and Procedures for the Provision of Specially Designed
Instruction and Related Services for Exceptional Students
District English Language Learner Plan (ELLP)

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

POLICY

The School Board has the authority to adopt rules for implementing the student progression requirements for students in grades nine 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. For more information, see Florida Department of Education website – www.fldoe.org.

PROCEDURES

(1) 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 Assistant Superintendent for Curriculum and Instruction 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.

(2) Major Area of Interest

Students entering high school will identify a Major Area of Interest (MAI) and may elect to identify a minor area of interest. Students will complete four credits in a major area of interest, such as sequential courses in a career and technical program, fine and performing arts, or academic content area, selected by the student as part of the education plan. Students may revise their major areas of interest each year as part of the annual course registration process and shall review and update their education plan to reflect such revisions.

- (a) Middle school students are required to complete a personalized academic and career plan (ePEP) prior to entering high school. High school students are to review their ePEP’s each year for possible revisions.
- (b) Annually, by October 1, the District School Board shall approve major areas of interest and submit the list of majors to the Commissioner of Education for approval. Each major area of interest shall be deemed approved unless specifically rejected by the Commissioner within 60 days. Upon approval, each district’s major areas of interest shall be available for

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

use by all school districts and shall be posted on the Department of Education web site at: www.fldoe.org/aplusplus

- (c) Students may select a second major, a minor, or elective courses to earn the eight credits required for graduation. Minor areas of interest are composed of three credits selected by the student as part of the education plan.
- (d) Students pursuing a special diploma are encouraged to have a Major Area of Interest, but are not required by statute. Because the courses leading toward a special diploma can be repeated for multiple credits, it is possible to have one course listed as a course toward a major. When this occurs, the school must document the sequential nature of instruction that occurs throughout the four years.

(3) High School Grading

(a) 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 9 through 12 are as follows:

<i>Value</i>	<i>Numeric Range</i>	<i>Letter Grade</i>	<i>Definition</i>
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*

* An incomplete grade (I) will be changed to a letter grade upon completion of all course requirements within ten school days, unless approved by the principal. If the course requirements are not completed, the incomplete grade will become an “F.”

- (b) 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.

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

- (c) Pass/Fail grades will not be used for courses in Manatee District Schools except for the elective credit for community service. 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 the grade point average.
- (d) Semester Grades
A semester exam is required in all courses for high school credit. Semester exams may not be given early. All semester grades are calculated based on unweighted letter grades.
1. The student's semester grade is calculated by averaging according to the following scale:

Quarter 1 = 40%
Quarter 2 = 40%
Semester Assessment = 20%
 2. The semester grade is based on averaging the percentage for each quarter and the semester exam according to these percentages.
 3. 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 meets district criteria as follows.
 - a. The average of the two letter grades for the two semesters would result in a D (1.0) or above. The final course grade is awarded as follows: 1 – 1.5 = D; 2 – 2.5 = C, with the highest final grade awarded for the year-long course being a C; and
 - b. The student must earn a D or above on the semester exam for each semester.
 - c. This rule applies when both semesters are taken within one school year and the student fails one of the two semesters. Students continue to earn a half credit for passing a semester of a course. This does not affect other credit recovery options.

(4) Makeup Work

Following an absence, the student has the responsibility to contact his/her teachers on the next attendance day in order to obtain any missed

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

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.

(5) Grade Point Average

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

- (a) Parents of students who have a cumulative GPA of less than .5 above the cumulative GPA required for graduation 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.
- (b) Special assistance to obtain a high school equivalency diploma may be given only when all requirements for graduation are completed except for the required cumulative grade point average.

(6) Class Rank

For the purposes of class ranking, high schools will use both a weighted and unweighted grading system for appropriate courses as indicated in the Course Code Directory for grades 9 through 12. Class rank for graduation will be determined in January.

- (a) An additional one (1) weighted grade point will be added to each course grade of a D or above in courses designated in the Florida Department of Education Course Code Directory as any of the following:
 - 1. Advanced Placement
 - 2. Pre-International Baccalaureate
 - 3. International Baccalaureate
 - 4. College Dual Enrollment in Language Arts, Mathematics, Science or Social Studies as stated in the Dual Enrollment Agreement with Manatee Community College unless the course specifically aligns with an established Advanced Placement course

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

5. Courses designated as Honors in Language Arts, Mathematics, Science or Social Studies

(b) Class rank will be determined based on courses for which credit and grades are awarded toward a standard diploma. A student’s rank in class will be determined using both an unweighted and a weighted grade point average.

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

(7) Honors Recognition

In recognition of excellence in academic achievement, the upper ten percent of the graduating class, based on both the unweighted and the weighted rank in class, will be graduated with Honors.

(a) The upper four percent of the graduating class, based on both the unweighted and weighted rank in class, will be graduated with Highest Honors.

(b) High schools will determine the top 10% of the graduating seniors using the weighted grade point average and the top 10% of the graduating seniors using the unweighted grade point average. The two lists will be **combined**, and all of these students will graduate with Honors.

(d) High schools will determine the top 4% of the graduating seniors using the weighted grade point average and the top 4% of the graduating seniors using the unweighted grade point average. The two lists will be **combined**, and all of these students will graduate with Highest Honors.

(d) All Honors and Highest Honors students will be recognized at commencement. A valedictorian and a salutatorian will not be chosen.

(8) Grade Forgiveness

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

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

- (a) To assist students in achieving a cumulative grade point average of 2.0 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 will 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.
- (b) The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of C, D, or F. In such case, 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.
- (c) In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course not replaced according to the forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.
- (d) Elective courses may be replaced with the same elective course or any other elective course, as long as graduation requirements are still met with the substituted elective course. An elective course used for forgiveness must be within the same discipline. A student may choose to retake a high school course where no credit was awarded.

(9) 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 Manatee Core Curriculum.

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

- (a) For the purpose of high school graduation requirements, one full credit is determined as follows:
 - 1. A minimum of 135 bona fide instruction in a designated course of study which contains student performance standards; or
 - 2. 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.

- (b) 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.

- (c) 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.

- (d) No student may be granted credit toward high school graduation for enrollment in the following programs or courses:
 - 1. More than a total of nine elective credits in remedial programs.
 - 2. More than one credit in exploratory vocational courses.
 - 3. More than three credits in practical family arts and consumer sciences classes.
 - 4. 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, Guidance Counselor, and the Parent, if the student is not 18 years or older. The plan must specify the need for enrollment in a remedial or Level 1 course.

(10) Remedial, Intensive and Level 1 Courses

Level 1 courses are designed for high school students who are not performing at a high school level. In such cases, remedial or intensive courses will earn only one credit.

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

(11) Acceleration Options

Articulated acceleration shall be available and will serve 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 shall include, but not be limited to Dual Enrollment, early admissions, Advanced Placement and the International Baccalaureate program. Credits earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration.

(a) At the beginning of each school year, schools will notify parents of students in or entering high school of the opportunity and benefits of participating in Advanced Placement, International Baccalaureate, Dual Enrollment, and Florida Virtual School classes.

(b) 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.

(12) Advanced Placement

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

(13) International Baccalaureate Program

The International Baccalaureate Program is the curriculum whereby students are enrolled in a program of studies offered through the IB Program administered by the IB Office. The State Board of Education has established rules that specify the cutoff scores and IB Examination that will be used to

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

grant post-secondary credit at community colleges and universities. Students shall be awarded a maximum of 30 college semester credit hours. Students shall be exempt from payment of any fees for administration of the examinations, regardless of whether or not the student achieves a passing score on the examination.

(14) Online Learning

Manatee County schools are affiliated with Florida Virtual School so that students in grades 9 through 12 have access to enroll in Florida Virtual School and be awarded credit for successful completion of such courses. Access shall be available to students during or after the normal school day and through summer school enrollment. Access is available to regular full-time students before or after the normal school day, to home education and Horizons LIFE students during the school day, and to all students through summer school enrollment.

- (a) Seniors with only one or two credits to complete may seek their Principal's permission to complete the online courses at home through the Horizons LIFE program and still graduate with their class.
- (b) Students may participate in Drop Out Prevention Virtual School programs (eg. Horizon LIFE) if they meet any of the following criteria:
 - 1. The student is academically unsuccessful as evidenced by low test scores, retention, failing grades, low grade point average, falling behind in earning credits, or not meeting the state or district proficiency levels in reading, mathematics, or writing.
 - 2. The student has a pattern of excessive absenteeism or has been identified as a habitual truant.
 - 3. The student has a history of disruptive behavior in school or has committed an offense that warrants out-of-school suspension or expulsion from school according to the District School Board's code of student conduct. Disruptive behavior is defined as that which interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide or results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom; or severely threatens the general welfare of students or others with whom the student comes into contact.

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

4. The ELL Committee must meet to determine students' placement in these programs of study.

(15) High School Courses Taken in Middle School

High school courses taken during middle school may be used to satisfy high school graduation requirements and Florida Bright Futures award requirements.

- (a) A student must be granted credit toward high school graduation requirements for courses taken in middle school.
- (b) 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).
- (c) Only a full year of the course may be carried forward for high school credit.
- (d) 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.
- (e) Students who earn credit in English I Honors in middle school shall enroll in English II or English II Honors during their first year in high school.

(16) Early Admission

Early admission shall be in the form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students enrolled are exempt from the payment of registration, matriculation, and lab fees.

(17) College Dual Enrollment Programs

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

- (a) 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.

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

- (b) District school boards must annually assess the demand for dual enrollment and other advanced courses, and the district school board shall consider strategies and programs to meet that demand and include access to dual enrollment on the high school campus whenever possible.
- (c) Information regarding student education options which discriminate against dual enrollment courses is prohibited.
- (d) Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollment.
- (e) Students who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term.
 - 1. 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).
 - 2. Any student so enrolled is exempt from the payment of registration, tuition, and laboratory fees.
 - 3. 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.
 - 4. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.
- (f) Each semester of instruction that is eligible for high school and postsecondary credit shall be reported by school districts as 75 membership hours for purposes of FTE calculation. Any student so enrolled is exempt from payment of registration, tuition, the purchase of the primary text, and laboratory fees.
- (g) Dual enrollment courses are weighted the same as honors, Advanced Placement, and International Baccalaureate courses. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.
- (h) The Department of Education adopted guidelines to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. A third or fourth year high school student must:

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

1. Demonstrate readiness for college-level course work if the student is to be enrolled in college courses;
 2. Demonstrate readiness for career-level course work if the student is to be enrolled in career courses;
 3. Indicate that in addition to the common placement examination, student qualifications for enrollment in college credit dual enrollment courses must include at least 3.0 unweighted GPA, and student qualifications for enrollment in career certificate dual enrollment course must include at least a 2.0 unweighted grade point average.
- (i) Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program and shall be used to enroll students in isolated career courses.
- (j) A Comprehensive Articulated Acceleration Program Agreement is jointly developed between the School District of Manatee County and State College of Florida 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:
1. A delineation of courses and programs available for students;
 2. A plan for the community college to provide guidance services to participating students on the selection of courses in the dual enrollment program;
 3. The process by which students are eligible to participate in dual enrollment and their parents are informed about opportunities to participate in acceleration programs;
 4. An assurance that each dual enrollment student is encouraged to identify a postsecondary education objective with which to guide the course selection ;
 5. 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;

