K-12

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

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

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

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

For more information, see Florida Department of Education website – www.fldoe.org.
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I. Admission and Enrollment

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

First Enrollment

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

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

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

1. Verification of Age - One of the following documents must be provided:
   - An original or certified copy of child’s birth certificate
   - A certificate of baptism, accompanied by parent’s affidavit
• An insurance policy
• An original or certified copy of a religious ceremony certificate, accompanied by Parent’s Affidavit
• A passport
• A copy of the student’s school record
• An affidavit of age sworn to by parent, accompanied by a medical practitioner's statement

2. Evidence of immunization against communicable diseases

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

• Physical exam (DH-3040 or equivalent) COMPLETED and SIGNED by a health professional who is licensed in Florida or in the state where the student resided at the time of the health examination, and who is authorized to perform a general health examination under such licensure. The exam must be within the 12 months prior to your child enrolling in a Florida School. Children are not admitted to school without a physical exam. Contact your medical provider (doctor/clinic) for a school physical exam (DH-3040).

• Certificate of Immunization (DH 680) with all immunization dates/or disease date(s) completed and/or updated by the health care provider. Students entering the designated grade levels are required to show proof of these vaccines or a valid medical/religious exemption before entry into school.

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

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

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

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

4. Academic History

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

• A 1st grader who attended a private kindergarten for a full year must provide proof of attendance and successful completion of kindergarten

• Copies of any special education records (such as evaluation reports, eligibility forms, IEP, 504, or EP) that might assist in placement of students in the appropriate classes

• Transcripts are required for students with high school credit to determine progress toward graduation

**Entry from another Manatee County School**

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

**Parent must provide the following documents:**

1. Manatee School Enrollment Form.

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

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

   • A copy of a current water/electric bill, lease agreement, proof of home ownership in parent’s name, with address and name of parent

   • A copy of a Migrant Services Certificate of Eligibility

   • An official letter from company which is providing housing with name of parent (for example, migrant camp)

   • A residency letter from Project Heart Homeless Education Program to verify that a family is deemed homeless under the McKinney-Vento Act

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

   • A notarized statement from the owner/lessee of the home where they are living, stating the names of all people residing at the address

   • A current utility bill (power or water) with the owner/lessee’s name and address

   • A government issued ID with the new address or processed USPS change of address documentation

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

Falsification of address can make a student ineligible for high school athletics for one (1) calendar year.
3. Withdrawal form from previous school.

**Entry from a Public or Private School Within Florida**

**Parent must provide the following documents:**

1. Manatee School Enrollment Form

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

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

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

If the parent cannot provide the above requirements, all of the following are required:
   - A notarized statement from the owner/lessee of the home where they are living, stating the names of all people residing at the address
   - A current utility bill (power or water) with the owner/lessee’s name and address
   - A government issued ID with the new address or processed USPS change of address documentation

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

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

3. Withdrawal form from previous school.

4. Academic History

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

Entry from Home Education

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

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

Over Age Students Who Interrupt Their Education

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

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

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

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

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

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

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

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

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

School Choice Options

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

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

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

2. Students receiving School Choice are approved through the completion of the highest grade level at that school. The Choice school, therefore, becomes the student’s assigned district attendance school. However, the principal may recommend that the student be withdrawn and returned to his/her home zoned school for severe attendance or disciplinary issues. The principal’s recommendation is subject to review by the District Administrative Appeals Committee.
3. Students who are approved for Choice are expected to continue in attendance at the Choice school throughout at least one school year and may then apply for a different school, including their original boundary assigned school, but only through application during the School Choice Open Enrollment period.

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

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

**Homeless Students**

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

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

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

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

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

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

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

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

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

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

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

**Transfer Students from Out of Country**

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

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

State Uniform Transfer of Credit Guidelines for Middle School

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

1. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value, subject to validation if required by the receiving school’s accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.

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

3. Alternative Validation Procedure:

   a. A portfolio evaluation by the principal or designee, including samples of course work, subject area assessments, and standardized tests to show mastery of the standards for the course;
   b. Demonstrated performance in courses taken at other public or private accredited schools;
   c. A demonstrated proficiency on nationally-normed standardized subject area assessments;
   d. A demonstrated proficiency on the required state assessment; or
   e. A written review of the criteria utilized for a given subject provided by the former school.

State Uniform Transfer of Credit Guidelines for High School Credit Courses

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

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

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

a. A portfolio evaluation by the principal or designee, including samples of course work, subject area assessments, and standardized tests to show mastery of the standards for the course
b. A demonstrated performance in courses taken at other public or private accredited schools;
c. A demonstrated proficiency on nationally-normed standardized subject area assessments;
d. A demonstrated proficiency on the required state assessments or other required state assessment; or

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

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

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

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

II. Withdrawals

Withdrawal to a School Outside of the District

Parents withdrawing a student from a School District of Manatee County site to another school district must

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

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

**Withdrawal to a School within the District**

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

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

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

### III. Reporting and Notification

**Annual Reporting**

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

1. the provisions of student progression and the district’s policies and procedures on student retention and promotion
2. by grade, the number and percentages of all students in grades 3 through 10 performing at level 1 and 2 of the required English Language Arts (ELA) state assessment
3. by grade, the number and percentages of all students retained in grades 3 through 10
4. information on the total number of third grade students who were promoted or placed for good cause by each category of good cause
5. any revisions to the district’s policy on student retention and promotion from the prior year.

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

**Allocation of Resources**

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

1. First, to students who are substantially deficient in Grades K-3 Reading.
2. Second, to students who score below grade level on required state assessments, including:
a. Students in grades 3-10 who score Level 1 or 2 on required state assessments in English Language Arts (ELA) or mathematics or who fail the End of Course (EOC) Exam;

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

3. Third, to students who failed to meet the performance levels required for promotion.

**Participation in District and State Assessments**

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

**Reporting to Parents:**

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

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

**Report Card**

The Report Card must clearly depict the following:

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

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

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

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

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

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

**Progress Reports**

Schools will notify students and parents of the student’s mid-term academic progress (1st-12th grades). For English Language Learners, the Progress Report comments are translated into the home language of the English Language Learners when feasible. If appropriate, schools will make the Spanish and Haitian Creole translation of the Progress Reports available to parents and inform parents in the comments section of the Progress Reports that, “the English Language Proficiency Level is taken into consideration when planning instruction, assessments, and grading for English Language Learners.”

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

**IV. General Curriculum Information**

**Curriculum Additions or Modifications**

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

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

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

**Purpose:**

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

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

**Guidelines for Homework:**

1. Homework assignments shall be based on the abilities of the students.

2. Homework shall not be used as a punitive measure.

3. Homework assigned for reinforcement shall be done outside of class time.

**Teacher Expectations:**

Teachers will monitor completion of homework and provide appropriate, graded feedback in a timely manner to students. Teachers should collaborate, whenever possible, to ensure that the amount of the homework assigned to any one student is not excessive.

**Multi-tiered System of Supports (MTSS)**

The District’s Multi-Tiered System of Support (MTSS) provides high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. The MTSS framework is a continuum of integrated academic, behavioral, mental health, and attendance supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Within the MTSS framework, resources are allocated in direct proportion to student needs. Data collected at each tier is used to measure the efficacy of supports so that meaningful decisions can be made regarding what instruction and intervention should be intensified and/or maintained. Students who need instructional intervention beyond what is provided universally for behavioral and academic content areas, are provided with targeted, supplemental interventions delivered and embedded within the content area courses, individually or in small groups, at increasing levels of intensity. Throughout the continuum of instruction and intervention, planning/problem-solving is used to match instructional resources to educational need. Teams continue to engage in instructional planning and problem-solving to ensure that student success is achieved and maintained. Regular communication between problem-solving teams (i.e., Instructional Leadership Team led by the principal, the Teacher Collaborative Teams, the Intensive Support Team (IST), Individual Education Plan Team, MTSS-Behavior Team), where data-based problem solving is occurring, will guide the appropriate intervention needs.
**Intervention, Remediation and Progress Monitoring**

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

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

1. a federally required student plan such as an individual education plan;
2. a school-wide system of progress monitoring for all students;
3. a targeted individualized intervention plan that includes a progress monitoring plan.

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

1. the expectations are met;
2. the student graduates from high school; or
3. the student is not subject to compulsory school attendance.

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

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

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

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

1. Diagnostic Assessment:

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

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

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

      (i) Variety of opportunities for practice
      (ii) Problem solving which results in interventions targeted to specific skill development
      (iii) Smaller chunks of text or content
      (iv) Guided and independent practice
      (v) Skill development and practice integrated into all activities
      (vi) Frequent progress monitoring
      (vii) Criterion-based evaluation of success

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

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

2. Intervention plans should include:

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

b. Targeted strategies to accelerate learning.

c. Measurable targets or goals for each deficit area.

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

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

f. Remedial instruction and intervention strategies may include, but are not limited to the following:
   (i) Summer school
   (ii) Dropout prevention services
   (iii) Parent tutorial programs required
   (iv) Contracted academic services
   (v) Reading instruction
   (vi) After-school instruction and other extended day services
   (vii) Tutoring
   (viii) Mentoring
   (ix) Intensive skill development programs
   (x) In-person academic advising for struggling high school students (F.S. 1003.491)

3. Parent Consultation and Communication

Parents of students in kindergarten through grade 5 who exhibit a substantial reading deficiency based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must receive notification in writing of the following:

- Their child has been identified as having a substantial reading deficiency, including a description/explanation in parent friendly terms, of the exact nature of the child’s difficulty in reading achievement.

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

- A description of the proposed interventions and supports that will be provided to the child to remediate the reading deficiency.

- If the reading deficiency is not remediated by the end of grade 3, the child must be retained unless the child meets good cause criteria.

- Strategies, including multisensory strategies, the parent can use through a read-at-home plan to
help their child succeed in reading.

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

- A parent of a third grade student who is identified as being at risk for retention, can request the school immediately begin collecting evidence for a portfolio.

- The district’s specific criteria and policies for mid-year promotion for student retained in grade 3.

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

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

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

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

Parental approval for general education instructional interventions is not required.

4. Monitoring for Results:

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

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

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

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

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

5. For Elementary School Students who are retained:

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

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

**Career and Technical Education Course Offerings**

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

**Civic and Character Education:**

Civic and character education is required on the qualities and responsibilities of patriotism and citizenship, including kindness, respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and for grades 11 and 12 voting using the uniform primary and general election ballot described in s. 101.151 (9).

**Victims of Communism Day:**

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

**Parental Rights:**

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

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

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

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

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

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

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

3. A purpose related to regular classroom instructions;

4. Security or surveillance of buildings or grounds; or

5. A photo identification card.

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

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

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

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

3. Procedures for a parent to object to instructional materials and other materials used in the classroom.
I. Program of Studies Grades K-5

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

**English Language Arts (ELA)**

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

**Physical Education (PE) and Recess**

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

**Health Education:**

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

**Grades K-12**

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

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

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

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

1. The student’s performance on required state assessments
2. The student’s grades or grade point average
3. The student’s attendance and conduct
4. Teacher and school counselor recommendations

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

**Whole-Grade Promotion:**

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

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

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

   a. The student cannot skip third grade as a result of whole-grade promotion.
   b. The student must be recommended by the principal, the parent, classroom teacher, and the school counselor.
   c. All whole-grade promotions must be approved by a district promotion committee and entered appropriately in the student information system.

**Mid-Year Promotion:**

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

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

2. The student must be recommended by the principal, the classroom teacher, parent, and the school counselor.

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

4. Third graders must meet all the requirements in statute. Students cannot skip third grade.

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

II. Promotion and Good Cause Placements

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

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

Good Cause Criteria for K-2
A student who does not meet the promotion criteria will be considered for good cause placement in the next grade. Good cause placement is defined as:

K-2 Grade Good Cause
Good Cause “A-ESE” – A student with a disability in grades K-2 can be placed for good cause if the Individual Education Plan (IEP) indicates that the student is making adequate progress towards their individual goals and/or is receiving services appropriate to progressing their individual skills. Documentation indicates that the promotion of the student with disabilities is appropriate, based upon the student’s academic record, and shall be submitted from the student’s teacher/therapist to the school principal.

Good Cause “A-ESOL” – An English Language Learner (ELL) who has had less than two years of instruction in English for Speakers of Other Languages (ESOL) program (not including PreK) based on the initial date of entry into a school in the United States (DEUSS), can be placed for good cause. The ELL Committee must be convened, and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report. (Use this exemption first for eligible K-2 English Language Learners.)

Good Cause “A-504” – A student with a Section 504 plan can be placed for good cause if the Report of Conference Form indicates the student’s disability along with the recommendation and reasons for the student’s exemption from the promotion criteria in reading and mathematics. Documentation of remediation in reading and/or mathematics will be included within the school-wide progress monitoring plan.

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

Good Cause Criteria for Grade 3

Good Cause Criteria:

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

3rd Grade Good Cause

Good Cause “1” – English Language Learners who have had less than two years of instruction in English for Speakers of Other Languages (ESOL) program (not including PreK) based on the initial date of entry into a school in the United States (DEUSS). The ELL Committee must be convened, and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report.
Good Cause “2” – Students with disabilities whose Individual Education Plans (IEP) indicate that participation in statewide assessment is not appropriate, consistent with the requirements of section 1008.212, F.S.

Good Cause “3” – Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment that has been approved by the Department of Education, administered after the required grade 3 statewide standardized English Language Arts assessment under Section 1008.22, F.S. The required percentile passing score for each approved alternative standardized reading assessment will be determined by the Department of Education.

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

- be selected by the student’s teachers as determined by district criteria;
- be an accurate picture of the student’s ability and include only student work that has been independently produced in the classroom; include evidence that the benchmarks assessed by the grade 3 reading required state assessment have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% informational text, and that are between 100-700 words with the district's/school's adopted core reading curriculum that are aligned with the State Standards.

A parent of a student in grade 3 who is identified at any time during the year as being at risk of retention may request that the school immediately begin collection of evidence for a portfolio.

Good Cause “5” – Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for 2 years or more but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.

Good Cause “7” – Any third-grade student receiving intensive remediation in reading for two or more years, but still has deficiency in reading and has been previously retained in K-3 for a total of two years. If placed under this exemption, intensive reading instruction must include an altered instructional day that includes specialized diagnostic information and specific reading strategies. A student may not be retained more than once in 3rd grade. Any currently retained 3rd grader would qualify for this Good Cause.

The school district Superintendent shall accept or reject the school principal’s recommendation in writing.
Good Cause Criteria for Grades 4-5

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

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

Summer School Promotion

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

III. Intensive Intervention

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

Parents of students in kindergarten through grade 5 who exhibit a substantial reading deficiency based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations
must receive notification in writing of the following:

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

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

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

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

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

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

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

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

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

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

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

Please see Appendix B – Elementary Reading Decision Tree.

**Services for Students Retained in Grade 3**

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

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

2. Participation in the school district’s summer reading camp, which must incorporate the instructional and intervention strategies above.

3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies. This instruction may include:
   
   a. Integration of content-rich texts in science and social studies within the 90-minute block.
   
   b. Small group instruction.
   
   c. Reduced teacher-student ratios.
   
   d. More frequent progress monitoring.
   
   e. Tutoring or mentoring.
   
   f. Transition classes containing 3rd and 4th grade students.
   
   g. Extended school day, week, or year.

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

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

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

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

3. An individualized progress monitoring plan.

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. (Section 1008.25(4), F.S., and Section 1008.25(6)(b), F.S.)
I. Program of Studies Grades 6-8

Course Offerings

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

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

- Language Arts
- Mathematics
- Science
- Social Studies
- Reading
- Art
- Music
- Physical Education/Health
- Career/Technical Education
- Foreign Language
- Advancement Via Individual Determination

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

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

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

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

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

An English Language Learner (ELL) with no prior school records shall be assigned to a grade level based on
 Required Courses
1. Promotion from middle school to high school requires that the student successfully complete three middle school or higher courses in each of the following:
   a. English Language Arts
   b. Mathematics
   c. Social Studies (including Civics, assessed by a state required End-of-Course Exam)
   d. Science
2. Social Studies:
   The required study of state and federal government and civics education will be incorporated into Civics. One of these courses must be at least a one-semester civics education course. Each student’s performance on the statewide, standardized EOC assessment in civics education constitutes 30 percent of the student’s final course grade. A middle grades student who transfers into the state’s public school system from out-of-country, out-of-state, private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student’s transcripts document passage of three courses in social studies or two year-long courses in social studies that includes coverage of civics education.
3. Language Arts:
   English Language Arts must emphasize literature, informational/technical text, writing, listening, and speaking, and language.
4. Mathematics:
   Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit.

Physical Education
1. Middle schools must offer the equivalent of one class period per day of physical education for one semester of each year for students enrolled in grades 6 through 8.
2. Physical Education Waiver:
   Parents may submit a waiver of the physical education requirement for their child. Students in grades 6-8 are eligible to waive the physical education requirement if they meet any of the following criteria:
a. The student is enrolled in a remedial course.

b. The student’s parent indicates in writing to the school that:
   
   (i) The parent requests that the student enroll in another course from among those courses already offered as options by the school district as space allows; or

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

**Career Research Course**

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

The personalized academic and career plan must inform students of:

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

2. the requirements for each scholarship in the Florida Bright Futures Scholarship Program;

3. state university and Florida College System institution admission requirements;

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

5. career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to ss. 1003.492 or 1008.44, F.S.
Health Education:

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

Grades K-12

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

For students in grades 7 through 12, shall include a teen dating violence and abuse. This component must include that includes, but is not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

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

Life Skills:

Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

a. Self-awareness and self-management.

b. Responsible decision making.

c. Resiliency.

d. Relationship skills and conflict resolution.

e. Understanding and respecting other viewpoints and backgrounds.

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

Required Remediation

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

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

**Intensive Instruction Waiver:**

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

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

**Advancement Via Individual Determination (AVID)**

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

**Academically Challenging Curriculum to Enhance Learning (ACCEL)**

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

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

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

Promotion Requirements

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

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

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

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

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

Middle School Grading

Grading Scale:

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

<table>
<thead>
<tr>
<th>Value</th>
<th>Numeric Range</th>
<th>Letter Grade</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>90-100</td>
<td>A</td>
<td>Outstanding Progress</td>
</tr>
<tr>
<td>3</td>
<td>80-89</td>
<td>B</td>
<td>Above Average Progress</td>
</tr>
<tr>
<td>2</td>
<td>70-79</td>
<td>C</td>
<td>Average Progress</td>
</tr>
<tr>
<td>1</td>
<td>60-69</td>
<td>D</td>
<td>Lowest Acceptable Progress</td>
</tr>
<tr>
<td>0</td>
<td>0-59</td>
<td>F</td>
<td>Failure</td>
</tr>
</tbody>
</table>

Note: W = Withdrawn   I = Incomplete*   NG—No Grade Assigned
*An incomplete grade (“I”) will be changed to a letter grade upon completion of all course requirements within 10 school days of the I being issued, under normal circumstances. If after ten days the course requirements are not completed, the incomplete grade will become an “F.”

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

Exam Exemptions:

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

Progress Reports:

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

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

Report Cards:

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

Makeup Work:

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

End of Year Grades:

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

For middle school courses that do not have a state-required End-of-Course Exam, a point system has been established for the benefit of students who may have experienced an unsuccessful quarter.
Teachers are to award whichever grade is the highest for each student -- the grade determined by the average of the four quarters, or the grade determined by the Point System. Students are still required to earn a minimum of at least one (1) point in second semester for either method of grading.

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

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

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

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

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

The final grade for Civics will be calculated as follows:

- Quarter 1—17%  
- Quarter 2—18%  
- Quarter 3—17%  
- Quarter 4—18%  
- EOC—30%

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

- Quarter 1=25%  
- Quarter 2 =25%  
- Quarter 3 =25%  
- Quarter 4 =25%.  

A = 4  
B = 3  
C = 2  
D = 1  
F = 0
Parent Notification:

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

III. Transfer Students

Transfer Grade Policy

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

1. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value, subject to validation if required by the receiving school’s accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (b) of this rule.

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

3. Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district Student Progression Plan shall be used for validation purposes as determined by the teacher, principal, and parent or guardian:
   a. Portfolio evaluation by the superintendent or designee;
   b. Demonstrated performance in courses taken at other public or private schools that are accredited;
   c. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
   d. Demonstrated proficiencies on the required state assessment; or
   e. Written review of the criteria utilized for a given subject provided by the former school.

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

4. Transferring students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.
Virtual School Transfers:

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

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

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

IV. Course Acceleration and Enrichment

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

High School Credit Courses Offered in Middle School

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

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

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

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

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

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

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

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

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

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

**District Criteria for Enrollment in High School Credit Courses:**

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

1. **English I Honors:**
   
   The student must have earned a Level 3, 4, or 5 on the most current required state assessment in English Language Arts (ELA) or have both of the following:
   
   a. teacher, counselor, and/or administrator recommendation
   
   b. 3.5 grade point average for the year in the 7th grade Advanced Language Arts course

2. **8th Grade Algebra I or Algebra I Honors:**

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

   a. teacher, counselor, and/or administrator recommendation
   
   b. grade point average for the year in the 7th grade Advanced Mathematics course
3. **7th Grade Algebra I Honors:**
   The student must have earned a Level 4 or 5 on the most current required state assessment in Mathematics, scored a stanine of 8 or 9 on the Iowa Algebra Prognosis Test, completed the district developed summer assignment, or have both of the following:
   a. teacher, counselor, and/or administrator recommendation
   b. 3.5 grade point average for the year in the 6th grade Advanced Mathematics course

4. **8th Grade Geometry Honors:**
   The student must have earned a “C” or higher in each semester of Algebra I Honors and must have passed the End-of-Course Assessment. A student who passes the Algebra I Honors course but does not pass the Algebra End-of-Course Assessment or earned the required comparative/concordant score may not enroll in Geometry Honors.

5. **World Languages I:**
   The student must have earned a Level 4 or 5 on the most current required state assessment in English Language Arts or have both of the following:
   a. teacher, counselor, and/or administrator recommendation
   b. 3.0 grade point average in the previous year's Advanced Language Arts course

6. **World Languages II:**
   a. the student earned a 3.0 grade point average in the first year of the World Language course; and 
   b. teacher, counselor, and/or administrator recommendation

7. **Physical Science Honors/Integrated Science Honors:**
   The student must have earned a Level 4 or 5 on the most current required state assessment in English Language Arts and Mathematics or have both of the following:
   a. a 3.0 grade point average in the previous year’s Advanced Science course.
   b. teacher, counselor, and/or administrator recommendation

8. **Career & Technical Courses:**
   a. CTE teacher, counselor, and/or administrator recommendation; and
   b. The student must have earned a 3.0 grade point average in the previous year’s course within the same or similar curricular area.

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

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

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

Grades:

Course grades will be averaged as follows:

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter 1</td>
<td>40%</td>
</tr>
<tr>
<td>Quarter 2</td>
<td>40%</td>
</tr>
<tr>
<td>Benchmark Assessment or teacher designed exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter 3</td>
<td>40%</td>
</tr>
<tr>
<td>Quarter 4</td>
<td>40%</td>
</tr>
<tr>
<td>Benchmark Assessment or teacher designed exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter 1</td>
<td>35%</td>
</tr>
<tr>
<td>Quarter 2</td>
<td>35%</td>
</tr>
<tr>
<td>Semester Exam</td>
<td>30%</td>
</tr>
<tr>
<td>EOC</td>
<td>30%</td>
</tr>
</tbody>
</table>

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

End-of-Course Assessment Waiver:

A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for who the IEP committee determines that an end-of-course assessment cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student’s course grade and credit as required. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An individual IEP team will examine all information for each ESE student, and then make a determination regarding the potential for the results of the EOC to be waived.
Any waiver of the statewide, standardized assessment requirements by individual education plan team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

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

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

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

Florida Course Credit Statute:

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

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

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

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

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

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

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

Semester grades for students who do not take the semester exam will be calculated with a 0% as the exam portion of the grade calculation. All make-ups for semester 1 exams must be completed within 10 school days following the semester 1 exam window. Once the exam is completed, the semester grade will be recalculated.
2. Students enrolled in a high school course with a statewide, standardized end-of-course assessment shall not take the corresponding grade-level required state assessment.