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

6. The process by which students and their parents exercise their option to participate in an acceleration program;
 7. High school credits earned for completion of each dual enrollment course;
 8. Postsecondary courses that meet the criteria for inclusion in the district articulated acceleration program to be counted toward meeting graduation requirements;
 9. Eligibility criteria for student participation;
 10. Institutional responsibility for screening prior to enrollment and monitoring student performance subsequent to enrollment;
 11. Identification of the instructional quality criteria for dual enrollment courses and programs that are to be judged;
 12. A delineation of institutional responsibilities for instructional quality;
 13. A delineation of responsibilities for cost of dual enrollment course and instructional materials;
 14. Transportation;
 15. The process for converting college credit hours through dual enrollment and early admissions to high school credit; and
 16. 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.
- (k) Only those academic elective courses approved in the Dual Enrollment Agreement can be taken for Dual Enrollment Credit. An academic elective that counts as credit toward graduation can be taken as Dual Enrollment with the approval of the Principal.
- (l) The school district and community college may conduct advanced placement instruction within dual enrollment courses. Students enrolled in a joint dual enrollment and advanced placement course may be funded by either dual enrollment or advanced placement formula, as specified in §1001.62, F.S.; however, no student shall be funded through both a dual enrollment and advanced placement program. The school board shall utilize the funding formula that more closely approximates the cost of the course.
- (m) Postsecondary credit for a joint dual enrollment and advanced placement course shall be awarded as either dual enrollment or advanced placement credit, based on student preference. An award of advanced placement credit must be limited to students who score a minimum of 3 on a 5-point

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

scale on the Advanced Placement Examination. No student shall claim double credit based on the completion of a single joint dual enrollment and advanced placement course, nor shall any student be required to complete the Advanced Placement Examination.

- (n) 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 interinstitutional articulation agreement and that equal one full credit of the equivalent high school course.

(18) Credit by Examination

Credit by examination shall be 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.

(19) College and University Programs

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

- (a) 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.
- (b) With the approval of the Principal, students may earn credit through Dual Enrollment, Advanced Placement, International Baccalaureate programs, Florida Virtual School, and by using substitutions indicated in the course code directory.

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

(20) Home Education

Home education students may participate in College Dual Enrollment, working directly with State College of Florida or other postsecondary institutions, career and technical dual enrollment and early admission and credit by exam by postsecondary institutions. Dual Enrollment credit earned by home education students shall apply toward the completion of a home education program that meets the requirements of state statute.

(21) Career and Technical Education Course Substitutions To Fulfill Graduation Requirements

Career and technical program substitutions not to exceed two credits in each of the non-elective subject areas of English, mathematics and science are provided as specified in Florida Statute and in the Florida Department of Education Course Code Directory. The career and technical program that is substituted for a non-elective academic course will be funded at the level appropriate for the career and technical program. Career and technical education course substitutions will not count toward state university system admissions requirements.

(a) Requirements for career and technical education course substitution:

1. Any student in grades 9 through 12 who enrolls in and satisfactorily completes a job preparatory program may substitute credit for a portion of the required 4 credits in English, 3 credits in mathematics for students entering high school prior to 2007-2008 or 4 credits in mathematics for students entering high school in 2007-2008 or thereafter, and 3 credits in science. The credit substituted for English, mathematics, or science earned through the career and technical job preparatory program shall be on a curriculum equivalency basis.
2. Career and technical course substitutions shall not exceed two (2) credits in each subject area. A program which has been used to substitute in one subject area may not be used to substitute for any other area.
3. Job preparatory programs identified as being equivalent are indicated in the Florida Course Code Directory.

(b) Before the student graduates from high school, the school shall assess the student's preparation to enter the workforce and provide the student and the student's parent or legal guardian with the results of the assessment. The Department of Education has determined that because the FCAT assesses certain Education Goal 3 Standards, which were

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

developed from the U.S. Secretary of Labor’s report on necessary skills for the workforce (SCANS), the FCAT can serve as this assessment.

(c) High School students may qualify to earn credit in the Computing for College and Career course (8209020) through a district assessment process if the following conditions are met:

1. The student takes and passes a district comprehensive test with an 80% or above. The test will be administered only one time each year during the first week of May. Each student may only take this district assessment once.
2. The student must successfully complete a second business technology education (BTE) course in one of the BTE programs offered at the high school and earn one credit.
3. The student must participate in a minimum of one Future Business Leaders of America (FBLA) out of school, district, state and/or national competition at the high school level during the year in which the student is taking the business technology education course specified above.
4. The student must complete an elective business technology education portfolio that meets all requirements found in the Business Leadership Skills Curriculum Guide, including a signed high school Business Technology Education Teacher Recommendation Form found in the Business Leadership Skills Curriculum Guide.

When these conditions are met, the student may be awarded one (1) credit for the Computing for College and Careers course.

(22) High School Promotion

Grade placement and promotion for students pursuing a standard diploma are based on the following criteria.

(a) Standard Diploma

To move from:	A student must earn:	Credits required for January Promotion:
Grade 9 to 10	5 credits	Only for 9R students with at least 5 credits*
Grade 10 to 11	10 credits	10 credits
Grade 11 to 12	17 credits	17 credits

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

1. *Only 9R students (students repeating the 9th grade) may be promoted to 10th grade mid-year. Students entering high school with credits earned during middle school are not eligible for mid-year promotion in the 9th or 10th grade. Students must remain in the 10th grade until they take the 10th grade FCAT Reading, Writing, and Mathematics for the first time. A student cannot move from 9R status to 11th grade within the same school year.

2. Students are promoted after the first half of the school year; after the end of the school year; or following summer school as defined by the district calendar. Students who meet the criteria for mid year promotions may be promoted. Student progression from one grade to another is partially based on proficiency in reading, writing, mathematics and science.

(b) Special Diploma

Students who have exceeded the number of years required for their diploma option are not required to enroll in a full school day. Each school designs a district-approved plan to assist students in meeting the grade point average requirement for graduation.

1. Grade placement and promotion for ESE students pursuing a special diploma are based on the following criteria.

To move from:	ESE student must earn:	Credits required for January Promotion:
Grade 9 to 10	5 credits	Only for 9R students with at least 5 credits*
Grade 10 to 11	10 credits	10 credits
Grade 11 to 12	15 credits	17 credits

2. *Only 9R students (students repeating the 9th grade) may be promoted to 10th grade mid-year. Students entering high school with credits earned during middle school are not eligible for mid-year promotion in the 9th or 10th grade. Students must remain in the 10th grade until they take the 10th grade FCAT Reading, Writing, and Mathematics for the

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

first time. A student cannot move from 9R status to 11th grade within the same school year.

3. Students may be promoted after the first half of the school year; after the end of the school year; or following summer school as defined by the district calendar. Student progression from one grade to another is partially based on proficiency in reading, writing, mathematics and science.

(23) Graduation Requirements: General Information

- (a) A student in a Manatee County public school may earn a Standard Diploma, a Special Diploma for Exceptional Education Students, 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, not to exceed three years from the expected date of graduation. 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.
- (b) 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 or legal guardian with the results of the assessment. The Department of Education has determined that, because FCAT assesses certain Education Goal 3 standards, which were developed from a United States Secretary of Labor's report on necessary skills, the FCAT can serve as this assessment.
- (c) Students who have met all requirements for the standard high school diploma except for passage of the Grade 10 FCAT 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 a CPT-Eligible Certificate of Completion, be allowed to take the Common Placement Test (CPT) and be admitted to remedial or credit courses at a state community college, as appropriate.
 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

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

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 Grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma.

(24) Seniors Completing Requirements on Florida Virtual School

A student must be registered at a Manatee District high school in order to earn a diploma from that school. A 12th grade student who completes all of his/her remaining credits on Florida Virtual School will earn a Manatee County Diploma. However, the 12th grade student is not entitled to participate in any senior activities.

(25) Out-of-State Transfers

- (a) The procedures for students transferring from out-of-state or out-of-country into a Florida public school are as follows:
1. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face.
 2. 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. 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 the validation based on performance requirement shall have courses validated using the Alternative Validation Procedure as described below.
 - a. Portfolio evaluation;
 - b. Demonstrated performance in courses taken at other public or private accredited schools;
 - c. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - d. Demonstrated proficiencies on the FCAT; or
 - e. Written review of the criteria utilized for a given subject provided by the former school.

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

- (b) Students must be provided at least 90 days from date of transfer to prepare for assessments if required.
- (c) 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 grade 10 FCAT or an approved alternative assessment. The approved alternative assessments are the ACT and SAT.
- (d) Transferring students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.
- (e) 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 10th grade FCAT shall satisfy the assessment requirement for a standard high school diploma.

(26) Change in Graduation Requirements

- (a) District school boards are authorized to establish requirements for high school graduation in excess of the minimum 24 credit 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. Any increase in academic credit or minimum grade point average requirements must not apply to a student who earns credit toward the graduation requirements for equivalent courses taken through dual enrollment.
- (b) School Board approval is required prior to a school's increasing graduation requirements. An increase in academic credit or minimum grade point average requirements shall not apply to students in grades 9 – 12 at the time of the increase.
- (c) District School Boards may not establish requirements for accelerated three year high school graduation options in excess of the requirements

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

(Three Year Standard College Preparatory Program or Three year Career Preparatory Program).

(27) Participation in Graduation Ceremony

- (a) A student must complete all requirements for a standard or special diploma in order to participate in his/her high school graduation ceremony. A student must be registered at a Manatee District High School in order to participate in that high school's graduation ceremony.
- (b) 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.
- (c) A student who receives a Certificate of Completion may not participate in any graduation ceremony.

(28) Summer Graduation

- (a) A student who completes the 12th grade having met all of the graduation requirements except for one-half credit may attend summer school. If the student satisfactorily completes the half credit, the student may participate in the district summer graduation ceremony.
- (b) A student who completes the 12th grade having met all of the graduation requirements except for the assessment requirement (either by passing the 10th grade FCAT or by achieving a concordant score) and successfully completes the Graduate Educational Development (GED) tests by June 30, may participate in the district summer graduation ceremony and be awarded a Manatee District diploma.

(29) FCAT Concordant Scores

- (a) To meet graduation requirements, a student must earn passing scores on the FCAT or scores on a standardized test that are concordant with passing scores on the FCAT.
- (b) Students must take the grade 10 FCAT a total of three times without earning a passing score in order to use the scores on an alternative standardized assessment to substitute for the FCAT requirement. This

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

requirement does not apply to a student who transferred into the Florida public school system in the 12th grade. Twelfth grade students scheduled to graduate who have attained the ACT or SAT scores concordant with the

FCAT passing scores shall satisfy the assessment requirement for a standard high school diploma.

2005 - 2009 Concordant Scores

Assessment	Reading	Mathematics
FCAT	1926	1889
SAT	410	370
ACT	15	15

- (c) Once a student has met the assessment graduation requirement for a standard high school diploma with a concordant score and has taken and failed the Grade 10 FCAT a total of three times, Florida’s school code does not require the student to continue retaking the Grade 10 FCAT for the purpose of high school graduation. Students scoring at Level 1 and 2 on FCAT reading or FCAT mathematics must continue to receive intervention and remediation irrespective of graduation requirements.