3. A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for whom the IEP committee determines that an end-of-course (EOC) assessment with accommodations cannot accurately measure the student’s abilities, shall have the EOC assessment results waived for the purpose of determining the student’s course grade and credit. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An IEP team will examine all information for each ESE student and make a determination regarding the potential for the results of the EOC to be waived. Any waiver of the statewide, standardized assessment requirements by the IEP team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

District Criteria for Enrollment in Advanced Middle School Courses:

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

1. Accelerated Math:
   The student must have earned a Level 3 or above on the most current required state assessment in Mathematics or have both of the following:
   a. teacher, counselor, and/or administrator recommendation
   b. 3.0 grade point average for the year in the previous year’s Mathematics course

2. Advanced Language Arts
   The student must have earned a Level 3 or above on the most current required state assessment in English Language Arts (ELA) or have both of the following:
   a. teacher, counselor, and/or administrator recommendation
   b. 3.0 grade point average for the year in the previous year’s Language Arts course

3. Advanced Science:
   The student must have earned a Level 3 or above on the most current required state assessment in Science, Mathematics, or English Language Arts (ELA) or have both of the following:
   a. teacher, counselor, and/or administrator recommendation
   b. 3.0 grade point average for the year in the previous year’s Science course
4. Advanced Social Studies:

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

a. teacher, counselor, and/or administrator recommendation

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

Credit Acceleration Program (CAP)

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

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

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

Grade Forgiveness Policy

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

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

For students in alternative programs, including DJJ, the Career Education component must be completed by all students prior to leaving the 8th grade. For students in DJJ programs, the physical education requirement will be waived if the student is in a commitment program as an eighth grader. Physical education is not available in the DJJ program. For juvenile justice programs and alternative programs offering extended learning opportunities, promotions may occur as the requirements herein described are met.
I. Program of Studies Grades 9-12

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

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

II. Grades and Credits

Grading Scale

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

<table>
<thead>
<tr>
<th>Value</th>
<th>Numeric Range</th>
<th>Letter Grade</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>90-100</td>
<td>A</td>
<td>Outstanding Progress</td>
</tr>
<tr>
<td>3</td>
<td>80-89</td>
<td>B</td>
<td>Above Average Progress</td>
</tr>
<tr>
<td>2</td>
<td>70-79</td>
<td>C</td>
<td>Average Progress</td>
</tr>
<tr>
<td>1</td>
<td>60-69</td>
<td>D</td>
<td>Lowest Acceptable Progress</td>
</tr>
<tr>
<td>0</td>
<td>0-59</td>
<td>F</td>
<td>Failure</td>
</tr>
</tbody>
</table>

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

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

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

Grading Policies:

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

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

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

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

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

Semester Grades

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

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Quarter 2</td>
<td>Quarter 4</td>
</tr>
<tr>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Semester Exam</td>
<td>Semester Exam</td>
</tr>
<tr>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>35%</td>
<td>35%</td>
</tr>
<tr>
<td>Quarter 2</td>
<td>Quarter 4</td>
</tr>
<tr>
<td>35%</td>
<td>35%</td>
</tr>
<tr>
<td>EOC</td>
<td>Semester Exam</td>
</tr>
<tr>
<td>30%</td>
<td>30%</td>
</tr>
</tbody>
</table>

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

End-of-Course Assessment Waiver:

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

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

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

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

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

Florida Course Credit Statute:

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

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

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

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

**Make-up Work**

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

**Grade Point Average**

1. A student’s cumulative grade point average (GPA) will be calculated based upon all 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.

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

**Class Rank:**

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

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

3. Class rank will be calculated and locked for graduation recognition purposes ten (10) school days after the end of the first semester. After it is locked, there will be no recalculation of class rank for graduation purposes.
4. Grade weighting is done at the discretion of the school district. The School District of Manatee County will weight all courses, including those transferred in from out of district, based on the scales described below.

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

<table>
<thead>
<tr>
<th>Unweighted Grade Points</th>
<th>Weighted Honors Course Grade Points</th>
<th>Weighted Advanced Studies Course* Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A=4</td>
<td>A=4.5</td>
<td>A=5</td>
</tr>
<tr>
<td>B=3</td>
<td>B=3.5</td>
<td>B=4</td>
</tr>
<tr>
<td>C=2</td>
<td>C=2.5</td>
<td>C=3</td>
</tr>
<tr>
<td>D=1</td>
<td>D=1.5</td>
<td>D=2</td>
</tr>
</tbody>
</table>

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

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

**Honors Recognition**

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

**Grade Forgiveness**

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

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

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

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

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

<table>
<thead>
<tr>
<th>Courses for Graduation for Standard Diploma</th>
<th>Course completed</th>
<th>Course(s) that will Forgive the grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required specific courses for graduation (Biology, HOPE/PE, Algebra I, Geometry, U.S. History, U.S. Govt., Economics, World History)</td>
<td>Regular course</td>
<td>Same course or Honors if available</td>
</tr>
<tr>
<td></td>
<td>Honors, AP, IB, AICE course</td>
<td>Same course or regular course</td>
</tr>
<tr>
<td>Required nonspecific courses for graduation (English, Mathematics, Science)</td>
<td>Regular course</td>
<td>Same course or Level 2 or Level 3 course in the same discipline</td>
</tr>
<tr>
<td></td>
<td>Honors, AP, IB, AICE course</td>
<td>Same course or regular course, or Level 3 course in the same discipline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agriscience Foundations (8106810), if used as a science credit, can forgive an equally rigorous science</td>
</tr>
<tr>
<td>Electives</td>
<td>Any elective</td>
<td>Same course or any elective</td>
</tr>
</tbody>
</table>
Credit Recovery courses are elective credit-bearing courses with specific content requirements defined by Florida State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment). It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery or grade forgiveness or to support on-time graduation.

**Credits**

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

1. For the purpose of high school graduation requirements, one full credit is determined as follows:
   a. A minimum of 135 hours of bona fide instruction in a designated course of study which contains student performance standards; or
   b. For schools that have been authorized to implement block scheduling by the district school board, a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements.

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

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

4. Credit will be awarded if a student not enrolled in or who has not completed a course takes and passes a statewide standardized assessment through the Credit Acceleration Program. No student may be granted credit toward high school graduation for enrollment in the following programs or courses:
   a. More than a total of nine elective credits in remedial programs.
   b. More than one credit in exploratory vocational courses.
   c. Any Level 1 course, unless the student’s assessment indicates a more rigorous course would be inappropriate, in which case a written assessment of the need must be included in the Individual Education Plan or the Individual Progress Monitoring Plan and signed by the principal, school counselor and the parent, if the student is not 18 years or older.

5. Enhanced Instruction for Non-Proficient Students:

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

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

6. Intensive Instruction Waiver:

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

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

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

III. Promotion

Promotion Guidelines

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

- First year—9th grade
- Second year—10th grade
- Third year—11th grade
- Fourth year—12th grade

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

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

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

IV. Acceleration and Enrichment

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

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

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

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

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

Advanced Placement (AP)

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

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

AP Capstone™

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

**International Baccalaureate (IB)**

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

A school may withdraw students earning a “D” or “F” in an IB Course at the end of the first semester may be withdrawn and scheduled into another course in the same subject area.

**Cambridge Advanced International Certificate of Education (AICE)**

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

A school may withdraw students earning a “D” or “F” in a AICE course at the end of the first semester and scheduled into another course in the same subject area.

**Early High School Graduation**

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

A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.
**Advancement Via Individual Determination (AVID)**

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

**Middle School Dual Enrollment**

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

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

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

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

4. Middle school students taking courses that require an EOC must follow statute.

**Dual Enrollment and Early Admission**

Dual Enrollment Programs and Early Admission are available at all high schools.

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

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

3. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollment.
4. Students who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses conducted during school hours and after school hours.

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

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

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

8. The Department of Education adopted guidelines to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. A high school student must complete the following:
   a. Demonstrate readiness for college-level course work if the student is to be enrolled in college courses;
   b. Demonstrate readiness for career-level course work if the student is to be enrolled in career courses;
   c. Indicate that in addition to the required placement examination, student qualifications for enrollment in college credit dual enrollment courses must include at least 3.0 unweighted GPA, and student qualifications for enrollment in career certificate dual enrollment course must include at least a 2.0 unweighted grade point average.

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

10. The Inter-institutional Articulation Agreement is jointly developed between the School District of Manatee County and State College of Florida, University of South Florida, and/or other postsecondary institutions to provide advanced instruction for those students who demonstrate a readiness to engage in postsecondary academic work. In this program, students may earn credit toward both a high school diploma and an Associate or Baccalaureate Degree. The agreement includes the following:
   a. A delineation of courses and programs available for students;
b. A plan for the community college to provide guidance services to participating students on the selection of courses in the dual enrollment program;

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

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

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

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

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

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

i. Eligibility criteria for student participation;

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

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

l. A delineation of institutional responsibilities for instructional quality;

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

n. Transportation;

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

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

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

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

**Credit by Examination**

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

**College and University Programs**

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

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

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

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

1. The student’s performance on required state assessments
2. The student’s grades or grade point average
3. The student’s attendance and conduct
4. Teacher and school counselor recommendations

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

**Credit Acceleration Program (CAP)**

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

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

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

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

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

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

1. participation in an accelerated high school equivalency diploma preparation program during the summer;
2. upon completion of Certificate of Completion, be allowed to take the Postsecondary Education Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college, as appropriate: and
3. participation in an adult general education program for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the required state assessment an unlimited number of times in order to receive a standard high school diploma.

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

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

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

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

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

Summer Graduation

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

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

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

Graduation Requirements: Standard Diploma

Standard Diploma Options:

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

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

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

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

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

Changing between Standard and Accelerated Diploma Options:

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

Diploma Endorsement:

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

Grade Point Average:

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

State Assessment:

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

Diploma Designations:

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

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

Standard Diploma Requirements

Academic Advisement – What Students and Parents Need to Know

What are the diploma options?
Students must successfully complete one of the following diploma options:
- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?
Students must pass the following statewide assessments:
- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score.

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

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade*:  
- Algebra 1  
- Geometry  
- Biology 1  
- U.S. History

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

What is the difference between the 18-credit ACCEL option and the 24-credit option?
- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

What is the difference between the CTE Pathway option and the 24-credit option?
- At least 18 credits are required
- 4 elective credits instead of 8  
  - 2 credits in CTE courses, must result in program completion and industry certification
  - 2 credits in work-based learning programs or up to 2 elective credits, including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate or Practical Arts is not required
- Online course is not required

24-Credit Standard Diploma

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

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

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

3 Credits Social Studies
- 1 credit in World History
- 1 credit in U.S. History
- 0.5 credit in U.S. Government
- 0.5 credit in Economics

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

1 Credit Physical Education*
- To include the integration of health

8 Elective Credits

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

* Eligible courses are specified in the Florida Course Code Directory
**A computer science credit may not be used to substitute for both a mathematics and science credit.
Scholar Diploma Designation
In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements:

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

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

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

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

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

State University System of Florida

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

Florida College System.

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

Career and Technical Education Directors

Where is information on financial aid located?
The Florida Department of Education’s Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

Office of Student Financial Assistance

August 2019
CTE Graduation Pathway:

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

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

Course Information

Mathematics:

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

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

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

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

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

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

**Required Instruction Grades K-12**

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

For students in grades 7 through 12, shall include a teen dating violence and abuse. This component must include that includes, but is not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

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

**Life Skills:**

Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- b. Responsible decision making.
- c. Resiliency.
- d. Relationship skills and conflict resolution.
- e. Understanding and respecting other viewpoints and backgrounds.
A link to access and review the instructional materials used to teach the curriculum will be included on the district’s website. The process to request an exemption will also be posted on the district’s website. Appendix C contains the Parent Opt Out form for Health Education.

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

Science:

1. Agriscience Foundations I may count as a science credit.

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

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

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

Community Service:

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

Health Opportunities through Physical Education (HOPE):

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

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

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

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

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

1. Interscholastic Sports:

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

2. Junior Reserve Officers Training Corps (JROTC):

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

3. Completion of one semester, with a grade of “C” or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy .5 credit in physical education or .5 credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or Section 504 plan.

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

Online Course:

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

Assessment Requirements:

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

Civics: Beginning with the 2021-2022 school year, students taking U.S. Government are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25 (4). Students earning a passing score on this assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25 (4).
Once a student who has failed the required state assessment for graduation has met the assessment graduation requirement for a standard high school diploma with a concordant score, the student is not required to

### Concordant Scores by Year Student Entered Grade 9: 2010-11 through 2018-2019

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Reading Score</th>
<th>Math Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGSSS Algebra I EOC</td>
<td></td>
<td>399* (2011-12)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>489** (2014-15)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>497 (2014-2015 to present)</td>
</tr>
<tr>
<td>FCAT 2.0</td>
<td>245 (2010-2013)</td>
<td></td>
</tr>
<tr>
<td>FSA ELA</td>
<td>349 (2013-2014)</td>
<td></td>
</tr>
<tr>
<td>FSA ELA</td>
<td>350 (2014-2015 to present)</td>
<td></td>
</tr>
<tr>
<td>SAT</td>
<td>430</td>
<td></td>
</tr>
<tr>
<td>ACT</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>PERT</td>
<td></td>
<td>97</td>
</tr>
</tbody>
</table>

SAT (Beginning with Spring 2016 administration through August 1, 2018):

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Reading Score</th>
<th>Math Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Evidence- Based Reading and Writing</td>
<td>430</td>
<td></td>
</tr>
<tr>
<td>SAT Reading Subtest</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

*Students who entered Grade 9 in the 2010–11 school year were required to earn course credit in Algebra 1 or an equivalent course and participate in the Algebra 1 EOC Assessment. The results of the Algebra 1 EOC Assessment must constitute 30% of these students’ final course grade, but there is not a passing requirement for this cohort of students.

**Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board in January 2016 are eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

### Concordant Scores by Year Student Entered Grade 9: 2019-2020 and Beyond

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Reading Score</th>
<th>Math Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSA Algebra I EOC</td>
<td></td>
<td>497</td>
</tr>
<tr>
<td>Grade 10 FSA ELA</td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>SAT</td>
<td>480 (EBRW)</td>
<td>420 (Math)</td>
</tr>
<tr>
<td>ACT</td>
<td>18 (Average of English and Reading)</td>
<td>16 (Math)</td>
</tr>
<tr>
<td>PSAT</td>
<td></td>
<td>430</td>
</tr>
</tbody>
</table>
continue retaking the required state assessment for graduation for the purpose of high school graduation and may be removed from an intensive intervention course at the change of the semester. Students scoring at Level 1 and 2 on required state assessments in reading and/or math must continue to receive intervention and remediation within the MTSS framework irrespective of meeting graduation requirements through concordant/comparative score if the problem-solving team finds the services necessary.

**Students Currently Holding a Certificate of Completion:**

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

<table>
<thead>
<tr>
<th>Test</th>
<th>Date Taken</th>
<th>Concordant Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Mathematics</td>
<td>Prior to March 2005</td>
<td>370</td>
</tr>
<tr>
<td></td>
<td>March 2005 and Beyond</td>
<td>340</td>
</tr>
<tr>
<td>SAT Reading</td>
<td>Prior to March 2005</td>
<td>410</td>
</tr>
<tr>
<td></td>
<td>March 2005 and Beyond</td>
<td>420</td>
</tr>
<tr>
<td>ACT Reading</td>
<td>N/A</td>
<td>19</td>
</tr>
<tr>
<td>ACT Mathematics</td>
<td>N/A</td>
<td>15</td>
</tr>
<tr>
<td>PERT</td>
<td>Beginning with students who graduated in 2015 through 2022 graduates.</td>
<td>97</td>
</tr>
</tbody>
</table>
2. The flexibility for concordant score requirements will be retained for students in this cohort who do not meet the requirements in 2010.
   
   a. Students presenting ACT scores (no date restriction): Students may use the 2003 ACT concordant score requirements to meet the high school graduation testing requirements in reading and mathematics.
   
   b. Students presenting SAT scores dated prior to March 2005: Students must use the 2003 concordant score requirements to meet the high school graduation testing requirements in reading and mathematics.
   
   c. Students presenting revised SAT scores dated March 2005 and beyond: Students may use either the 2003 or 2009 concordant score requirements (mix and match to their advantage) to meet the high school graduation testing requirements.

VI. Diploma Options

**ACCEL Diploma**

**Selection of the ACCEL Diploma Option:**

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

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

**Course Requirements for the ACCEL Accelerated Diploma:**

A Standard Diploma will be awarded to a student who:

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

2. An on-line course is not required.

3. Maintains a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

**Diploma Equivalency Options**

Other diploma options for Manatee district students include:

1. Adult High School Diploma

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

**Adult Student High School Diploma:**

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

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

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

1. Two elective credits for any individual who has completed one full year of military service:
2. Correspondence courses completed under USAFI; or
3. Organized courses completed in a school operated by the Armed Forces.

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

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

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

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

**High School Equivalency Diploma (GED) Option:**

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

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

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

After satisfactorily passing the High School Equivalency Test, the student will receive a State of Florida High School Diploma and will be considered an adult graduate. The student may participate in the adult high school
Performance-Based Exit Option:

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

The program is designed to provide some academic support for students who are in jeopardy of not graduating with their cohort group. These students cannot graduate before their entry level classmates. The Manatee County model includes direct, explicit instruction, and an online instructional program.

The students must meet all of the following eligibility criteria:

1. The student must be enrolled in and attending a PK-12 program.
2. The student is at least 16 years old.
3. The student is enrolled in courses that meet high school graduation requirements and is earning and receiving credits.
4. The student is over age for grade, behind in credits, has a low grade point average, and is in jeopardy of not graduating with his or her cohort group.
5. The cohort group with which the student entered kindergarten is graduating or has graduated.
6. The student’s reading level must be at seventh grade or higher at the time of selection (ninth grade or higher at the time of testing for the Florida High School Diploma authorized under Rule 6A-6.0201, F.A.C), as documented by a passing score on the Test of Adult Basic Education (TABE) reading component or other assessment to determine grade-level proficiency.
7. The student has acceptable scores on official GED Practice Tests administered under testing conditions.

Admission Procedures:

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

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

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

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

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

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

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

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

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

The following section will be implemented to the extent that funding is provided in the General Appropriations Act. Students who have met all requirements for a Standard Diploma except for passage of the required state assessment or an alternative assessment by the end of grade 12 must be provided the following learning opportunities:

1. Participation in an accelerated high school equivalency diploma preparation program during the summer, and upon receipt of a certificate of completion, take the Postsecondary Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college, as appropriate.
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 required state assessment 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 required state assessment or alternate assessment. Students receiving such instruction are eligible to take the required state assessment or alternative assessment and receive a
standard high school diploma upon passage of the required state assessment or the alternative assessment. Upon receipt of a certificate of completion, a student will be allowed the opportunity to take the Postsecondary Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college as appropriate.

VII. Exceptional Student Education

Standard Diploma Pathways

Effective school year 2014-2015, or after, all students with disabilities entering grade nine (for the first time) will be provided the opportunity to receive a standard high school diploma by meeting the same requirements as all students, OR through an alternate pathway as outlined below:

1. Standard Diploma available to all students to include students with disabilities:
   a. Refer to Graduation Option Chart on page 77 - 78, first column, for specifics
   b. Students with disabilities working for a scholar designation are not eligible for a waiver consideration, per scholar designation requirements.
   c. Students with disabilities working for a merit designation may be considered for a waiver, if necessary, per merit requirements.

2. Standard Diploma Academic & Employment Pathway:
   For any student with a disability, when the IEP team determines that mastery of academic (State Standards) and employment competencies is the most appropriate way for the student to demonstrate his/her skills, the student must demonstrate:
   a. Documented achievement of all annual IEP goals, academic and employment competencies, industry certification, or occupational completion points (OCPs) in the student's transition plan; and
   b. Maintain successful paid employment for at least one semester
   c. Refer to Graduation Option Chart on page 77 - 78, center column

3. Standard Diploma Access Points Pathway:
   For a student with a significant cognitive disability, when the IEP determines that mastery of State Standards Access Points is the most appropriate pathway, the student must be instructed in State Standards access points (modified curriculum) and participate in the statewide alternate assessment. This option includes:
a. Portfolio of quantifiable evidence for courses not measured by a state standardized assessment;
b. Refer to Graduation Option Chart on page 77 - 78, last column

<table>
<thead>
<tr>
<th>24 credit standard diploma option available to all students, including students with disabilities</th>
<th>24 credit standard diploma option with academic and employment requirements, available only to students with disabilities</th>
<th>24 credits standard diploma option available only to students with significant cognitive disabilities, who take access courses and the alternate assessment.</th>
</tr>
</thead>
</table>

### 4 Credits English Language Arts (ELA)

- **ELA I, II, III, IV**
- ELA honors, Advanced Placement (AP), Advanced International Certification of Education (AICE), International Baccalaureate (IB), and dual enrollment courses may satisfy this requirement

<table>
<thead>
<tr>
<th>Must earn credits for all the courses listed in the first column</th>
<th>Must earn credits for all of the courses listed in the first column</th>
<th>May substitute a CTE course with content related to English for English IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>May Substitute a CTE course with content related to English for English IV</td>
<td>May substitute access courses for general education courses</td>
<td>May substitute a CTE course with content related to English for English IV</td>
</tr>
<tr>
<td>May substitute access courses for general education courses</td>
<td>May substitute a CTE course with content related to English for English IV</td>
<td></td>
</tr>
</tbody>
</table>
### 3 Credits Science
- One of which must be Biology I, two of which must be equally rigorous science courses
- Two of three required credits must have a laboratory component
- An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Must earn credits for all courses listed in the first column</th>
<th>Must earn credits for all of the courses listed in the first column</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>May substitute a CTE course with content related to science for one science credit (except Biology I)</td>
<td>May substitute access courses for general education courses</td>
</tr>
<tr>
<td></td>
<td>May substitute a CTE course with content related to science for one science credit (except Biology I)</td>
<td>May substitute a CTE course with content related to science for one science credit (except Biology I)</td>
</tr>
</tbody>
</table>

### 3 Credits Social Studies
- 1 credit World History
- 1 credit U.S. History
- .5 credit in U.S. Government
- .5 credit in Economics

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Must earn credits for all courses listed in the first column</th>
<th>Must earn credits for all of the courses listed in the first column</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>May substitute a CTE course with content related to social studies for one social studies credit (except for U.S. History)</td>
<td>May substitute access courses for general education courses.</td>
</tr>
<tr>
<td></td>
<td>May substitute a CTE course with content related to social studies for one social studies course (except for U.S. History)</td>
<td>May substitute a CTE course with content related to social studies for one social studies course (except for U.S. History)</td>
</tr>
</tbody>
</table>

1 credit and Performing Arts, Speech and Debate, or Practical Arts ** see below
8 Elective Credits

<table>
<thead>
<tr>
<th>Must include .5 credits in an employment-based course</th>
<th>May include employment based course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>May include ESE Courses</td>
<td></td>
</tr>
</tbody>
</table>

1 Credit Physical Education to include the integration of health

1 Online Course

Online course may be waived by IEP team

All students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessments, or earn a concordant/comparative score, unless a waiver of assessment results is granted by the IEP team.

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

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

**CTE Course Substitutions for Graduation Requirements**

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

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

**Deferral of Standard Diploma**

Once a student with a disability meets all the requirements for a standard diploma, they may defer the receipt of their diploma. This decision is made by the IEP team for the IEP in effect at the beginning of the year the student is expected to graduate and documented on the IEP. The IEP Team must review the benefits of deferring the standard high school diploma and describe to the parent and the student all services and program options available.
Certain conditions must be met in order to defer the standard diploma:

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

2. The student is enrolled in accelerated college credit, industry certification courses that lead to college credit, a collegiate high school, courses necessary for Scholar designation, or structured work-student, internship, or pre-apprenticeship.

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

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

**Certificate of Completion**

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

**ESE Assessment Requirements**

**Standard Diploma with Required State Assessment Waiver:**

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

1. Completes the minimum number of credits and other requirements for graduation and

2. Does not earn passing scores on the required state assessment or on a standardized test that are concordant with passing scores on the required state assessment after attempting each required assessment at least once.

In order for the required state assessment graduation results to be waived, the School District of Manatee County IEP Team must meet to determine whether the required state assessment can accurately measure the student’s abilities, taking into consideration allowable accommodations.

Consistent with the provisions of section 1003.43(11)(a), F.S., any senior who has not achieved a passing score on the required state assessment may receive intensive remediation.
Intensive Instruction Waiver:

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

1. Parents must complete the Intensive Instruction Waiver Request form.
2. Student must be in 6th-11th grade.

End-of-Course Assessment Waiver:

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

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

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

Semester 1: Quarter 1 = 50% and Quarter 2 = 50%
Semester 2: Quarter 3 = 50% and Quarter 4 = 50%.

VIII. English for Speakers of other Languages (ESOL)

Students who are enrolled in an ESOL program and have met all requirements for the standard high school diploma except for passage of the required state assessment or alternate assessment may receive immersion English language instruction during the summer following their senior year and/or return as a fifth year senior to have the opportunity to meet the graduation requirements. Students receiving such instruction are eligible to take the required state assessment or alternate assessment and receive a standard high school diploma upon passage of the required state assessment or the alternate assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act.

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

IX. College Readiness

Schools shall use all available assessment results, including the results of statewide, standardized English language arts assessments and end-of-course assessments for Algebra I and Geometry, to advise students of
any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation.

College-Ready Cut Scores:

<table>
<thead>
<tr>
<th>ACT</th>
<th>Reading</th>
<th>19</th>
<th>English</th>
<th>17</th>
<th>Mathematics</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT</td>
<td>Verbal</td>
<td>440</td>
<td></td>
<td></td>
<td>Mathematics</td>
<td>440</td>
</tr>
<tr>
<td>PERT</td>
<td>Reading</td>
<td>104</td>
<td>Writing</td>
<td>99</td>
<td>Mathematics</td>
<td>113</td>
</tr>
</tbody>
</table>

Changes to college-ready cut scores:

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

<table>
<thead>
<tr>
<th>Postsecondary Education Reading Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ACT</th>
<th>Reading</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERT</td>
<td>Mathematics</td>
<td>97</td>
</tr>
</tbody>
</table>

X. Exit Interviews

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

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

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

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

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

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

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

A student must be assigned to a FLVS teacher either before the school year begins or semester begins or within the first ten days of either semester to be able to withdraw from a SDMC face-to-face course.