(30) Graduation Requirements: The Standard Diploma

- (a) 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 (including the International Baccalaureate Diploma available through School Choice) 24 credits
 2. Three Year College Preparatory Diploma 18 credits
 3. Three Year Career Preparatory Standard Diploma 18 credits
- (b) By the end of the 9th grade, students must select one of the graduation options. The choice is exclusively up to the student and his/her parent.
- (c) For a student who enters the Florida public school system after the 9th grade, or for a student who was prevented from choosing a graduation option due to illness in the 9th grade, a diploma option must be selected prior to the end of the student’s first semester of 10th grade.

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

- (d) If the student and parent or legal guardian fail to select a diploma option, the student shall be considered to have selected the Four Year Standard Diploma option, which requires 24 credits.
- (e) Each year, schools shall notify students in grades 6 – 9 and their parents of the high school graduation options and requirements, including the respective curriculum requirements for those options, so that the student and parents may select the program which best fits their needs. This notification shall be made prior to the annual spring registration of students for the following year so that the student’s academic plan can be selected or modified to meet the needs of the student. Students must be advised of eligibility requirements for state scholarship programs and postsecondary admissions.
- (f) **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 student submit in writing a request to change diploma options as part of the registration process for the upcoming school year. Any such change must be submitted in writing.
- (g) **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.
- (d) **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.

(31) Four Year Standard Diploma Option

- (a) **Course Requirements for a Four Year Standard Diploma Requiring 24 Credits For Students Entering High School 2007-08 and Thereafter**

Sixteen Core Curriculum Credits and eight Major, Minor, or Elective Credits are required for distributed as follows.

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

Core Subjects		16 Credits
Subject	Credits	Specifications
English	4	Major concentration in composition, reading for information, and literature
Mathematics	4	Including Algebra I or its equivalent or Algebra I Honors
Science	3	Including Biology and a physical science. Two must have a lab component.
World History	1	Including comparative study of history, doctrines, objectives of all political systems
American History	1	
Economics	0.5	Including comparative study of history, doctrines, object. of all economic systems
American Government	0.5	Including study of the U.S. Constitution and Florida government, including study of State Constitution, three branches of state govt., and municipal and county govt.

Majors, Minors or Electives		8 Credits
Subject	Credits	Specifications
Physical Ed./Health	1	HOPE (Health Opportunities through Physical Education)
Major Area of Interest	4	Such as sequential courses in a career & technical program , fine & performing arts, or academic content area, selected by the student as part of the education plan.
Fine & Performing Arts	1	Art, Dance, Drama/Theatre and Music, Speech/Debate, or performing, fine arts or practical arts course that incorporates artistic content and techniques of creativity, interpretation and imagination.
Electives	4	Selected from other electives or major or minor areas

Total credits required: 24

(b) Mathematics

Successful completion of Algebra IA and Algebra IB will satisfy the Algebra I requirement for graduation. Level III 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. Completion of Algebra II or a Level III mathematics course will fulfill the Algebra requirement for graduation, but does not earn the Algebra I credit. Students must still earn the necessary mathematics credits required for graduation.

(c) Science

Agriscience Foundations I may count as a science credit. Integrated Science I, II and III taken in sequence will meet the science requirements. Students who enter 9th grade in 2001 and thereafter and complete Integrated Science I will be able to meet the science requirement by completing Integrated Science II and III or by completing Integrated Science I and Biology and a physical science course.

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

(d) Community Service, 2007-08 and Thereafter (student choosing this option must complete a minimum of 75 hours of service in order to earn the one-half credit in either category of instruction.)

1. A student may earn .5 elective credit for community service for 75 hours of non-paid voluntary community or school service work as designated in Florida Statute.
2. The student will earn .5 credit but no grade.
3. The State Board of Education approves the types of volunteer activities and nonacademic activities that may earn community service credit.
4. Credit may not be earned for service provided as a result of court action.
5. Principals are responsible for approving specific volunteer activities.

(e) HOPE (Health Opportunities through Physical Education) Options 2007-08 and Thereafter

A school may not require students to take the one credit in physical education/health or HOPE during the ninth grade. Certain activities as follows may satisfy a portion of or all of the Physical Education requirement.

1. Interscholastic Sports
Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one credit graduation requirement in physical education if the student passes a competency test on personal fitness with a score of C or better. The competency test on personal fitness must be developed by the Department of Education. If the student satisfies the P.E. requirement through this option, the student must substitute a one-credit elective for the P.E. credit to meet graduation requirements.
2. JROTC
Completion of two years in a JROTC class, a significant component of which is drills, satisfies both the full requirement of physical education and the full requirement of performing arts. This credit may not be used to satisfy the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. If the student satisfies the P.E. requirement and performing arts requirement through this option, the student must substitute additional elective credits to meet graduation requirements.

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

requirement with the state equivalents. Credit may not be earned for more than one of the options. Completion of Algebra II or a Level III mathematics course will fulfill the Algebra requirement for graduation, but does not earn the Algebra I credit. Students must still earn the necessary mathematics credits required for graduation.

(c) Science

Agriscience Foundations I may count as a science credit. Integrated Science I, II and III taken in sequence will meet the science requirements. Students who enter 9th grade in 2001 and thereafter and complete Integrated Science I will be able to meet the science requirement by completing Integrated Science II and III or by completing Integrated Science I and Biology and a physical science course.

(d) Physical Education Options 2006-07 and Before

1. Physical Education must include assessment, improvement, and maintenance of personal fitness. A school may not require students to take the one credit in physical education/health during the ninth grade.
2. Certain activities as follows may satisfy a portion of or all of the Physical Education requirement.

a. Interscholastic Sports (2007-08 and Thereafter; 2006-07 and Before)

Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one credit graduation requirement in physical education and personal fitness if the student passes a competency test on personal fitness with a score of C or better. The competency test on personal fitness must be developed by the Department of Education. If the student satisfies the P.E ./Personal Fitness requirement through this option, the student must substitute a one-credit elective for the P.E. credit to meet the graduation requirements.

b. Marching Band and Dance (2006-07 and Before)

Completion of one semester with a grade of C or better in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity may satisfy .5 of the 1 credit requirement in physical education. Only students who are actually enrolled in an official

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

Band course and who regularly practice and perform marching activities during a full marching band season as part of the class or as an extracurricular activity or who are enrolled in a physical activity class that addresses such activities as eurhythmics, flag corps, dance corps, and who regularly practice and perform in marching band activities as an extracurricular activity for a full marching band season are eligible for this option. This will meet the requirement for .5 credit of physical education, but does not earn the credit. Such students must still take personal fitness. Marching band students are not required to pass the personal fitness competency test to exempt the .5 credit. The marching band option may not be used in combination with participation in an interscholastic sport for only one season in order to exempt the full credit physical education requirement.

c. JROTC (2006-07 and Before)

Completion of one semester with a grade of C or better in a JROTC class that includes a significant component of drills will also satisfy the .5 credit in physical education. This will meet the requirement for .5 credit of physical education, but does not earn the credit.

(f) Life Management Skills, 2004-05 to 2006-07

Beginning with the 2004-05 school year, upon completion of the Army JROTC Leadership Education and Training courses I and II, students may substitute, on a curriculum equivalency basis, one JROTC credit for .5 credit of Health I – Life Management Skills to satisfy the Life Management skills graduation requirement. This meets the requirement for LMS, but does not earn the credit. This is not retroactive and is effective only for students completing JROTC courses in the 2004-05 school year and thereafter.

(g) Community Service, 2006-07 and Before

A student may earn .5 elective credit for community service for completion of non-paid voluntary community or school service work as designated in Florida Statute. The student will earn .5 credit but no grade. A student must complete a minimum of 75 hours of service in either category. Credit may not be earned for service provided as a result of court action. Principals are responsible for approving specific volunteer activities. Credit may be earned for volunteer activities and nonacademic activities that have been approved by the State Board of Education.

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

(33) Accelerated Diploma Options

- (a) Prior to a student selecting an accelerated diploma option, designated school personnel must meet with the student and his/her parent or legal guardian to explain the requirements, advantages and disadvantages of each program option. The student must submit a signed parental consent to the Principal and Guidance Counselor in order to enter an accelerated program.
- (b) The student shall have achieved at least an FCAT reading achievement level of 3, and FCAT mathematics achievement level of 3, and FCAT writing score of 3 on the most recent assessments taken by the student.
- (c) Students choosing the three year diploma option must attend high school as a full time student for three full school years.
- (d) No requirements for the 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.
- (e) A student who does not meet all of the requirements for a three year diploma within three school years, including any summer school or learning options approved by the Principal, will automatically revert to the 24 credit diploma option and must complete all of the additional graduation requirements to earn a diploma.
- (f) If, by the end of grade 10, a student is not on track to meet the credit, assessment or grade point average requirements of the accelerated graduation option selected, the school must notify the student and parent or legal guardian of the requirements that the student is not meeting and the specific performance that will be necessary in grade 11 for the student to meet the accelerated graduation requirements. Also, the student and must be notified of the right to change to a four year program. Students may choose to change to the standard four year program at any time. In addition, students will be automatically moved to the four year program if the student:
 - 1. Exercises the right to change to the four year program;
 - 2. Fails to earn five credits by the end of grade 9;
 - 3. Fails to earn 11 credits by the end of grade 10;

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

4. Does not achieve a score of 3 or higher on the grade 10 FCAT writing, reading and math assessments; or
5. Does not meet the grade point average requirements and individual course grade requirements by the end of grade 11.

(g) Course Requirements for a Three Year College Preparatory Standard Diploma Requiring 18 Credits

A three year college preparatory standard diploma is awarded to a student who:

1. Successfully completes in grades 9 through 12 (11) a minimum of 18 academic credits required for graduation as specified below;
2. Earns a passing score on all state mandated tests required for graduation;
3. Achieves a cumulative weighted grade point average of 3.0 in all courses required for the accelerated option and earns at least a weighted or unweighted 3.0 in all required courses, including credits earned by repeating a course; and
4. For any student entering 9th grade in 2006-07 or thereafter, earns a cumulative grade point of 3.5 in the courses required for the college preparatory accelerated high school graduation option.

Subject	Credits	Specifications
English	4	Major concentration in composition, reading for information, literature
Mathematics	3	Including Algebra I or higher from the list of courses that qualify for state university admission
Science	3	3 credits in natural science, two of which must have a laboratory component, including biology and a physical science. Agriscience Foundation I may count as a science credit. Integrated Science I, II and III taken in sequence meets the science requirement.
Social Studies	3	Including 1 credit in American History, 1 credit in World History, .5 credit in American Government and .5 credit in Economics.
Foreign Language	2	2 credits in the same language, unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirements with credits in other academic courses.
Electives	3	Must satisfy the course description requirements for state university Admissions. Students seeking admission to a state university system must complete four credits in mathematics at Algebra I or higher level.

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

5. All courses, including electives, must meet the State University System Admissions requirements. For students who choose this option in the 2005-06 school year, at least 6 of the 8 credits required for completion of this program must be received in classes that are honors, dual enrollment, advanced placement, or International Baccalaureate. For students who choose this option in the 2006-07 school year and thereafter, at least 6 of the 18 credits required for completion of this program must be received in classes that are in the International Baccalaureate Program, the Advanced Placement Program, or dual enrollment, or specifically listed or identified by the Department of Education as rigorous pursuant to 1009.531(3), F.S.