The Manatee County School District shall provide students with access to enroll in courses available through
the MVS option of the student and parent’s choice and shall award credits or academic points for successful completion of such courses. While a district may not artificially limit a student’s enrollment in online courses offered by the school district, another school district or FLVS if the student would be academically eligible to enroll in the same courses in a brick-and-mortar setting within the district, a district still has authority and responsibility to provide academic guidance to their students. This includes limiting enrollment in courses for which the student is not academically qualified, in the same manner it would limit a student from enrolling in brick-and-mortar courses for which the student is not academically qualified.

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

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

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

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

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

MVS Programs:

In order for students to be eligible for any MVS full-time virtual program for the 2022-2023 school year, the student must meet the eligibility requirements listed below.

1. Grades K-5 Criteria:

   a. Children who are five years old on or before September 1, 2022, are eligible to start kindergarten in August 2022.
b. To enter first grade, a child must be six years old on or before September 1, 2022 and must have successfully completed kindergarten (Florida Statute 1003.21).

c. Have demonstrated academic success in the previous 2 years of school. Final report cards (If the student is moving to 1st grade, then submit kindergarten final report card).

d. State/District testing scores FSA, AIMS Webb, iReady, other assessments from the 2021-2022-2020 school year. If the student is entering Kindergarten, no test scores required.

e. Apply for admissions in the enrollment window as posted on the Manatee County Schools website.

2. Grades 6-12 Criteria

a. Have demonstrated academic success in the previous semester courses

b. Have attained grade level proficiency on at least one of the following standardized tests in the 2021-2022 school year:
   - FSA
   - All End of Course (EOC) Exams that student has already taken
   - Stanford Achievement Test (50th percentile or higher on the Reading section)
   - Iowa Test or Basic Skills (50th percentile or higher on the Reading section)
   - Grade level proficiency on an official standardized test administered by another public school system

3. Reside in Manatee County

Full-time Virtual Education Options

MVS provides one full-time virtual school program:

- Manatee Virtual School (MVS)

The full-time MVS is a contract program with FLVS which uses the FLVS curriculum and teachers.

Goals:

a. To provide a comprehensive virtual education program

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

c. To provide opportunities for students to accelerate

To remain in MVS, a student must:
a. Maintain virtual attendance expectations as prescribed in the MVS and FLVS policies and procedures manual.
b. Meet benchmarks, including all state required-assessments.
c. Provide his/her own transportation to their zoned school on designated test days for all state required-assessments and provide photo ID.
d. Be considered zoned-school students for sports and extracurricular activities.
e. Follow and maintain course pace, according to course and instructor requirements.
f. Work with the zoned-school athletic director on any NCAA eligibility.
g. Agree and adhere to all the student and parent guidelines as stipulated in the Handbook.
h. Enroll and complete six half-credit courses each semester within the specified enrollment and completion dates.

How to apply to a Full Time Virtual Program:

1. Manatee County public, charter, or home school students should consult with their school counselor, review the MVIP and FLVS websites.

Part-time Virtual Education Options

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

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

Policies for Part-time Programs:

1. A student may not be placed in the same course concurrently at a district middle or high school and at Florida Virtual School.

2. Schools may not deny placement in a course offered through Florida Virtual School even if the school offers the same course.

3. A student who withdraws or is withdrawn from a virtual course within 28 days of entry must enroll in enough courses at the zoned school to maintain full-time enrollment status.

4. 8th grade students who are enrolled in a virtual program for an academic course must complete the
academic course by the last day of school or will be placed in an alternative instructional setting.

**General Information**

**Equity Requirements**

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

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

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

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

- Internet Explorer 9.0 or higher
- Microsoft Edge
- Mozilla Firefox
- Google Chrome
- Apple Safari

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

Academic integrity means:

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

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

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

**Extracurricular Activity Eligibility:**

A full-time virtual school student who meets specified academic and conduct requirements is eligible to participate in extracurricular activities at the zoned school.
Academic excellence is a priority for the School District of Manatee County. Providing students with every opportunity to develop today for their success tomorrow is our mission. To this end, intensive instruction is provided for students who do not demonstrate academic proficiency. This is a means to close the achievement gap and support students as they strive to earn their high school diploma.

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

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

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

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

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

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

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

Student Name: (Print)__________________________School: ______________________Grade:_____

Parent/Guardian Name (Print): __________________________________________

Parent/Guardian Signature: ________________________________Date: ____________

Principal acknowledgement ______________________________Date: ____________
Appendix B
Assessment/Curriculum Decision Tree

Grade Level(s): Kindergarten

If:

Student meets at least one of the following criteria at beginning of school year:

- FAST PM 1 (Star Early Literacy)- 30th percentile and above
- Letter Name Identification (from Next Step Guided Reading Assessment Kit)- at least 20 upper/lower case letter names

Then:

TIER 1 Only

Core Instruction:

- is standards-aligned;
- builds background and content knowledge;
- provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;
- incorporates writing in response to reading;
- includes accommodations (IEP, ESOL, or 504);
- incorporates the principles of Universal Design for Learning; and
- includes specially designed instruction for students with disabilities.

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Florida Benchmark Advance is a State Approved Tier 1 Core Program

Progress Monitoring

<table>
<thead>
<tr>
<th>Assessment &amp; Frequency</th>
<th>Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students</th>
<th>Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting expectation/benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FAST/Star Early Literacy (3x per year)</td>
<td>1. Student scores at the 40th percentile at PM 2 (scale score of 730 and above) and PM3 (scale score of 769 and above) based on FAST</td>
<td>1. Student scores at or below the 25th percentile at PM 2 (scale score of 702 and below) and PM 3 (scale score of 742 and below) based on FAST</td>
</tr>
<tr>
<td>2. Letter Name Fluency Assessment- monthly until student fluently identifies at least 50 letter names</td>
<td>2. Student fluently identifies at least 40 letter names at end of quarter 1 (October) as measured by a Letter Name Identification Assessment (from Next Step Guided Reading Assessment Kit)</td>
<td>2. Student fluently identifies less than 40 letter names at the end of quarter 1 (October) as measured by Letter Name Identification Assessment (from Next Step Guided Reading Assessment Kit)</td>
</tr>
<tr>
<td>3. Running Record (Next Step in Guided Reading Assessments)- at least 2 times per year (January and May)</td>
<td>3. Student is reading at an instructional level B in January as measured by the Next Step in Guided Reading Assessment;</td>
<td>3. Student is reading at a Pre-A level in January as measured by The Next Step in Guided Reading Assessment;</td>
</tr>
</tbody>
</table>
### How is the effectiveness of Tier 1 instruction being monitored?

- Weekly administrative walkthroughs
- Analysis of FAST/Star Early Literacy data three times per year
- Monitoring of i-Ready lessons passed and time on task monthly
- Analysis of Pre-A assessment data and running record data
- MTSS Teams and Literacy Leadership Teams
- District walkthroughs of schools

### What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Are these procedures different for in-person and distance learning students?

For both in person and distance learning instruction:

- Targeted feedback to teachers based on administrative walkthroughs/observations
- School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data
- School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data
- District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback—school support is adjusted based on trends
- Literacy coaching cycles based on data, trends, and teacher needs

### How is the effectiveness of Tier 1 curriculum being monitored?

- Weekly administrative walkthroughs
- FAST/Star Early Literacy data review
- MTSS Teams and Reading Leadership Teams
- Administrator and teacher feedback/input on curriculum maps
- Monthly PLC’s by grade level to study student work, data analysis, and review curriculum

### What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Are these procedures different for in-person and distance learning students?

For both in person and distance learning instruction:

- Incorporate UDL principals to meet the needs of all students
- Provide PD on explicit, systematic, and multisensory instruction
- Weekly PLC’s including analysis of student work samples and formative assessment data
- Weekly grade level collaborative planning using a backward design model

### How is instruction provided to students who receive instruction through distance learning?

Through the use of Schoology, students will receive a combination of live and recorded lessons, as well as, independent tasks assigned through Schoology. Live lessons may be delivered to whole groups, small groups, or one-on-one. Instruction during live and recorded lessons will include a balance of on grade level material and differentiated material based on student data and standards. Teachers will use gradual release to explicitly show a skill and strategy, guide students through understanding the skill and strategy, and assign independent tasks to be completed weekly.
IF: Student meets at least one of the following criteria at beginning of school year:
- FAST PM 1 (Star Early Literacy)- 11th- 29th percentile
- Letter Name Identification (from Next Step Guided Reading Assessment Kit)- 10-19 upper/lower case letter names

THEN: TIER 1 instruction and TIER 2 interventions

Supplemental Instruction/Intervention:
- are standards-aligned;
- address gaps and reduce barriers to students' ability to meet Tier 1 expectations;
- provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills
- are matched to the needs of the students;
- provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;
- occurs during time allotted in addition to core instruction; and
- includes accommodations (IEP, ESOL, or 504).

<table>
<thead>
<tr>
<th>TIER 2 Programs/Materials/Strategies &amp; Duration</th>
<th>TIER 2 Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment &amp; Frequency</td>
<td>Performance Criteria to discontinue Tier 2 interventions</td>
</tr>
<tr>
<td>Literacy Footprints Grade Level Kit</td>
<td>1 of the following STAR CBM measures administered every other week and determined based on the focus of the intervention:</td>
</tr>
<tr>
<td>Literacy Footprints Intervention Partner Kit</td>
<td>Letter Naming</td>
</tr>
<tr>
<td>Benchmark Advance Differentiated Tier 2 Lessons</td>
<td>Letter Sounds</td>
</tr>
<tr>
<td>i-Ready Tools for Instruction lessons</td>
<td>Phoneme Segmentation</td>
</tr>
<tr>
<td>Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL's)</td>
<td>Receptive Nonsense Words</td>
</tr>
<tr>
<td></td>
<td>Expressive Nonsense Words (STAR CBM Reading Technical Manual Located in Schoology)</td>
</tr>
</tbody>
</table>

Number of times per week intervention provided: At least 3 times per week
Number of minutes per intervention session: At least 15-30 minutes
What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

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

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

- Literacy Footprints Grade Level/Intervention Partner Kit: Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. These IES recommendations are built into this program through explicit, systematic instruction in daily phonological/phonemic awareness activities, phonics and word analysis activities, spelling practice with high frequency words, repeated reading to support accuracy and fluency, and discussions and writing in response to reading to support comprehension. The district will support and monitor implementation of this program through F.A.S.T. progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development for teachers, coaches, and administrators utilizing the Foundational Skills to Support Reading for Understanding IES guide, targeted Science of Reading PD, and through a partnership with State Regional Literacy Directors. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website. https://ies.ed.gov/ncee/wwc/PracticeGuide/21


- i-Ready Tools for Instruction (teacher-led lessons): Meets Level 2 (Moderate Evidence) based on an internal study, the type of study done and the effects of the program on reading achievement. According to An Impact Evaluation of i-Ready Diagnostic and Instruction Implementation for Reading, effect sizes across subjects and grades were positive and generally strong. While Tools for Instruction does not meet strong, moderate, or promising levels of evidence according to WWC or Evidence for ESSA, the following recommendations from the IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade support the program- recommendation 3 (strong evidence), and 4 (moderate evidence). Tools for Instruction include explicit, systematic, teacher facilitated lessons that target academic language and vocabulary knowledge, phonics and word analysis, and texts to support reading accuracy, fluency, and comprehension. The lessons include feedback and scaffolding to support students with targeted skills. The district will support and monitor the implementation of the evidence-based reading instruction through F.A.S.T. progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development in the Science of Reading delivered by district specialists and in partnership with State Regional Literacy Directors. As well as, utilizing the Foundational Skills to Support Reading for Understanding IES guide in PD with teachers, coaches, and administrators.

- Imagine Language and Literacy: This program has a promising rating according to the Evidence for ESSA website.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Tier 2 interventions will be delivered in live small group conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.
Student meets at least one of the following criteria at beginning of school year:

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

**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

**Intensive, Individualized Instruction/Intervention:**

- is targeted instruction based on student need;
- provides small group or one-on-one instruction;
- includes accommodations (IEP, ESOL, or 504);
- includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and
- ensures additional time allotted is in addition to core instruction and Tier 2 interventions.

<table>
<thead>
<tr>
<th>Tier 3 Programs/Materials/Strategies &amp; Duration</th>
<th>Tier 3 Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessment &amp; Frequency</td>
</tr>
</tbody>
</table>
| Literacy Footprints Intervention Partner Kit | 1 of the following STAR CBM measures administered every week and determined based on the focus of the intervention:  
- Letter Naming  
- Letter Sounds  
- Phoneme Segmentation  
- Receptive Nonsense Words  
- Expressive Nonsense Words (STAR CBM Reading Technical Manual Located in Schoology) | Student consistently scores in the ‘At/Above Benchmark’ or ‘On Watch’ categories as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention. (See Seasonal Benchmarks for Reading tables after the K-2 Decision Trees) | Student consistently scores in the ‘Intervention’ benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention. (See Seasonal Benchmarks for Reading tables after the K-2 Decision Trees) | Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still scoring in the ‘Intervention’ category based on STAR CBM norms AND STAR CBM progress monitoring data points do not show student’s trend line is closing the gap towards meeting the goal/aim line. |
| i-Ready Tools for Instruction | | | | |
| Imagine Language and Literacy – Teacher Action Lessons (ELL students with 2.9 or below ACCESS scores OR new ELL’s) | | | | |
| Benchmark Advance Tier 3 Intervention (based on school availability) | | | | |

**All Tier 3 interventions must be provided by a teacher who is certified in reading or has the reading endorsement.**

**Number of times per week intervention provided** | **Number of minutes per intervention session** |
| Daily | At Least 15-30 min |

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?**

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

- **Literacy Footprints Intervention Partner Kit**: Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* IES Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. These IES recommendations are built into this program through explicit, systematic instruction in daily phonological/phonemic awareness activities, phonics and word analysis activities, spelling practice with high frequency words, repeated reading to support accuracy and fluency, and discussions and writing in response to reading to support comprehension. The district will support and monitor implementation of this program through F.A.S.T. progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development for teachers, coaches, and administrators utilizing the *Foundational Skills to Support Reading for Understanding* IES guide, targeted Science of Reading PD, and through a partnership with State Regional Literacy Directors. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website. [https://ies.ed.gov/ncee/wwc/PracticeGuide/21](https://ies.ed.gov/ncee/wwc/PracticeGuide/21)

- **i-Ready Tools for Instruction** (teacher-led lessons): Meets Level 2 (Moderate Evidence) based on an internal study, the type of study done and the effects of the program on reading achievement. According to *An Impact Evaluation of i-Ready Diagnostic and Instruction Implementation for Reading*, effect sizes across subjects and grades were positive and generally strong. While Tools for Instruction does not meet strong, moderate, or promising levels of evidence according to WWC or Evidence for ESSA, the following recommendations from the IES Practice Guide *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* support the program—recommendation 3 (strong evidence), and 4 (moderate evidence). Tools for Instruction include explicit, systematic, teacher facilitated lessons that target academic language and vocabulary knowledge, phonics and word analysis, and texts to support reading accuracy, fluency, and comprehension. The lessons include feedback and scaffolding to support students with targeted skills. The district will support and monitor the implementation of the evidence-based reading instruction through FAST progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development in the Science of Reading delivered by district specialists and in partnership with State Regional Literacy Directors, as well as, utilizing the *Foundational Skills to Support Reading for Understanding* IES guide in PD with teachers, coaches, and administrators.

- **Imagine Language and Literacy** has a promising rating according to the Evidence for ESSA website.

- **Benchmark Advance Tier 3 Intervention Program**: Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The lessons include explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading. The district will support and monitor the implementation of the evidence-based reading instruction through F.A.S.T. progress monitoring assessments, STAR CBM progress monitoring, and through ongoing professional development with teachers, coaches, and administrators utilizing the *Foundational Skills to Support Reading for Understanding* IES guide and in the Science of Reading delivered by district specialists and in partnership with State Regional Literacy Directors. [https://ies.ed.gov/ncee/wwc/PracticeGuide/21](https://ies.ed.gov/ncee/wwc/PracticeGuide/21)

**How are Tier 3 interventions provided to students who receive interventions through distance learning?**

Tier 3 interventions will be delivered in live one on one conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.
## Assessment/Curriculum Decision Tree

### Grade Level(s): First and Second Grades

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

- **1st grade:**
  - i-Ready Spring 2022 overall scale score of 434 and above AND/OR
  - FAST PM 1 (Star Early Literacy) - 30th percentile and above AND/OR
  - Running Record instructional level C or above
- **2nd grade:**
  - i-Ready Spring 2022 overall scale score of 489 and above AND/OR
  - FAST PM 1 (Star Reading) - 30th percentile and above AND/OR
  - Running Record instructional level I or above

**THEN:** TIER 1 Only

**Core Instruction:**
- is standards-aligned;
- builds background and content knowledge;
- provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;
- incorporates writing in response to reading;
- includes accommodations (IEP, ESOL, or 504);
- incorporates the principles of Universal Design for Learning; and
- includes specially designed instruction for students with disabilities.

**Core Curriculum**

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

**Florida Benchmark Advance** is a State Approved Tier 1 Core Program

### Progress Monitoring

<table>
<thead>
<tr>
<th>Assessment &amp; Frequency</th>
<th>Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students</th>
<th>Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting expectation/benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FAST/Star Reading (3x per year)</td>
<td>1. Student scores at the 40th percentile at PM 2 (1st grade scale score of 790 and above; 2nd grade scale score of 893 and above) and PM3 (1st grade scale score of 828 and above; 2nd grade scale score of 918 and above) based on FAST</td>
<td>1. Student scores at or below the 25th percentile at PM 2 (1st grade scale score of 765 and below; 2nd grade scale score of 862 and below) and PM 3 (1st grade scale score of 800 and below; 2nd grade scale score of 889 and below) based on FAST</td>
</tr>
<tr>
<td>2. Running Record (Next Step in Guided Reading Assessments)- 3 times per year (August/September, January, and May)</td>
<td>2. Student is reading at an instructional level F and above (1st grade) or K and above (2nd grade) in January as measured by the Next Step in Guided Reading Assessment; student is reading at an instructional level I and above (1st grade) or L and above (2nd grade) in May as</td>
<td>2. Student is reading below an instructional level F (1st grade) or K (2nd grade) in January as measured by The Next Step in Guided Reading Assessments; student is reading below an instructional level I (1st grade) or L (2nd grade) in May as</td>
</tr>
<tr>
<td>How is the effectiveness of Tier 1 instruction being monitored?</td>
<td>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?</td>
<td></td>
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<tr>
<td>---</td>
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<tr>
<td>• Weekly administrative walkthroughs</td>
<td>• Targeted feedback to teachers based on administrative walkthroughs/observations</td>
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<tr>
<td>• Analysis of FAST data three times per year</td>
<td>• School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data</td>
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</tr>
<tr>
<td>• Monitoring of i-Ready lessons passed and time on task monthly</td>
<td>• School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data</td>
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<tr>
<td>• Analysis of running record data</td>
<td>• District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback—school support is adjusted based on trends</td>
<td></td>
</tr>
<tr>
<td>• MTSS Teams and Literacy Leadership Teams</td>
<td>• Literacy coaching cycles based on data, trends, and teacher needs</td>
<td></td>
</tr>
<tr>
<td>• District walkthroughs of schools</td>
<td></td>
<td></td>
</tr>
</tbody>
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<tr>
<th>How is the effectiveness of Tier 1 curriculum being monitored?</th>
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<tr>
<td>• Weekly administrative walkthroughs</td>
<td>• Incorporate UDL principals to meet the needs of all students</td>
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<td>• FAST data review</td>
<td>• Provide PD on explicit, systematic, and multisensory instruction</td>
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<td>• MTSS Teams and Literacy Leadership Teams</td>
<td>• Weekly PLC’s including analysis of student work samples and formative assessment data</td>
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<td>• Administrator and teacher feedback/input on curriculum maps</td>
<td>• Weekly grade level collaborative planning using a backward design model</td>
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<td>• Monthly PLC’s by grade level to study student work, data analysis, and review curriculum</td>
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How is instruction provided to students who receive instruction through distance learning?
Through the use of Schoology, students will receive a combination of live and recorded lessons, as well as, independent tasks assigned through Schoology. Live lessons may be delivered to whole groups, small groups, or one-on-one. Instruction during live and recorded lessons will include a balance of on grade level material and differentiated material based on student data and standards. Teachers will use gradual release to explicitly show a skill and strategy, guide students through understanding the skill and strategy, and assigning independent tasks to be completed weekly.
Student meets the following criteria at **beginning** of school year:

**1st grade:**
- i-Ready Spring 2022 overall scale score of 391-433 **AND/OR**
- FAST PM 1 (Star Early Literacy)- 11th- 29th percentile **AND/OR**
- Running Record instructional level A or B

**2nd grade:**
- i-Ready Spring 2022 overall scale score of 419-488 **AND/OR**
- FAST PM 1 (Star Reading)- 11th- 29th percentile **AND/OR**
- Running Record instructional level E-H

**THEN:**

**TIER 1 instruction and TIER 2 interventions**

**Supplemental Instruction/Intervention:**
- are standards-aligned;
- address gaps and reduce barriers to students’ ability to meet Tier 1 expectations;
- provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills
- are matched to the needs of the students;
- provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;
- occur during time allotted in addition to core instruction; and
- includes accommodations (IEP, ESOL, or 504).

**TIER 2 Programs/Materials/Strategies & Duration**

<table>
<thead>
<tr>
<th>TIER 2 Program/Materials</th>
<th>Assessment &amp; Frequency</th>
<th>Performance Criteria to discontinue Tier 2 interventions</th>
<th>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</th>
<th>Performance Criteria that prompts the addition of Tier 3 interventions</th>
</tr>
</thead>
</table>
| Literacy Footprints Intervention Partner Kit (1st Grade ONLY) | 1 of the following STAR CBM measures administered every other week and determined based on the focus of the intervention:  
- Letter Naming  
- Letter Sounds  
- Phoneme Segmentation  
- Receptive Nonsense Words  
- Expressive Nonsense Words  
- Oral Reading | Student consistently scores in the ‘At/Above Benchmark’ category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention. (See Seasonal Benchmarks for Reading tables after the K-2 Decision Tree) | Student consistently scores in the ‘On Watch’ benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is an insufficient response to the intervention. (See Seasonal Benchmarks for Reading tables after the K-2 Decision Tree) | Student consistently scores in the 'Intervention' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention. (See Seasonal Benchmarks for Reading tables after the K-2 Decision Tree) |
| Literacy Footprints Grade Level Kit (1st Grade ONLY) | | | | |
| Benchmark Advance Differentiated Tier 2 Lessons | | | | |
| SIPPS - Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (based on school availability) | | | | |
| i-Ready Tools for Instruction lessons | | | | |
| Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL’s) | | | | |

**Number of times per week intervention provided**

At least 3 times per week

**Number of minutes per intervention session**

At least 15-30 minutes
What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

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

- Literacy Footprints Grade Level/Intervention Partner Kit: Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundation Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. These IES recommendations are built into this program through explicit, systematic instruction in daily phonological/phonemic awareness activities, phonics and word analysis activities, spelling practice with high frequency words, repeated reading to support accuracy and fluency, and discussions and writing in response to reading to support comprehension. The district will support and monitor implementation of this program through F.A.S.T. progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development for teachers, coaches, and administrators utilizing the Foundational Skills to Support Reading for Understanding IES guide, targeted Science of Reading PD, and through a partnership with State Regional Literacy Directors. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website. [https://ies.ed.gov/ncee/wwc/PracticeGuide/21](https://ies.ed.gov/ncee/wwc/PracticeGuide/21)


- SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words): The SIPPS program has a moderate rating on the Evidence for ESSA website.

- i-Ready Tools for Instruction (teacher-led lessons): Meets Level 2 (Moderate Evidence) based on an internal study, the type of study done and the effects of the program on reading achievement. According to An Impact Evaluation of i-Ready Diagnostic and Instruction Implementation for Reading, effect sizes across subjects and grades were positive and generally strong. While Tools for Instruction does not meet strong, moderate, or promising levels of evidence according to WWC or Evidence for ESSA, the following recommendations from the IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade support the program- recommendation 3 (strong evidence), and 4 (moderate evidence). Tools for Instruction include explicit, systematic, teacher facilitated lessons that target academic language and vocabulary knowledge, phonics and word analysis, and texts to support reading accuracy, fluency, and comprehension. The lessons include feedback and scaffolding to support students with targeted skills. The district will support and monitor the implementation of the evidence-based reading instruction through F.A.S.T. progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development in the Science of Reading delivered by district specialists and in partnership with State Regional Literacy Directors, as well as, utilizing the Foundational Skills to Support Reading for Understanding IES guide in PD with teachers, coaches, and administrators.

- Imagine Language and Literacy: This program has a promising rating according to the Evidence for ESSA website.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Tier 2 interventions will be delivered in live small group conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras ad hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.
IF:

Student meets the following criteria at beginning of school year:

- 1st grade:
  - i-Ready Spring 2022 overall scale score of 390 and below AND/OR
  - FAST PM 1 (Star Early Literacy)- 10th percentile and below AND/OR
  - Pre-A reading level (knows under 40 letter names)

- 2nd grade:
  - i-Ready Spring 2022 overall scale score of 418 and below AND/OR
  - FAST PM 1 (Star Reading)- 10th percentile and below AND/OR
  - Running Record instructional level D and below

THEN:

TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Intensive, Individualized Instruction/Intervention:

- is targeted instruction based on student need;
- provides small group or one-on-one instruction;
- includes accommodations (IEP, ESOL, or 504);
- includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and
- ensures additional time allotted is in addition to core instruction and Tier 2 interventions.