(h) Course Requirements for a Three Year Career Preparatory Standard Diploma Requiring 18 Credits

A three year college preparatory standard diploma is awarded to a student who:

1. Successfully completes a minimum of 18 academic credits in grades 9 – 11 (12) required for graduation as specified below;
2. Earns a passing score on all state mandated tests required for graduation; and
3. Achieves a cumulative weighted grade point average of 3.0 in all courses taken and earns at least a weighted grade of 2.0 in all required courses, including credits earned by repeating a course.

Subject	Credits	Specifications
English	4	Major concentration in composition, reading for information, and literature
Mathematics	3	One of which must be Algebra I or Algebra I Honors
Science	3	3 credits in natural science, two of which must have a laboratory component, including biology and a physical science. Agriscience Foundation I may count as a science credit. Integrated Science I, II and III taken in sequence meets the science requirement. Students who complete Int. Science I can meet the science graduation requirement by completing Integrated Science II and III or by completing Int. Science I and Biology and a physical science.
Social Studies	3	Including 1 credit in American History, 1 credit in World History, .5 credit in American Government and .5 credit in Economics.
Vocational or Career Electives	3	In a single vocational or career education program, 3 credits in career and technical certificate dual enrollment courses, or 5 credits in vocational or career educational courses. A single vocational or career program of studies that requires at least three secondary career and technical credits taken over at least two academic years that will qualify a student for the Florida Gold Seal Vocational Scholars Award.
Electives	2	2 credits unless 5 credits are earned in vocational or career education courses

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

(34) Other Diploma Options

Other diploma options for Manatee district students include:

- (a) Adult High School Diploma
- (b) GED Equivalency Diploma
- (c) GED Exit Option - The successful completion of the program will result in the award of a State of Florida High School Equivalency Diploma.

(35) Adult Student High School Diploma

- (a) In order to earn an Adult Education Standard Diploma, a student enrolled in an adult education program must meet all of the requirements for a standard diploma. However, the laboratory component for the science requirements may be waived if facilities are not available and the credit in physical education may be waived and elective credit may be substituted.
- (b) 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.
- (c) 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 on full year of military service;
 - 2. Correspondence courses completed under USAFI; and
 - 3. Organized courses completed in a school operated by the Armed Forces.
- (d) 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.
- (e) 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.

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

- (f) 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.
- (g) 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.

(36) GED Equivalency Diploma Option

- (a) The GED is a battery of five General Educational Development Tests. A student must be 17 years old with parental permission or 18 years of age at the time of application. A student who is 16 years old may qualify for a hardship age waiver* due to extraordinary circumstances.
- b) The student must reside in Manatee County and apply to take the GED using the DVE 090 Application for State of Florida High School Diploma and submit it to the approved GED testing center. The examinee must present a valid Florida Driver's License or Florida Identification Card.
- (c) If currently enrolled in a Manatee District school, the student must continue to attend school and is allowed to withdraw up to five (5) school days prior to sitting for the scheduled GED test.
- (d) After satisfactorily passing the GED tests, the student will receive a State of Florida High School Diploma and will be considered an adult graduate. The student may participate in the adult high school graduation ceremonies.
- (f) *Age Waiver

A 16 year old student may qualify for a waiver if he/she demonstrates extraordinary circumstances resulting in physical, social, and economic problems of sufficient magnitude to warrant a waiver. Extraordinary circumstances include, but are not limited to:

1. Marriage;
2. Unwed motherhood or pregnancy;
3. Plans to enter postsecondary education or training which requires a high school diploma or equivalent, acknowledged by the provide of the postsecondary service;

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

4. Plans to enter the Armed Services, acknowledged by parent/guardian and recruiting officer;
 5. Physical or psychological handicap(s) which prevent attendance at a regular school, verified by parent/guardian, physician or Manatee School District Director of Exceptional Student Education;
 6. Already out of school on a work permit and gainfully employed for eight months or longer, verified by parent/guardian and employer; or
 7. In custody of the Juvenile Court or in a rehabilitation center, verified by parent/guardian and judicial officer.
- (f) A 16-year-old student who chooses to graduate from high school through the GED examination shall make a written request for a hardship age waiver. The statement of justification is to be directed to the Principal of the school that the student is currently attending. The school is to conduct a career planning conference with the student and the parent/guardian. Following the conference, the parent/guardian signs approval of the request for waiver. The waiver is then submitted to the Principal for his/her signature.
- (g) If the hardship age waiver is granted, the student must complete the GED Predictor Test. If the student earns qualifying scores on the Predictor Test, the student may apply to take the GED and may withdraw from school five (5) days prior to sitting for the GED exam.
- (h) A student who is not successful in passing the GED will be re-enrolled at the high school.
- (i) GED Exit Option

Effective for students entering the GED Exit Option beginning in 2009-10 school year.

The successful completion of the program will result in the award of a State of Florida High School Equivalency Diploma. Pursuant to Florida Statute, this diploma “. . . shall have equal status with other high school diplomas for all state purposes, including admission to any state university or community college.”

1. Students must meet the following criteria:
 - a. In jeopardy of not graduating with their kindergarten cohort group due to credit deficiency and low grade point average; and

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

- b. At least 17 years of age; and
 - c. Currently enrolled in a public school program; and
 - d. Enrolled in courses that meet high school graduation requirements; and
 - e. Must pass 10th Grade FCAT prior to taking GED Exam; and
 - (f) Demonstrated reading ability at the 9th grade level or higher at the time of GED testing as determined by an official GED Predictor Test.
2. Participation in the GED Exit Option program is voluntary and requires parental consent. A student served in the GED Exit Option program is processed through the collaboration of Dropout Prevention and the school's guidance counselors. Administrative review is required. Dropout Prevention staff provides annual training to all high school guidance personnel.
 3. The ELL Committee is required to meet to determine placement for English Language Learners.
 4. The GED Exit Option Program is subject to annual approval by the Florida Department of Education.

(37) Certificate of Completion

- (a) 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 FCAT or scores on a standardized test that are concordant with passing scores on the FCAT;
 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.
- (b) The student shall be awarded a certificate of completion in a form prescribed by the State Board. Any student who receives a certificate of completion may elect to remain in the secondary school, either as a full-time or part-time student, for up to one additional year, and receive special instruction designed to remedy his/her identified deficiencies. If the student meets the additional requirements to earn a diploma, the diploma will be awarded from the home high school.

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

- (c) 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.
- (d) The district Superintendent shall be responsible for insuring that schools notify all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions.
- (e) The following section will be implemented to the extent that funding is provided in the General Appropriations Act. Students who have met all requirements for a standard high school diploma except for passage of the 10th grade FCAT or an alternative 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, and upon receipt of a certificate of completion, take the College Placement Test and be admitted to remedial or credit courses at a state community college, as appropriate.
 - 2. Participation in an adult general education program for such time as the student requires in order to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the 10th grade FCAT an unlimited number of times in order to receive a standard high school diploma.
 - 3. Participation in an immersion English Language instruction program during the summer following the senior year. There must be documentation that students have been enrolled in an ESOL program for less than two school years and that they have met all requirements for the standard high school diploma except for passage of the 10th grade FCAT or alternate assessment. Students receiving such instruction are eligible to take the FCAT or alternative assessment and receive a standard high school diploma upon passage of the 10th grade FCAT or the alternative assessment. Upon receipt of a certificate of completion, a student will be allowed the opportunity to take the Common Placement Test (CPT) and be admitted to remedial or credit courses at a state community college as appropriate.

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

(38) Graduation Requirements: English Language Learners (ELLs)

Students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except for passage of the grade 10 FCAT or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the FCAT or alternate assessment and receive a standard high school diploma upon passage of the Grade 10 FCAT or the alternate assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act.

(39) Graduation Requirements: Exceptional Education Students

- (a) Exceptional education students (students with disabilities) are expected, to the maximum extent possible, to have access to the regular curriculum and to graduate with a Standard Diploma. The District School Board must provide instruction to prepare students with disabilities to demonstrate proficiency in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation.
- (b) Requirements for academic or basic high school courses may not be modified for students with disabilities if the courses are to be used to meet the graduation requirements for a Four Year Standard Diploma, a Three year College Preparatory Standard Diploma, or a Three Year Career Preparatory Standard Diploma.
- (c) Modifications involve changes to course outcomes that relate to the specific content, level of skill, or number of skills required for mastery. Modifications for vocational education programs are acceptable at the high school level. Modified Occupational Completion Points (MOCP) may be used if developed for students in conjunction with their Transition Individual Education Plan (IEP). Secondary students may use modified vocational courses to meet requirements of a standard diploma.
- (d) The district school board may require specific courses and programs of study within the minimum credit requirement for high school graduation and shall modify basic courses as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma using one of the following strategies:
 - 1. Assignment of the exceptional student to an exceptional education class for instruction in a basic course, with the same performance

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

- standards as those required of regular education students in the district school board student progression plan; or
2. Assignment of the exceptional student to a basic education class for instruction that is modified to accommodate the student's exceptionality.
- (e) The Individualized Educational Plan (IEP) Team shall determine which of these strategies to employ based upon an assessment of the student's needs and shall reflect this decision in the student's IEP.
- (f) For those students in an exceptionality for whom the standard diploma is not appropriate, the School District of Manatee County, pursuant to Florida Statute, prescribe high school graduation requirements for the Special Diploma. Students may use basic, vocational, and exceptional student education courses as appropriate for completing graduation requirements.
- (g) Students who complete the Special Diploma requirements shall be awarded a Special Diploma in the form prescribed by State Board rule. A student who has been classified as having an intellectual disability; an autism spectrum disorder; a language impairment; an orthopedic impairment; and other health impairment; a traumatic brain injury; an emotional or behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; or students who are deaf or hard of hearing or dual sensory impaired shall not be required to meet standard high school graduation requirements and, upon meeting the requirements prescribed by the School Board, shall be awarded a Special Diploma. The Special Diploma may be awarded based on two options:
1. Special Diploma Option I
Option 1 is based primarily on the student mastering the Student Performance Standards or State Standards for exceptional students and earning a minimum number of course credits specified by the School District of Manatee County. If a student is working toward a Special Diploma, modified academic courses are acceptable.
 - a. Graduation Requirements for Option I Special Diploma:
 - i. Cumulative grade point average of 2.0 on a 4.0 scale in all of the courses taken for graduation where the forgiveness policy does not apply.

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

- (c) The length of time for employment prior to awarding a Special Diploma under Option II shall be full-time employment based upon industry standards and 180 days of employment.
 - d. The Transition Individual Education Plan (TIEP) Team may modify full-time employment standards by decreasing the number of hours per week to be worked, if it is determined that the modification would be in the best interest of the student. The modification must be noted on the student's Transition IEP.
3. Changing Diploma Options
- a. When an ESE student reaches the age of 14, the Transition Individual Education Plan (TIEP) Team shall document on the IEP whether the student is pursuing a course of study leading toward a Standard or a Special Diploma. This decision shall be reviewed annually or upon request of the IEP team. Nothing contained in these provisions shall be construed to limit or restrict the right of an exceptional student solely to a Special Diploma. The parents of each exceptional student eligible for a Special Diploma shall be notified in writing of the options available.
 - b. An Exceptional Education student may change from a Standard Diploma to a Special Diploma Option I and receive credit toward a Special Diploma for passing regular education classes. A student changing from a Standard Diploma or a Special Diploma Option I to a Special Diploma Option II must master the prescribed set of employment and community competencies, regardless of the number and type of credits previously earned.
 - c. An ESE student may change from a Special Diploma (Option I or II) to a Standard Diploma and receive elective credit toward a Standard Diploma for passing exceptional student education courses. Changing to a Standard Diploma from a Special Diploma may necessitate additional time to complete Standard Diploma requirements.
 - d. A student earning credits toward Special Diploma Option II may apply those credits toward the requirements for Special Diploma Option I.

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

- e. A student earning a Special Diploma may remain in school until the age of 22 in order to earn a Standard Diploma.

4. Special Certificate of Completion

A special certificate of completion shall be awarded to any exceptional education student who meets all special requirements of the district school board for exceptionality, but is unable to meet the special state minimum graduation requirements.

5. Standard Diploma with FCAT Waiver

- a. The ENNOBLES Act (Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities) provides that students with disabilities shall be provided access to postsecondary education and meaningful careers for students with disabilities. A student with a disability, as defined in S.1007.02(2), F.S., for whom the Individual Education Plan (IEP) committee determines that the FCAT cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the FCAT requirement waived for the purpose of receiving a standard high school diploma, if the student:
 - i. Completes the minimum number of credits and other requirements for graduation; and
 - ii. Does not earn passing scores on the FCAT or on a standardized test that are concordant with passing scores on the FCAT after one opportunity in 10th grade and one opportunity in 11th grade.
- b. In order for the FCAT graduation requirement to be waived, the School District of Manatee County IEP Team must meet during the student's senior year to determine whether the FCAT can accurately measure the student's abilities, taking into consideration allowable accommodations. "Senior Year" refers to the first time that a student has enough credits to be classified as a senior, and to those students with disabilities who have elected to remain enrolled in order to seek a standard diploma.
- c. 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 at the option of the

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

school district, the school year in which the student turns age 22) or until they graduate with a Standard Diploma, whichever comes first.

- d. Consistent with the provisions of section 1003.43(11)(a), F.S., any senior who has not achieved a passing score on the FCAT must receive intensive remediation.

(40) Intervention, Remediation and Progress Monitoring

- (a) Students must participate in Florida's statewide assessment tests. Each student who scores below Level 3 in reading, writing, math or science 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 intervention and instruction.
- (b) The school in which the student is enrolled must develop and implement, in consultation with the student's parent, a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her 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; or
 3. An individualized progress monitoring plan.
- (c) 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, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance. This includes 11th and 12th grade students who have not met the FCAT graduation requirement. High school students who pass FCAT reading or mathematics but still score Level 2 must continue to receive remediation. This includes students who meet the graduation requirement through the concordant scores.

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

- (d) In addition to a Progress Monitoring plan, students performing at Level 1 on FCAT reading must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Level 2 students who are diagnosed as disfluent must complete an Intensive Reading course or Intensive Language Arts course during the following school year. Level 2 readers who exhibit fluency may receive remediation through a content area course with a reading endorsed or Content Area Reading Professional Development (CAR-PD) teacher. Students may exit intensive reading by demonstrating proficiency at level 3 or higher on FCAT reading.
- (e) Reading intervention placement and progress monitoring three times per year must occur.
- (f) For each year in which a student scores Level 1 or 2 on FCAT mathematics, the student must receive remediation the following school year. Such remediation may be integrated within the student's current mathematics class.
- (g) District school boards may require low performing students to attend remediation programs held before or after regular school hours or during summer if transportation is provided.

(41) Progress Monitoring Plan

- (a) A School-wide Progress Monitoring Plan (PMP) 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.
- (b) The progress monitoring plan for students scoring below a level 3 on the FCAT must include the following:
 - 1. Diagnostic Assessment
Diagnostic assessments in addition to the initial screening are to be administered to all students, including an assessment of the students' learning styles. The PMP should clearly identify the specific diagnosed academic needs to be remediated.

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

2. Plan of Instructional Interventions
Intensive, immediate success-based intervention strategies are to be identified. Additionally, a variety of remedial instruction is to be provided in the areas of weakness, aligned with students' learning styles and individual needs, and designed to assist students in meeting state and district expectations in reading, writing, math and/or science.
3. Parent Consultation and Communication
The school shall notify the student and his/her parents or guardians of any remedial or supplemental academic instruction through a letter sent to parents by the end of first quarter. Parents may also be notified through personal contact or during the Individual Education Plan team meeting. The letter is to include general information about the seriousness of the situation, the generic plans in place for all students included in the Progress Monitoring Plan (PMP), and an invitation for the parent or legal guardian 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 PMP for their child. Parental approval for such instructional services is not required.
4. Monitoring for Results
The monitoring and reevaluation activities must be clearly identified. At least on a quarterly basis, student progress and response to interventions shall be monitored in order to guide instructional decisions. If a student is not responding to interventions, an individual progress monitoring plan should be designed through the Response to Intervention process.
5. Progress Monitoring of Retained Students
For a retained student, the Progress Monitoring Plan must specify how the second year's instructional program will be different from the previous year's program, utilizing strategies aligned with the student's learning style.
6. College Readiness
 - a. Beginning with the 2008-09 school year, 11th graders who meet the following qualifications will be offered the College Readiness Assessment (CPT) through State College of Florida:
 - i. Student's FCAT scores are at level 2 or 3 in reading or levels 2, 3 or 4 in mathematics; and
 - ii. Student has not taken the SAT or ACT; and
 - iii. Student has indicated an interest in postsecondary education.

4.9.3 HIGH SCHOOL STUDENT PROGRESSION PLAN

PROCEDURES (continued)

- b. Students achieving the minimum scores, and enrolling in a community college within two years, will not be required to enroll in remediation courses. High schools, to the extent practicable, must provide students in grade 12 who score below the minimum scores access to remedial instruction prior to graduation, which shall be a collaborative effort between secondary and postsecondary institutions.

Cut Scores Indicating College Readiness						
CPT	Reading	83	Writing	83	Mathematics	83
ACT	Reading	18	English	17	Mathematics	19
SAT	Verbal	440			Mathematics	440

(42) Drop Out Exit Interviews

- (a) Manatee County students are required to remain enrolled in school until the age of 18. The student’s guidance counselor or other school personnel is required to conduct an Exit Interview with a student planning to drop out of high school in order to determine the reasons for the student’s decision and what actions 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.
- (b) 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.

STATUTORY AUTHORITY: Florida Statutes: 120.81 (1) (a), 1001.32 (2), 1001.41, 1001.42 and 1001.43, 1012.23

LAWS IMPLEMENTED: Florida Statutes: 1003.33-47, 1007.27-271, and 1008.21-25

HISTORY: Adopted: March 14, 2005
 Revision Date(s): Jan. 9, 2006; September 25, 2006, June 11, 2007, August 11, 2008, August 24, 2009
 Formerly: 404, 404.03-05, and 404.07

References: District Plan for Dropout Prevention

Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students
 District English Language Learner Plan (ELLP)

4.10 GRADE REPORTING

POLICY

The District shall comply with the state-adopted grading scale. Grading scales and other reports to parents shall be included in the District Student Progression Plan. Guidelines concerning the requirements and procedures for semester exams, grading scales, honor rolls and reports to students and parents shall be established by the Superintendent.

PROCEDURES

The Superintendent shall establish procedures for:

- (1) Reporting mid-term progress to parents.
- (2) Determining honor roll criteria for students in middle and high schools.
- (3) Elementary report cards, parent conferences.
- (4) Administering semester and final examinations for high school credit courses.
- (5) The use of Exceptional Student Education (ESE) alternative report cards.
- (6) Calculating the semester grade using the quarter grades and the semester or final examination.
- (7) Calculating the end-of-the-year grade in middle school.

The detailed procedure for reporting of student grades is outlined in the Pupil Progression Plan.

STATUTORY AUTHORITY: Florida Statutes: 120.54, 120.536(1), 120.81(d), 1001.41

LAWS IMPLEMENTED: Florida Statutes: 1008.25, 1003.41, 1003.3

HISTORY: Adopted: March 14, 2005
Reformatted without change in text: October 31, 2008
Revision Date(s):
Formerly: 404.01, 404.02

References: District Student Progression Plan
Special Programs & Procedure for Exceptional Students
Guidelines for the Use of Alternative Report Cards

4.11 HOME EDUCATION

POLICY

The School Board authorizes the Superintendent to establish, implement and maintain procedures for ensuring compliance with regulations governing Home Education. Home Education is one of several options available to parents as part of the Florida School Choice Initiative. Parents/Guardians who provide the instruction of their children through Home Education must register their children with the school district in order to satisfy the compulsory education laws and to receive district services.

PROCEDURES

(1) Definition

Florida Statute defines home education as sequentially progressive instruction of a student directed by his or her parent or guardian.

(2) District Registration Procedures for Home Education

The Home Education program is under the supervision of the Student Demographics, Projections and Assignment Department. Procedures and application packets are available at Manatee County Parent Information Center.

(3) Establishment of a Home School Program

Parent/Guardians may choose to Home Educate their child(ren). Parents/Guardians applying for this option are not required to hold a valid regular Florida teaching certificate. No curriculum is prescribed. Pursuant to Florida Statute, to establish and maintain a home education program which complies with Florida Compulsory Attendance laws and qualifies for district services a parent/guardian must:

- (a) Send a notice of intent to the school district superintendent;
- (b) Maintain a portfolio of records;
- (c) Make the portfolio available for inspection by the superintendent upon a 15-day notice (The legislation does not require the superintendent to inspect all portfolios);
- (d) Submit an annual evaluation for each student to the school district superintendent;
- (e) Preserve each student's portfolio for two years.
- (f) Submit a letter of termination upon completion of the home education program, and notify the district of any change of residence.

4.11 HOME EDUCATION

PROCEDURES (continued)

(4) High School Dual Enrollment for College Credit

Home Education Students may enroll directly with a post-secondary institution or use the district's inter-institutional articulation agreement.

- (a) Home Education students who enroll directly with the post-secondary institution will not be eligible for district provided instructional materials and must provide proof of enrollment in Home Education.
- (b) Home Education students who enroll through the district's Inter Institutional Articulation Agreement are effectively enrolled in the district for those course(s), and the district may earn state funding for that period of instruction. Therefore, the district must provide instructional materials.

(5) Enrolling in Public School

Students enrolling in any district school from a Home Education program must meet certain requirements. All prior work must be validated by examination or scholastic performance in accordance with the State Uniform Transfer of High School Credits, requirements which governs placement of elementary, middle and high school students. The school shall make the final determination for the placement level of the student.

(6) Non-attendance/Truancy

If a parent enrolls a student in Home Education and the student has a prior record of non-attendance or truancy, the parent will be provided a copy of the home education law and the accountability requirement of the truancy law. These parent/guardians will be referred to a home education committee.

(7) Interscholastic Extracurricular Activities

Home Education students may participate in "interscholastic extracurricular activities" as described by Florida Statutes. An extra curricular activity is defined as any school-authorized or education-related activity occurring during or outside the regular instructional day.

Qualifications and academic eligibility requirements for Home School students to participate in extra curricular activities are defined by the Florida High School Athletic Association (FHSA) Bylaws.