<table>
<thead>
<tr>
<th>Tier 3 Programs/Materials/Strategies &amp; Duration</th>
<th>Tier 3 Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Footprints Intervention Partner Kit (1st grade ONLY)</td>
<td></td>
</tr>
<tr>
<td>i-Ready Tools for Instruction</td>
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<td></td>
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<td>Imagine Language and Literacy – Teacher Action Lessons (ELL students with 2.9 or below ACCESS scores OR new ELL’s)</td>
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<td>Benchmark Advance Tier 3 Intervention (based on school availability)</td>
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<tr>
<td>1 of the following STAR CBM measures administered every week and determined based on the focus of the intervention:</td>
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</tr>
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<td>- Letter Naming</td>
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<td>Student consistently scores in the ‘At/Above Benchmark’ or ‘On Watch’ categories as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention. (See Seasonal Benchmarks for Reading tables after the K-2 Decision Trees)</td>
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<td>Student consistently scores in the ‘Intervention’ benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention. (See Seasonal Benchmarks for Reading tables after the K-2 Decision Trees)</td>
<td></td>
</tr>
<tr>
<td>Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still scoring in the ‘Intervention’ category based on STAR CBM norms AND STAR CBM progress monitoring data points do not show student’s trend line is closing the gap towards meeting the goal/aim line.</td>
<td></td>
</tr>
</tbody>
</table>

All Tier 3 interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

<table>
<thead>
<tr>
<th>Number of times per week intervention provided</th>
<th>Daily</th>
<th>Number of minutes per intervention session</th>
<th>At Least</th>
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<tbody>
<tr>
<td></td>
<td></td>
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**What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?**

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

**Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.**

- **Literacy Footprints Intervention Partner Kit (1st Grade ONLY):** Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. These IES recommendations are built into this program through explicit, systematic instruction in daily phonological/phonemic awareness activities, phonics and word analysis activities, spelling practice with high frequency words, repeated reading to support accuracy and fluency, and discussions and writing in response to reading to support comprehension. The district will support and monitor implementation of this program through F.A.S.T. progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development for teachers, coaches, and administrators utilizing the Foundational Skills to Support Reading for Understanding IES guide, targeted Science of Reading PD, and through a partnership with State Regional Literacy Directors. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website.

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- **SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words):** The SIPPS program has a moderate rating on the Evidence for ESSA website.

- **Imagine Language and Literacy:** Has a promising rating according to the Evidence for ESSA website.

- **Benchmark Advance Tier 3 Intervention Program:** Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The lessons include explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading. The district will support and monitor the implementation of the evidence-based reading instruction through F.A.S.T. progress monitoring assessments, STAR CBM progress monitoring, and through ongoing professional development with teachers, coaches, and administrators utilizing the Foundational Skills to Support Reading for Understanding IES guide and in the Science of Reading delivered by district specialists and in partnership with State Regional Literacy Directors. [https://ies.ed.gov/ncce/www/PracticeGuide/21](https://ies.ed.gov/ncce/www/PracticeGuide/21)

**How are Tier 3 interventions provided to students who receive interventions through distance learning?**

Tier 3 interventions will be delivered in live one on one conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.
Assessment/Curriculum Decision Tree

Grade Level(s): Third - Fifth

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

• 3rd Grade: i-Ready Spring 2022 overall scale score of 511 or above AND/OR running record instructional level of L and above
• 4th Grade: ELA FSA 2022 score of Level 3 or above
• 5th Grade: ELA FSA 2022 score of Level 3 or above

THEN: TIER 1 Only

Core Instruction:

• is standards-aligned;
• builds background and content knowledge;
• provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;
• incorporates writing in response to reading;
• includes accommodations (IEP, ESOL, or 504);
• incorporates the principles of Universal Design for Learning; and
• includes specially designed instruction for students with disabilities.

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Florida Benchmark Advance is a State Approved Tier 1 Core Program

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<tr>
<td>2. District Quarterly Benchmarks</td>
<td></td>
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</tbody>
</table>

How is the effectiveness of Tier 1 instruction being monitored?

• Weekly administrative walkthroughs
• Analysis of FAST data three times per year
• Monitoring of i-Ready lessons passed and time on task monthly

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

For both in person and distance learning instruction:

• Targeted feedback to teachers based on administrative walkthroughs/observations
• School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data
• School-based grade level teams including a member of the ILT
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<tr>
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</tbody>
</table>
**IF:**

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

- **3rd Grade:** i-Ready Spring 2022 overall scale score of 474-510 AND/OR running record instructional level H-K
- **4th Grade:** ELA FSA 2022 score of Level 2
- **5th Grade:** ELA FSA 2022 score of Level 2

**THEN:**

**TIER 1 instruction and TIER 2 interventions**

**Supplemental Instruction/Intervention:**

- are standards-aligned;
- address gaps and reduce barriers to students' ability to meet Tier 1 expectations;
- provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills
- are matched to the needs of the students;
- provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;
- occurs during time allotted in addition to core instruction; and
- includes accommodations (IEP, ESOL, or 504).

<table>
<thead>
<tr>
<th>TIER 2 Programs/Materials/Strategies &amp; Duration</th>
<th>TIER 2 Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark Advance Differentiated Tier 2 Lessons</td>
<td><strong>Assessment &amp; Frequency</strong></td>
</tr>
<tr>
<td>SRA – Corrective Reading (based on school availability)</td>
<td>Performance Criteria to discontinue Tier 2 interventions</td>
</tr>
<tr>
<td>SIPPS - Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (based on school availability)</td>
<td>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</td>
</tr>
<tr>
<td>i-Ready Tools for Instruction lessons</td>
<td>Performance Criteria that prompts the addition of Tier 3 interventions</td>
</tr>
</tbody>
</table>
| Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL’s) | 1 of the following DIBELS 8th Edition measures administered every other week and determined based on the focus of the intervention:  
  - Nonsense Word Fluency  
  - Word Reading Fluency  
  - Oral Reading Fluency  
  - MAZE DIBELS Scoring and Administration Manual | Student consistently scores at the ‘Core’ (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention. DIBELS Benchmark Goals |
| | Student consistently scores at the ‘Strategic’ (Yellow) level of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is an insufficient response to the intervention. DIBELS Benchmark Goals |
| | Student consistently scores at the ‘Intensive’ (Red) level of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention. DIBELS Benchmark Goals |

**Number of times per week intervention provided**

At least 3 times per week

**Number of minutes per intervention session**

At least 15-30 minutes
What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

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

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

- SRA Reading Mastery: The program was found to have potentially positive effects on reading achievement according to What Works Clearinghouse (WWC). This included substantial effects for oral reading fluency, letter/word identification, word attack, and reading vocabulary.
- SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words): The SIPPS program has a moderate rating on the Evidence for ESSA website.
- i-Ready Tools for Instruction (teacher-led lessons): Meets Level 2 (Moderate Evidence) based on an internal study, the type of study done and the effects of the program on reading achievement. According to An Impact Evaluation of i-Ready Diagnostic and Instruction Implementation for Reading, effect sizes across subjects and grades were positive and generally strong. While Tools for Instruction does not meet strong, moderate, or promising levels of evidence according to WWC or Evidence for ESSA, the following recommendations from the IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade support the program- recommendation 3 (strong evidence), and 4 (moderate evidence). In addition, the following recommendations from Providing Reading Interventions for Students in Grades 4-9 support the program- recommendation 1 (strong evidence) and 3 (strong evidence). Tools for Instruction include explicit, systematic, teacher facilitated lessons that target academic language and vocabulary knowledge, phonics and word analysis including multisyllabic words, and texts to support reading accuracy, fluency, and comprehension (including opportunities for students to answer questions, determine the gist of a text, and monitor their comprehension). The lessons include feedback and scaffolding to support students with targeted skills. The district will support and monitor the implementation of the evidence-based reading instruction through F.A.S.T. progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development in the Science of Reading delivered by district specialists and in partnership with State Regional Literacy Directors, as well as, utilizing the Foundational Skills to Support Reading for Understanding IES guide in PD with teachers, coaches, and administrators.
- Imagine Language and Literacy: This program has a promising rating according to the Evidence for ESSA website.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Tier 2 interventions will be delivered in live small group conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras ad hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.
IF: Student meets the following criteria at **beginning** of school year:
- **3rd Grade:** Retained students who scored Level 1 on ELA FSA 2022 AND/OR i-Ready scale score of 473 and below AND/OR running record instructional level of G and below
- **4th Grade:** ELA FSA 2022 Assessment score of Level 1
- **5th Grade:** ELA FSA 2022 Assessment score of Level 1

THEN: **TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

**Intensive, Individualized Instruction/Intervention:**
- is targeted instruction based on student need;
- provides small group or one-on-one instruction;
- includes accommodations (IEP, ESOL, or 504);
- includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and
- ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.

<table>
<thead>
<tr>
<th>Tier 3 Programs/Materials/Strategies &amp; Duration</th>
<th>Tier 3 Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark Advance Tier 3 Intervention (based on school availability)</td>
<td>1 of the following DIBELS 8th Edition measures administered every week and determined based on the focus of the intervention: • Nonsense Word Fluency • Word Reading Fluency • Oral Reading Fluency • MAZE DIBELS Scoring and Administration Manual</td>
</tr>
<tr>
<td>i-Ready Tools for Instruction</td>
<td>Student consistently scores at the ‘Strategic’ (Yellow) or ‘Core’ (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention. DIBELS Benchmark Goals</td>
</tr>
<tr>
<td>SIPPS - Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (based on school availability)</td>
<td>Student consistently scores at the ‘Intensive’ (Red) level of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is an insufficient or poor response to the intervention. DIBELS Benchmark Goals</td>
</tr>
<tr>
<td>Imagine Language and Literacy – Teacher Action Lessons (ELL students with 2.9 or below ACCESS scores OR new ELL’s)</td>
<td>Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still scoring at ‘Intensive’ levels based on DIBELS norms AND DIBELS progress monitoring data points do not show student’s trend line is closing the gap towards meeting the goal/aim line.</td>
</tr>
</tbody>
</table>

**All Tier 3 interventions must be provided by a teacher who is certified in reading or has the reading endorsement.**

<table>
<thead>
<tr>
<th>Number of times per week intervention provided</th>
<th>Daily</th>
<th>Number of minutes per intervention session</th>
<th>At least 15-30 min</th>
</tr>
</thead>
</table>
**What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?**

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

**How are Tier 3 interventions provided to students who receive interventions through distance learning?**

Tier 3 interventions will be delivered in live one on one conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.

**How are Tier 3 interventions provided to students who receive interventions through distance learning?**

Tier 3 interventions will be delivered in live one on one conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.

**Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.**

- **SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words):** The SIPPS program has a moderate rating on the Evidence foe ESSA website.
- **i-Ready Tools for Instruction (teacher-led lessons):** Meets Level 2 (Moderate Evidence) based on an internal study, the type of study done and the effects of the program on reading achievement. According to *An Impact Evaluation of i-Ready Diagnostic and Instruction Implementation for Reading*, effect sizes across subjects and grades were positive and generally strong. While Tools for Instruction does not meet strong, moderate, or promising levels of evidence according to WWC or Evidence for ESSA, the following recommendations from the IES Practice Guide *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* support the program- recommendation 3 (strong evidence), and 4 (moderate evidence). In addition, the following recommendations from *Providing Reading Interventions for Students in Grades 4-9* support the program- recommendation 1 (strong evidence) and 3 (strong evidence). The lessons include explicit, systematic, teacher facilitated lessons that target academic language and vocabulary knowledge, phonics and word analysis including multisyllabic words, and texts to support reading accuracy, fluency, and comprehension (including opportunities for students to answer questions, determine the gist of a text, and monitor their comprehension). The lessons include feedback and scaffolding to support students with targeted skills. The district will support and monitor the implementation of the evidence-based reading instruction through F.A.S.T. progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development in the Science of Reading delivered by district specialists and in partnership with State Regional Literacy Directors, as well as, utilizing the *Foundational Skills to Support Reading for Understanding* IES guide in PD with teachers, coaches, and administrators.
- **Imagine Language and Literacy:** Has a promising rating according to the Evidence for ESSA website.
- **Benchmark Advance Tier 3 Intervention Program:** Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. In addition, the following recommendations from *Providing Reading Interventions for Students in Grades 4-9* IEs guide support the program- recommendation 1 (strong evidence) and 3 (strong evidence). The lessons include explicit and systematic instruction that help students develop the following foundational skills as supported by the IES Practice Guides: decoding words including multisyllabic words, analyzing word parts, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and monitoring comprehension. The frameworks and lessons are also grounded in the Science of Reading. The district will support and monitor the implementation of the evidence-based reading instruction through F.A.S.T. progress monitoring assessments, DIBELS progress monitoring, and through ongoing professional development with teachers, coaches, and administrators utilizing the *Foundational Skills to Support Reading for Understanding* and *Providing Reading Interventions for Students in Grades 4-9* IES guides and in the Science of Reading delivered by district specialists and in partnership with State Regional Literacy Directors.

https://ies.ed.gov/ncee/wwc/PracticeGuide/21
Assessment/Curriculum Decision Tree

Grade Level(s): 6-8

IF: 
Student meets the following criteria at beginning of school year:
All students are placed in a regular or advanced Language Arts course to meet the ELA requirement and receive Tier 1 instruction.