4.11 HOME EDUCATION

PROCEDURES (continued)

(8) Exceptional Student Education

The school district is obligated to “identify, locate, and evaluate” all children with disabilities, including those attending private schools and home education programs, in accordance with the Individuals with Disabilities Act (IDEA). This evaluation must be at no cost to the parent. Home Education parents should contact the exceptional student education department to request services.

(9) Partial Enrollment Procedures

Students who are participating in a home education program in accordance with section 1002.41 Florida Statutes and who are registered with the school district may be admitted to the public schools of this district on a part-time basis, subject to space availability. Admission consideration is restricted to middle and high schools.

- (a) Students in home education who wish to attend public schools must have met the criteria for a home education program during the entire semester immediately prior to the time of admission, meet the same registration requirements as full-time students, and enroll for and attend at least one regularly scheduled class period at the zoned school. Such students must register prior to the start of the semester they will attend. Students enrolled in public school full time will be given priority in course registration. Home educated students who are excluded from a class/course at their zoned school due to space limitation may attend another school, if space in that class/course is available and a waiver is granted. Students in Exceptional Students Education will be provided services as required by law.

Procedures, requirements and timelines for partial enrollment of home school students are established by the Curriculum and Instructional Division at the direction of the Superintendent and are included in the district Guidelines for Home Education.

- (b) The District is not responsible for the transportation of students in a home education program to or from the school. The school principal will establish the time and place for arrival and departure of home education students. Students who attend school on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students, including required immunizations. Attendance on a part-time basis does not entitle the student to participate in non-interscholastic, extra-curricular activities, including graduation events.

CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

4.11 HOME EDUCATION

PROCEDURES (continued)

STATUTORY AUTHORITY:

Florida Statute: 120.54

LAWS IMPLEMENTED:

Florida Statutes: 1002.01, 1002.20, 1002.27(10)(a),
1002.41, 1003.26, 1006.15

HISTORY:

Adopted: March 14, 2005
Reformatted without change in text: October 31, 2008
Revision Date(s):
Formerly:

References: (6A-1.09941), State Uniform Transfer of High School Credits
Guidelines for Home Education of Students
Florida High School Athletic Association (FHSAA) Bylaws

4.12 DROPOUT PREVENTION PROGRAM

POLICY

The Board authorizes the Superintendent to develop a Dropout Prevention Program pursuant to Florida statutes for the review and approval of the School Board. This Program shall conform to all state guidelines for requesting state funding for program implementation.

PROCEDURES

The purpose of the Dropout Prevention Program is to develop and establish dropout prevention and academic intervention activities designed to meet the needs of students.

(1) Educational Alternatives

- (a) Alternative school-based programs shall be designed for at-risk students who are unmotivated or unsuccessful in the traditional school setting.
- (b) Students are at risk of leaving school prior to graduation based on criteria which may include grade retention, functioning below ability level, absenteeism, failing grades or low achievement test scores.
- (c) Parental and principal consent is required prior to placement, unless assignment is made through the district expulsion process.

(2) Disciplinary Programs

- (a) Alternative school programs shall be designed for students who are disruptive in the regular school environment and shall be offered at sites away from the traditional school site.
- (b) These programs shall offer positive alternatives to out-of-school suspension and/or expulsion.
- (c) Placement shall be on a parental request basis or through the district expulsion process.

(3) Teen Parent Programs

- (a) Teen Parent Programs shall be designed for students who are pregnant or parenting and shall offer regular academic classes so that students may continue their educational progress.
- (b) Teen Parent Programs also provide classes in parenting skills, child growth and development and nutrition.
- (c) Placement shall be made on the basis of parental request.

4.12 DROPOUT PREVENTION PROGRAM

PROCEDURES (continued)

(4) Youth Services (Delinquent and Dependent)

- (a) Youth services programs shall be designed for students who are placed in Department of Juvenile Justice facilities, other youth residential or community-based day services programs.
- (b) Educational services are offered to adjudicated students who are placed in short-term offender programs, half-way houses, detention centers or marine institutes.
- (c) Placement shall be effected through court action, or on the recommendation of the Florida Department of Juvenile Justice or the Florida Department of Children and Family Services.

(5) Substance Abuse:

- (a) Substance abuse programs shall be designed to meet the special needs of students who have drug or alcohol-related problems.
- (b) Students may be served in residential, day-treatment or school programs.
- (c) Placement may be on a parental-request basis or pursuant to court action.

STATUTORY AUTHORITY: Florida Statute: 120.536(1);120.54;120.81;1001.41

LAWS IMPLEMENTED: Florida Statute: 1003.53,1003.61

HISTORY: Adopted: March 14, 2005
Reformatted without change in text: October 31, 2008
Revision Date(s)
Formerly: 401.20

References: Manatee County District Plan for Dropout Prevention
District Code of Student Conduct
District Student Progression Plan

4.13 TEST SECURITY

POLICY

The School Board authorizes the Superintendent to establish test security procedures in compliance with state test security regulations which shall apply to all mandatory tests, including district, state, or national norm-referenced tests, semester exams, benchmark assessments, student assessments used for program eligibility, and tests for educators or applicants for certification.

PROCEDURES

(1) Prohibitions

Responsible measures will be taken to insure the security of all district testing. Employees shall enforce test security by carefully adhering to the following prohibitions:

- (a) Never provide examinees access to test questions prior to testing.
- (b) Never copy, reproduce, or use in any manner inconsistent with test security rules, all or any portion of any secure testing material.
- (c) Never coach examinees during testing or alter or interfere with examinees' responses in any way.
- (d) Never make answer keys available to examinees.
- (e) Never fail to follow security rules for distribution and return of secure testing materials before, during or after testing.
- (f) Never participate in, direct, aid, counsel or encourage any of the acts prohibited in this section.

Any employee found to be in violation of these prohibitions shall be subject to disciplinary action.

(2) Procedures Governing all Reports of Test Security Violations

Violations of test security and related legal prohibitions shall be reported immediately to the principal, the Measurement and Data Analysis Supervisor, and the appropriate Director of School Management.

- (a) Upon notification to the office of Measurement and Data Analysis of a test security violation by a principal, teacher, student, parent, or others, an investigation shall be conducted. Notification of the investigation may be in the form of written or verbal communications.
- (b) The office of Measurement and Data Analysis shall investigate the test violation allegations. The investigation may include written and oral interviews with the person(s) accused of the violation, examination of records and, depending on the allegation, may include interviews with students or other observers.

4.13 TEST SECURITY

PROCEDURES (continued)

- (c) A written report of any allegations of test violation shall be presented where testing occurred. The report shall also be sent to the Human Resource Office for investigation. If a violation exists that affects student scores, these scores shall be invalidated. The principal must notify the parents that no student scores shall be produced.
- (d) The office of Measurement and Data Analysis shall report security violations of state tests to the Department of Education. District personnel shall comply with any instructions provided by the Department of Education in the investigation process.

STATUTORY AUTHORITY: Florida Statute: 120.536(1);120.54;120.81;1001.41

LAWS IMPLEMENTED: Florida Statute: 1003.53,1003.61

HISTORY: Adopted: March 14, 2005
Reformatted without change in text: October 31, 2008
Revision Date(s):
Formerly: New

References: Florida Administrative Code: Rule 6A-10.042
Manatee County Schools' Test Coordinator's Manual

4.14 DISTRICT & STATE ASSESSMENT

POLICY

The School Board authorizes the Superintendent to establish a student assessment program that includes mandated state tests as well as board-approved district assessments.

No student shall be excluded from participation or denied the benefit of any district assessment program on the basis of race, sex, national origin, disability, marital status, or religion. All students at applicable grade levels are to be tested; however, some students may be exempted after parent notification and/or consent. Eligibility for exemption will be indicated in the applicable testing manual. Test modifications, as permitted by State Board of Education rules and test publishers, shall be made for students with disabilities to ensure accurate measurement of their aptitude and/or achievement. As required, alternative assessment is provided for students with disabilities who are exempt from the district assessment program.

Students shall not be required to participate in college admission testing programs. High schools shall furnish information about such programs to students upon request.

PROCEDURES

- (1) Testing Calendar - The Office of Measurement and Data Analysis shall publish an annual testing calendar to include dates for both state and district assessments.
- (2) Test Centers - Schools may serve as test centers upon approval by the Assistant Superintendent of Academics.
- (3) Test Coordinators - Each site principal or supervisor shall appoint a site test coordinator to work with the district and state assessment program and the Office of Measurement and Data Analysis. The test coordinator shall hold a valid professional educator's certificate, and shall be an active full-time school board employee at the site.
- (4) Training - Prior to administration of state assessment programs and district norm-reference tests, training will be offered to site test coordinators on the administration, distribution, return, and security of these assessments.
- (5) Test Administrators and Proctors - The site principal/supervisor shall appoint appropriate test administrators and proctors. Test administrators shall hold a valid professional educator's certificate. Test administrators shall be active full-time school board employees.
- (6) Charter Schools - Charter school students shall be required to participate in all state mandated assessments. Charter schools shall indicate in the charter agreement whether they will participate in district assessment programs, or if they intend to develop a site-specific assessment program. If the charter school administers a site-specific assessment program, the school annually to the district shall report the student results.

4.14 DISTRICT & STATE ASSESSMENT

PROCEDURES (continued)

- (7) Home Schooled Students - Home schooled students shall be allowed access to all state mandated assessments administered by the district. The district shall coordinate with the home schooled student's parent or legal guardian to ensure availability of space. School sites shall coordinate with the parents or legal guardians of home schooled students regarding any other procedures specific to each site.

STATUTORY AUTHORITY: Florida Statute: 120.54;120.81(a);1001.41; 100.42; 1001.43(10); 1001.32(2)

LAWS IMPLEMENTED: Florida Statutes: 1008.22, 1008.34, 1001.11,1001.41

HISTORY: Adopted: March 14, 2005
Revision Date(s): February 12, 2007
Reformatted without change in text: October 31, 2008
Formerly: 415, 415.01
Supplement No. 21

References: State "Test" Administration Manual (specific for each state test administration)
Manatee County Schools Test Coordinator's Manual
Standards for Implementation of Student Assessment Programs in Florida
Special Programs and Procedures for Exceptional Students
District Student Progression Plan
Board Policy: Test Security 4.13; Home School 4.11

**4.15 THE EDUCATION OF STUDENTS WHO ARE ELIGIBLE FOR
EXCEPTIONAL STUDENT EDUCATION PROGRAMS, INCLUDING
GIFTED**

POLICY

The Board authorizes the Superintendent to establish and maintain procedures for ensuring compliance with regulations governing Exceptional Student Education (ESE) programs, including Gifted, according to Federal Law, Florida Statute, and Florida State Board of Education administrative rules.

PROCEDURES

(1) Program Accessibility

- (a) Students, ages birth through the end of the school year in which they turn 22 or graduate with a standard diploma or GED (or graduation), who are suspected of having a disability, will follow the pre-referral and evaluation process to determine whether they qualify as a student with a disability. Evaluated students who are qualified will be eligible for exceptional education and related services.
- (b) Eligible students with disabilities shall be provided educational programming and services by the district, in cooperation with other school districts or agencies or through contractual arrangements with non-public schools.

(2) Student Placement

- (a) An Individual Educational Plan (IEP) shall be developed for eligible students. A continuum of program placements and services is available to the extent necessary to implement the student's Individual Educational Plan in the least restrictive environment.
- (b) Placement or testing of students for learning disabilities requires written consent of the student's parent or guardian.
- (c) No student with disabilities is taught apart from other students without evidence that segregation is for the exceptional student's benefit, necessary due to impact of the disability on regular class placement and with consideration of any potential harmful effect on the student.
- (d) An exceptional student shall be assigned to the school the student would attend if he or she were not an exceptional student unless the student's Individual Educational Plan requires some other arrangement. When enrollment in the regular attendance area is not appropriate to meet the student's needs, placement shall occur as close to the student's home as possible.
- (e) Students with disabilities shall be provided regular education curriculum as well as participation in non-academic and extracurricular activities to the maximum extent appropriate to meet the needs of the student. Students shall participate in

**4.15 THE EDUCATION OF STUDENTS WHO ARE ELIGIBLE FOR
EXCEPTIONAL STUDENT EDUCATION PROGRAMS, INCLUDING
GIFTED**

PROCEDURES (continued)

the district and statewide assessment programs as noted on their Individual Educational Plan.

- (f) A student previously enrolled as an exceptional student in a district outside of Florida and who is enrolling in the Manatee County School District or in an educational program operated by the Department of Education through grants or contractual agreements may be temporarily assigned to a special program for exceptional students. This temporary assignment may not exceed the six months following the temporary staffing.

(3) Entitlement to Due Process

Procedures for initiating and conducting impartial due process hearings regarding the identification and assignment of Exceptional Students to special programs are outlined in the manual Special Programs and Procedures for Exceptional Education students.

A written notice shall be provided to parents or guardians of students regarding a proposal or refusal of the District to initiate a change in the identification, evaluation, classification, or educational placement of exceptional students. Such notice shall be consistent with Florida Statutes and State Board Rules.

(4) Pupils Enrolled in Private Schools

Students who are enrolled in private or parochial schools and who meet program eligibility requirement shall have equal access to exceptional student education programming and services which may be delivered on a dual-enrollment basis.

(5) Surrogate Parents

An individual, excluding school board employees, shall be appointed as a surrogate parent or act in place of the parent in safeguarding a child's rights in the exceptional education decision-making process. This shall occur when the child's parent, after diligent inquiry, remains unknown, or the child is a ward of the state or court or the whereabouts of the parents cannot be discovered. This assurance shall be given to an exceptional student education student and to a person suspected of being an exceptional student.

- (6) Any employee determined to have violated the rights of exceptional student education students shall be disciplined pursuant to School Board policy.

**4.15 THE EDUCATION OF STUDENTS WHO ARE ELIGIBLE FOR
EXCEPTIONAL STUDENT EDUCATION PROGRAMS, INCLUDING
GIFTED**

PROCEDURES (continued)

STATUTORY AUTHORITY: Florida Statute: 120.536(1);120.54;120.81;1001.41

LAWS IMPLEMENTED: Florida Statutes: 1000.01, 1001.01, 1001.42

HISTORY: Adopted: March 14, 2005
Reformatted without change in text: October 31, 2008
Revision Date(s):
Formerly: 503

References: The Individuals With Disabilities Education Act (IDEA) as amended
(Pub.L.105-17)
Special Programs and Procedures for Exceptional Students
District Pupil Progression Plan

4.16 ADULT EDUCATION

POLICY

The School Board authorizes the Superintendent to establish and maintain Adult and Community Education programs under the supervision of the director responsible for technical, adult, career education and based upon community need and interest. The Adult Education programs shall be designed to assist adults in becoming literate and obtaining knowledge and skills necessary for employment and self-sufficiency, assist adults who are parents in obtaining the education skills necessary to become full partners in the educational development of their children, and assist adults in completing high school or its equivalent. The Community Education programs shall be designed to provide enrichment courses to enhance the educational, career, social, service, cultural, health and recreational needs of the community. Adult and Community Education classes are held on the Manatee Technical Institute (MTI) campuses and at many locations throughout the county, including elementary, middle and high schools. Students may choose from online classes, computer-assisted instruction or traditional teacher-directed classes, which are offered day and night to meet the needs of the community.

PROCEDURES

(1) Adult Education

The Florida Legislature establishes annually the tuition for adult education programs. Florida-residents, who are not high school graduates are eligible to take programs tuition-free; however, application and lab fees may apply.

- (a) Adult Basic Education (ABE) includes reading, writing, math, language, science, social studies, consumer education and basic computer skills for adults whose educational equivalency is below the ninth grade level.
- (b) English Literacy (EL) includes reading, writing, listening and speaking skills, as well as cultural awareness and consumer education for adults who do not have a high school diploma, whose first language is not English, and who have a desire to learn English as a second language.
- (c) General Educational Development (GED) provides adults and qualified students who did not earn a high school diploma the opportunity to earn this nationally recognized equivalency diploma through preparation classes and testing. MTI is the only GED-approved testing site in Manatee County and was recognized by the Florida Department of Education as a Florida Model Testing Center in 2006.
- (d) United States Citizenship - Adult Education offers a class to help those immigrants who would like to pledge allegiance to the United States and become citizens. The class covers the naturalization process, U.S. history

4.16 ADULT EDUCATION

PROCEDURES (continued)

and government, and will prepare students to take the U.S. Immigration and Naturalization Services exam.

(e) Family Literacy focus program provides:

1. Interactive literacy activities between parents and children, such as reading together, homework assistance and positive interaction
2. Training for parents on how to be the primary teacher and full partners in the education of their children by learning to model literacy, school involvement and life management
3. Parent literacy training that leads to economic self-sufficiency by learning to set goals, improve skills and get a job.

(2) Community Education

Community Education programs focus on life-long learning. They are offered on a fee-for-service basis.

- (a) Personal Enrichment classes offer adults in the community the opportunity to take non-credit classes for their educational, social, cultural, recreational and health benefit and enjoyment.
- (b) Career Enhancement classes supplement the career and technical education programs offered by Manatee Technical Institute. Through Online classes, MTI is able to expand career enhancement opportunities available to the community.

STATUTORY AUTHORITY:

Florida Statute: 120.536(1); 120.54; 120.81;
1001.41, 1001.42, 1001.43, 1001, 32(2)

LAWS IMPLEMENTED:

Florida Statutes: 1004.93,1004.94

HISTORY:

Adopted: March 14, 2005
Reformatted without change in text: October 31, 2008
Revision Date(s): February 8, 2010
Formerly: 401.02

References: District Student Progression Plan
Adult and Community Education Procedures Manual
State Board Rule: 6A-6.013

4.17 VOCATIONAL: CO-CURRICULAR STUDENT ORGANIZATIONS

POLICY

The School Board authorizes the Superintendent to provide for the establishment of Career and Technical Student Organizations (CTSO) as co-curricular programs to serve as an extension of technical and career training. The principal shall approve all technical and career organizations before they can operate within a school center.

PROCEDURES

- (1) The Superintendent shall establish procedures for schools to implement Career and Technical Student Organizations (CTSO) in all secondary Career and Technical Education Programs in accordance with Rule 6A-6.065, the Florida Administrative Code (FAC).
- (2) Career and Technical Student Organizations shall be an integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum. The principal or designee shall assure compliance with state statutes, school board rules and the policies of the school site.
- (3) The principal shall designate a location for the storage of the charter and constitution of each organization and shall make these records available for immediate reference by all interested students and instructors at the school site.
- (4) Each secondary school co-curricular organization shall have a charter and by-laws approved by the principal and filed with the student councils.
- (5) Co-curricular organizations shall follow the same procedures that have been defined in the Board policy and procedures for Authorized Organized Groups regarding membership, travel, trips, fund raising, and internal accounts.
- (6) CTSO advisors shall meet the minimum of points from the CTSO Implementation model.
- (7) The following CTSO's are recommended by the U.S. Department of Education and in many courses required by the Florida Department of Education to provide leadership learning experiences and reinforce specific career and technical skills within the curriculum:
 - (a) Cooperative Education Club of Florida (CECF)
 - (b) Distributive Education Club of America (DECA)
 - (c) Business Professionals of America, Inc. (BPA)
 - (d) Florida FFA Association (FFA)
 - (e) Family, Career and Community Leaders of America (FCCLA)
 - (f) Health Occupation Students of America (HOSA)
 - (g) Technology Student Association (TSA)

4.17 VOCATIONAL: CO-CURRICULAR STUDENT ORGANIZATIONS

PROCEDURES (continued)

- (h) SkillsUSA
- (i) Phi Beta Lambda
- (j) Future Business Leaders of America (FBLA)

STATUTORY AUTHORITY: Florida Statute: 120.536(1); 120.54; 120.81;
1001.41

LAWS IMPLEMENTED: Florida Statutes: 1000.21, 1001.01,
1004.92(2)(a)&(7) in 1003.491

HISTORY: Adopted: March 14, 2005
Reformatted without change in text: October 31, 2008
Revision Date(s): November 9, 2009
Formerly: New

References: Career and Technical Student Organizations Reference Guide,
Second Edition 1999
CTSO Implementation Checklist 2003-04
Rule 6A-6.065, FAC.

4.18 STUDENT WORK EXPERIENCES

POLICY

The School Board authorizes the Superintendent to provide for the establishment of opportunities at business/industry sites for students to develop competencies for effective entry into an occupation, including cooperative education and work experiences that coordinate directed study and on-the-job training. The School Board shall be held harmless for any injuries incurred by students during the course of the student's activities.

PROCEDURES

- (1) The district shall establish a process to facilitate work-based experiences for students. Work-based experiences for students may include, but are not limited to:
 - (a) Job Shadowing
 - (b) Mentoring
 - (c) Executive Internship and Internship
 - (d) Cooperative Education On-the-Job Training (OJT)
 - (e) Youth Apprenticeship Programs
 - (f) Pre-apprenticeship Programs
 - (g) Apprenticeship Programs
- (2) The parent(s) or guardian(s) must approve the participation of their child in a work-based experience.
- (3) The school will determine the location and scheduling of work-based experiences. The Superintendent or designee will make the final decisions regarding the appropriateness of work-based sites. Work-based experience must be co-curricular and designed to enhance the student's academic and career goals.
- (4) All sponsors of student work-based experiences will work in cooperation with school staff to provide a safe and effective learning environment and complete all required documentation found in the On-the-Job Training Manual for Manatee County Schools.

STATUTORY AUTHORITY:

Florida Statute: 120.536(1);120.54;120.81;1001.41

LAWS IMPLEMENTED:

Florida Statutes: 1000.21, 1001.01, 1004.92;
(2)(a) & (7) in 1003.491

HISTORY:

Adopted: March 14, 2005
Reformatted without change in text: October 31, 2008
Revision Date(s):
Formerly: New

4.18 STUDENT WORK EXPERIENCES

PROCEDURES (continued)

References: Special Programs & Procedure for Exceptional Students
On-the Job Training Manual for Manatee County Schools
District Student Progression Plan

4.19 THE PROVISION OF AN EQUAL EDUCATIONAL OPPORTUNITY FOR THOSE STUDENTS WITH DISABILITIES WHO MEET THE ELIGIBILITY CRITERIA OF SECTION 504 OF THE REHABILITATION ACT OF 1973

POLICY

The Board authorizes the Superintendent to establish and maintain procedures for ensuring compliance with Section 504 of the Rehabilitation Act of 1973.

PROCEDURES

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that prohibits discrimination against individuals with disabilities in public and private programs that receive financial assistance from the federal government. Section 504 guarantees a student with a disability a free appropriate public education and equal access to educational programs and opportunities.

The district's Supervisor of Student Services is designated as the district's Section 504 Coordinator. The district's Section 504 Coordinator/Supervisor of Student Services is responsible for training of district staff on the requirements of Section 504, establishing procedures for implementation, monitoring compliance, and investigating complaints. The district's Section 504 Coordinator/Supervisor of Student Services shall develop written procedures to provide guidance and assistance to school staff in implementing and complying with Section 504.

At each school, the principal is responsible for meeting the requirements of Section 504 as it pertains to eligible students, providing oversight of Section 504 implementation at the school site, and providing an opportunity for complaint resolution at the school level.

The principal will appoint a school Section 504 Coordinator (usually the Child Study Team Chairperson) who will be responsible for being knowledgeable about the Section 504 regulations, eligibility requirements, and provision of services. The school Section 504 coordinator is the school-based Section 504 resource for parents and staff, facilitator of school staff training, and coordinator of the Section 504 process in the school.

Each Section 504 eligible student will have a Section 504 case manager (usually the student's counselor) who will manage the referral process for the identification of Section 504 students, review and monitor the Section 504 Plan and the effectiveness of accommodations, ensure a Manifestation Determination meeting is held when needed, ensure completion of periodic reevaluation and facilitate the transfer/matriculation process.

4.19 THE PROVISION OF AN EQUAL EDUCATIONAL OPPORTUNITY FOR THOSE STUDENTS WITH DISABILITIES WHO MEET THE ELIGIBILITY CRITERIA OF SECTION 504 OF THE REHABILITATION ACT OF 1973

PROCEDURES (continued)

The regular education teacher is responsible for input during the referral, plan review, and reevaluation processes and implementation of Section 504 Plan accommodations in the classroom

(1) Identification of 504 Eligible Students

A referral for Section 504 consideration may come from parents, school personnel or the student. If information from a private provider or other person/agency is needed to determine the existence of a physical or mental impairment, parents will be asked to give authorization for release of information. With the exception of temporary disabilities, the Child Study Team process will be used to determine eligibility/ineligibility for a Section 504 Plan. In the case of a temporary impairment, the Section 504 Team will generally consist of the student's case manager/counselor, teacher(s), school health staff, parent and student, as appropriate.

(2) Development and Monitoring of a Section 504 Plan

- (a) The Child Study Team (parents and student, as appropriate, invited to participate) will determine if a referred student has a disability that substantially limits a major life function and, consequently, is eligible for a Section 504 Plan. If the student is determined to be Section 504 eligible, the teacher(s), parent/guardian(s), student as appropriate, and support professionals will determine accommodations and plan intervention strategies. Accommodations and intervention strategies are documented in the Section 504 Accommodation Plan.
- (b) For each eligible Section 504 student, the Section 504 case manager/counselor will monitor implementation of the accommodation plan and the student's progress. The Section 504 case manager/counselor will provide copies of all documentation to the parents (and student, as appropriate), teachers, nurse (if appropriate), the school's Section 504 coordinator, the principal and staff responsible for discipline. The Section 504 case manager/counselor will maintain the original Section 504 Plan in the student's cumulative education record and notify the registrar of key data elements for entry into student system.
- (c) At the beginning of each school year, the school's Section 504 coordinator (usually the Child Study Team chairperson) will identify current Section 504 students via the student system and assign a Section 504 case manager/counselor, as needed. The Section 504 case manager/counselor

4.19 THE PROVISION OF AN EQUAL EDUCATIONAL OPPORTUNITY FOR THOSE STUDENTS WITH DISABILITIES WHO MEET THE ELIGIBILITY CRITERIA OF SECTION 504 OF THE REHABILITATION ACT OF 1973

PROCEDURES (continued)

will ensure that receiving teachers are aware of Section 504 students and their Section 504 Accommodation Plans.

(3) Transition of Section 504 Cases

Under Section 504 of the Rehabilitation Act of 1973, it is the District's obligation to ensure that all teachers and staff working with Section 504 students are aware of a student's disability and the existence of accommodations under a Section 504 Plan. When Section 504 eligible students change teachers or schools, communication and discussion of a Section 504 eligible student's needs are crucial to ensure plan continuity and implementation in the new setting. The Section 504 student's case manager/counselor is responsible for keeping teachers informed when an in school transfer occurs and for alerting the school's Section 504 coordinator when a student transfers to a new school. The student's educational records will include a copy of the Section 504 Plan.

(a) Transfer students

Upon enrollment, the student's parents/guardian will complete the school registration that provides for the identification of the student's special needs and eligibility for special services, including the existence of a Section 504 Plan.

1. A student with a current Section 504 Plan transferring between schools in Manatee County will be immediately referred to the student's Section 504 case manager/counselor. The Section 504 case manager/counselor will make teacher(s) and other appropriate staff immediately aware of the student's Section 504 eligibility and need for immediate plan implementation. A Plan Review will be completed within 9 weeks of the student's transfer.
2. A student with a current Section 504 Plan transferring from Out-of-County or Out-of-State will be immediately referred to the student's Section 504 case manager/counselor. The case manager/counselor will make teacher(s) and other appropriate staff immediately aware of the student's Section 504 eligibility and need for immediate plan implementation. A Section 504 reevaluation meeting will be scheduled within 9 weeks.

(b) Matriculation

Advance planning for matriculating students is critical to ensure that the Section 504 Plan is implemented from the first day of school. Considerations for the upcoming school year might include: teacher assignment, appropriate courses, classroom location, participation in physical education, laboratory classes, etc.

4.19 THE PROVISION OF AN EQUAL EDUCATIONAL OPPORTUNITY FOR THOSE STUDENTS WITH DISABILITIES WHO MEET THE ELIGIBILITY CRITERIA OF SECTION 504 OF THE REHABILITATION ACT OF 1973

PROCEDURES (continued)

1. Prior to the end of the school year, the sending school Section 504 case manager/counselor will contact the receiving school's Section 504 case manager/counselor to schedule a matriculation meeting. Participants in the matriculation review include Section 504 case managers/counselors from the receiving and sending schools, parents/guardian, and the student as appropriate.
2. At the meeting, information about the Section 504 student's disability and educational needs will be discussed. The appropriateness of the current accommodations for the next level (elementary/middle/high) will be determined and a copy of the Section 504 Plan provided to receiving school staff for plan implementation on the first day of the upcoming school year.

(4) Reevaluation

In accordance with Section 504 of the Rehabilitation Act of 1973, students with a Section 504 Plan shall receive a periodic reevaluation. The Section 504 reevaluation process involves review of the student's current disability status, the student's progress and performance including academic and behavior information, attendance, medical information, assessment data, and the effectiveness of the student's Section 504 Plan accommodations.

The Section 504 reevaluation process is completed under the following circumstances:

- (a) Within three years of most recent Section 504 evaluation date.
- (b) In association with the Code of Student Conduct discipline requirements
- (c) When a Section 504 student's learning needs have not been adequately identified or the student may be in need of ESE services.
- (d) When a Section 504 student's progress suggests consideration of dismissal from Section 504 services.
- (e) Transfer students from Out-of-County or Out-of-State
- (f) Parent or school personnel request.

(5) Discipline of Section 504 Students

Students with disabilities are not exempt from consequences for violations of the code of student conduct, but if the behavior is a result of the student's disability, the

4.19 THE PROVISION OF AN EQUAL EDUCATIONAL OPPORTUNITY FOR THOSE STUDENTS WITH DISABILITIES WHO MEET THE ELIGIBILITY CRITERIA OF SECTION 504 OF THE REHABILITATION ACT OF 1973

PROCEDURES (continued)

consequences may differ from the school's established discipline matrix. Long-term suspensions and expulsions are not options. If the student's Section 504 Plan specifies disciplinary measures, then those measures preempt the school's regular disciplinary matrix. A harsher sanction than that which a nondisabled student would receive for the same misconduct is prohibited discrimination. An in-school suspension or alternative to suspension education setting is not considered an out-of-school suspension if the student's Section 504 Plan is followed. The district Code of Student Conduct addresses discipline policies for regular education students and for students with disabilities.

(6) Section 504 Grievance Procedure

The policy of the School District of Manatee County is to provide a learning environment that does not discriminate against any student with regard to access to programs, services and activities on the basis of disability and to promptly resolve complaints related to discrimination. The following complaint/grievance procedure is established in the School District of Manatee County to provide an avenue for the prompt resolution of individual complaints related to educational issues involving students with disabilities eligible under Section 504.

- (a) Many problems may be resolved by an informal meeting at the school level. An individual with a complaint is encouraged to first discuss their complaint/grievance with the school's Section 504 case manager /counselor, the school's Section 504 Coordinator or the school's principal or building administrator with the objective of resolving the matter promptly and informally.
- (b) If the complaint or issue is not resolved at the school level, the complainant may, and is encouraged to, contact the District's Section 504 Coordinator within 60 calendar days from the date of the incident. The Supervisor of Student Services is designated as the District Section 504 Coordinator.
- (c) Upon notification of the complaint, the District Section 504 Coordinator/Supervisor of Student Services will provide acknowledgement of the receipt of the complaint to the complainant either orally or in writing within five working days, and interview the complainant to obtain any additional information needed to clarify the issue and the remedy requested.
- (d) The District Section 504 Coordinator/Supervisor of Student Services will advise appropriate school district personnel of the complainant's issue and desired remedy, and obtain additional information from school personnel, including, but

4.19 THE PROVISION OF AN EQUAL EDUCATIONAL OPPORTUNITY FOR THOSE STUDENTS WITH DISABILITIES WHO MEET THE ELIGIBILITY CRITERIA OF SECTION 504 OF THE REHABILITATION ACT OF 1973

PROCEDURES (continued)

not limited to the student's teacher(s), school counselor /case manager, the school's Section 504 Coordinator, and the school's principal or building administrator.

- (e) At this point, if the complainant is amenable to a resolution acceptable to the district and the complainant, then the District Section 504 Coordinator/ Supervisor of Student Services will facilitate such resolution.
- (f) The District Section 504 Coordinator/ Supervisor of Student Services will document the complainant's issue and requested remedy, information from school personnel, and attempts to facilitate resolution.
- (g) If an acceptable resolution cannot be reached within 30 school days after receipt of the initial complaint, the District Section 504 Coordinator/ Supervisor of Student Services will inform the student/parent/guardian of his/her rights under Section 504/ADA, including information on the district's formal Complaint and Grievance Procedures through the School Board's Equity Coordinator, and the right to file a complaint with the OCR or request an impartial hearing.

STATUTORY AUTHORITY:

Public Law 93-112, amended as Public Law 93-516 (Section 504 of the Rehabilitation Act of 1973); Public Law 101-336 (Americans with Disabilities Act of 1990; Florida Statutes: Section 1000.05 (Florida Education Equity Act)

LAWS IMPLEMENTED:

Public Law 93-112, amended as Public Law 93-516 (Section 504 of the Rehabilitation Act of 1973)

HISTORY:

Adopted: January 14, 2008
Reformatted without change in text: October 31, 2008