THEN: 
TIER 1 Only

Initial instruction:
- is standards-aligned;
- builds background and content knowledge;
- provides print-rich, systematic, scaffolded, and differentiated instruction;
- incorporates writing in response to reading;
- includes accommodations (IEP, ESOL, or 504);
- incorporates the principles of Universal Design for Learning; and
- includes specially designed instruction for students with disabilities.

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

McGraw Hill’s Florida StudySync program is supported by Tier III promising evidence under ESSA guidelines based on analysis of the results of scientific studies in multiple implementation settings using prior editions. We have confidence in the positive impact that StudySync can have on students because we have documented its effectiveness with different students in different states, and on different outcomes. Please review summary of the existing research evidence which supports the effectiveness of StudySync and validates this rating:

- Results of a 2019 study revealed positive outcomes for StudySync users in a Wisconsin high school on the ACT Aspire, ACT, and STAR assessments. Specifically, 9th graders using StudySync performed significantly better on the Reading and Composite portions of the ACT Aspire than the published norm comparisons. Similarly, nearly two-thirds of 10th graders met ACT Aspire growth benchmarks for English and Composite after using StudySync for one school year. About three-fourths of 11th graders exhibited average or above average growth on the ACT during the year they used StudySync based on their prior year ACT Aspire results. Additionally, higher percentages of 9th and 10th graders met the STAR Assessment’s spring benchmarks while using StudySync than in the two years prior to adopting StudySync. Finally, during the year in which StudySync was implemented 10th graders, on average, exceeded their expected growth score on the STAR Assessment by more than two and a half times (42 units expected vs. 119 units actual growth). Based on the use of norm comparisons and the presence of positive findings we believe that this study meets the criteria for ESSA Tier 3, or “Promising” evidence.

https://www.mheducation.com/prek-12/program/microsites/MKTSP-ROA01M0/research-success.html

Progress Monitoring

| Assessment & Frequency | Performance Criteria that indicates Tier 1 is sufficient | Performance Criteria that prompts the addition of Tier 2 interventions |

SDMC • 2022-2023 SPP Appendix B - Decision Tree
- FAST State Assessment/progress monitoring tool to be administered 3x per year
- Quarter 1 District created benchmark assessments
- Teacher created assignments and assessments – ongoing

<table>
<thead>
<tr>
<th>How is the effectiveness of Tier 1 instruction being monitored?</th>
<th>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly administrative walkthroughs.</td>
<td>Teachers are provided with targeted feedback based on administrative walkthroughs. District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, literacy coaches and district specialists provide support to teachers through one-on-one, small group and whole group learning communities.</td>
</tr>
<tr>
<td>Data will be collected from state progress monitoring tool and the quarterly benchmark assessments through School City and will be shared with administrators and teachers to monitor the effectiveness of instruction. Administrators and teachers will monitor teacher-based assignments and assessments through FOCUS platform.</td>
<td>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students? Teachers and students are provided with professional learning opportunities throughout the year based on data and feedback.</td>
</tr>
<tr>
<td>How is the effectiveness of Tier 1 curriculum being monitored? Weekly administrative walkthroughs. Data will be collected from state progress monitoring tool and the quarterly benchmark assessments through School City and will be shared with administrators and teachers to monitor the effectiveness of curriculum. Administrators and teachers will monitor teacher-based assignments and assessments through FOCUS platform. Administrator and teacher feedback/input is considered for curriculum map updates.</td>
<td>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students? Teachers and students are provided with professional learning opportunities throughout the year based on data and feedback.</td>
</tr>
</tbody>
</table>
**IF:** Student meets the following criteria at beginning of school year: A student with a history of scoring below Level 3 on the FSA assessment will receive Tier 2 interventions using Lexia PowerUp.

**THEN:**

### TIER 1 instruction and TIER 2 interventions

**Interventions:**
- are standards-aligned;
- address gaps and reduce barriers to students’ ability to meet Tier 1 expectations;
- provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills;
- are matched to the needs of the students;
- provide multiple opportunities to practice the targeted skill(s) and receive feedback;
- occurs during time allotted in addition to core instruction; and
- includes accommodations (IEP, ESOL, or 504).

### TIER 2

<table>
<thead>
<tr>
<th>Programs/Materials/Strategies &amp; Duration</th>
<th>Assessment &amp; Frequency</th>
<th>Performance Criteria to discontinue Tier 2 intervention</th>
<th>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</th>
<th>Performance Criteria that prompts the addition of Tier 3 interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexia PowerUp individualizes instruction based on a student placement assessment. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. Duration of program usage is based on placement within program.</td>
<td>Students take an initial placement assessment in 3 strands: Word Study, Grammar, and Comprehension. Students who place at the intermediate and/or advanced zone in the area of Word Study and/or Comprehension are assessed on each skill and must perform at a proficient level before they can move on to the next unit of study. When proficiency is not reached, students are provided further instruction online and through aligned teacher-driven lessons. *If a student places within the foundational zone in the area of Word Study and/or Comprehension, the student will be administered the SIPPS placement assessment. If the results of the assessment determines that a student does not place with the SIPPS program, the student will receive Tier 2 interventions.</td>
<td>Students in grades 6-8 who score a 3 or higher on the quarter 1 District Benchmark assessment and show proficiency on the FAST State Assessment/progress monitoring tool may be considered for dismissal from Tier 2 interventions.</td>
<td>Students in grades 6-8 who do not score a 3 or higher on the quarter 1 District Benchmark assessment and do not show proficiency on the FAST State Assessment/progress monitoring tool continue to receive Tier 2 interventions throughout the year.</td>
<td>Students who place in the foundational zone for Word Study and/or Comprehension within the Lexia PowerUp program and place in the SIPPS program based on a placement assessment will receive Tier 3 interventions.</td>
</tr>
<tr>
<td>GALE In Context (Grades 6-8) Provides educators the opportunity to personalize instruction with an electronic library of age-appropriate, standards-aligned nonfiction content in a variety of topic areas while offering students equitable access to resources that enhance information literacy and critical thinking. This is a supplemental resource for Lexia PowerUP.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Gale In Context will be used for small group instruction. Using grade level text, comprehension skills are practiced using text aligned with standards-based questions.

FAST State Assessment/progress monitoring tool to be administered 3 times per year.

<table>
<thead>
<tr>
<th>Number of times per week intervention provided</th>
<th>Number of minutes per intervention session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration of program usage is based on placement within program. Teachers work with students using targeted materials to address specific literacy skills based on student online performance a minimum of 3x per week.</td>
<td>Duration of program usage is based on placement within program. Teachers work with students using targeted materials to address specific literacy skills based on student online performance a minimum of 3x per week.</td>
</tr>
</tbody>
</table>

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, literacy coaches and district specialists provide support to teachers through one-on-one, small group and whole group learning communities.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Lexia PowerUp Literacy program was designed to target common deficits impacting struggling and non-proficient adolescent readers. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. PowerUp is organized into three separate instructional strands: Word Study, Grammar, and Comprehension. The evaluation of PowerUp is a gold standard randomized control trial that meets ESSA's standards for STRONG research.

https://charts.intensiveintervention.org/intervention/toolGRP/259b58d5fcc45338

GALE - FDOE supported resource and supplemental to Lexia PowerUP.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

All Tier 2 intervention students have access to Lexia PowerUp digitally, as it is an online program provided for students through the District dashboard. Students and teachers track progress through the product dashboard.
IF: Student meets the following criteria at beginning of school year: A student with history of scoring below Level 2 on the FSA assessment and are significantly below grade level will receive Tier 3 interventions using Lexia PowerUp and SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) in addition to being placed in a regular Language Arts or English course.

THEN: TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Immediate, intensive intervention:
- is targeted instruction based on student need;
- provides small group or one-on-one instruction;
- includes accommodations (IEP, ESOL, or 504);
- includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and
- ensures additional *time allotted is in addition* to core instruction and Tier 2 interventions.

<table>
<thead>
<tr>
<th>Tier 3 Programs/Materials/Strategies &amp; Duration</th>
<th>Tier 3 Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment &amp; Frequency</td>
<td>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</td>
</tr>
<tr>
<td>Students take an initial placement assessment in 3 strands: Word Study, Grammar, and Comprehension. When placed, students at this level begin working within the foundational zone in the area of Word Study and/or Comprehension. Students are assessed in each area and must perform at a proficient level before they can move on to the next unit of study. Students will also be assessed using the SIPPS Placement tool to determine if interventions should include SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) foundational support. Students who place within the SIPPS program will be assessed using mastery tests for progress monitoring. Mastery</td>
<td>Students who achieve mastery on skills and are able to complete the SIPPS program should be considered for dismissal from Tier 3 interventions but will still receive Tier 2 interventions through Lexia PowerUp.</td>
</tr>
</tbody>
</table>

Lexia PowerUp individualizes instruction based on a student placement assessment. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. Duration of program usage is based on placement within program.

SIPPS (grades 6-8) Systematic Instruction in Phonological Awareness, Phonics and Sight Words, through small group instruction

GALE In Context (Grades 6-8) Provides educators the opportunity to personalize instruction with an electronic library of age-appropriate, standards-aligned nonfiction content in a variety of topic areas while offering students equitable access to resources that enhance information literacy and critical thinking. This is a supplemental resource to Lexia PowerUp.

Imagine Language and Literacy (ELL students with 2.9 or below ACCESS scores OR new ELL’s)
All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

<table>
<thead>
<tr>
<th>Number of times per week intervention provided</th>
<th>Duration of Lexia program usage is based on placement within program.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SIPPS - minimum of 20 minutes per day.</td>
</tr>
<tr>
<td></td>
<td>Gale in Contact – weekly</td>
</tr>
</tbody>
</table>

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, literacy coaches and district specialists provide support to teachers through one-on-one, small group and whole group learning communities.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Lexia PowerUp Literacy program was designed to target common deficits impacting struggling and non-proficient adolescent readers. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. PowerUp is organized into three separate instructional strands: Word Study, Grammar, and Comprehension. The evaluation of PowerUp is a gold standard randomized control trial that meets ESSA’s standards for STRONG research.

https://charts.intensiveintervention.org/intervention/toolGRP/259b58d5fc45338

SIPPS: https://www.collaborativeclassroom.org/programs/sipps/ SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a research-based foundational skills program proven to help both new and struggling readers in grades K–12, including English Language Learners (ELLs) and students identified with dyslexia. The program’s systematic scope and sequence provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling-sounds, and sight words. When used as Tier 3, SIPPS accelerates progress so that students are able to efficiently close the gap and engage in grade-level reading. SIPPS has a moderate rating on the ESSA for Evidence website.

GALE- FDOE supported resource and is supplemental to Lexia PowerUp.

Imagine Language and Literacy has a promising rating according to the Evidence for ESSA website.
How are Tier 3 interventions provided to students who receive interventions through distance learning? All Tier 3 students have access to the Reading Plus program, as it is an online program provided for students through the District dashboard. Students and teachers track progress through the Reading Plus dashboard. Teachers provide small group interventions of no more than 3 students through video conferencing.
Assessment/Curriculum Decision Tree

Grade Level(s): 9-12

IF: Student meets the following criteria at beginning of school year: All students are placed in a regular, honors, or advanced English course to meet the ELA requirement and receive Tier 1 instruction.

THEN: TIER 1 Only

Initial instruction:
- is standards-aligned;
- builds background and content knowledge;
- provides print-rich, systematic, scaffolded, and differentiated instruction;
- incorporates writing in response to reading;
- includes accommodations (IEP, ESOL, or 504);
- incorporates the principles of Universal Design for Learning and
- includes specially designed instruction for students with disabilities.

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

McGraw Hill's Florida StudySync program is supported by Tier III promising evidence under ESSA guidelines based on analysis of the results of scientific studies in multiple implementation settings using prior editions. We have confidence in the positive impact that StudySync can have on students because we have documented its effectiveness with different students in different states, and on different outcomes. Please review summary of the existing research evidence which supports the effectiveness of StudySync and validates this rating:

- Results of a 2019 study revealed positive outcomes for StudySync users in a Wisconsin high school on the ACT Aspire, ACT, and STAR assessments. Specifically, 9th graders using StudySync performed significantly better on the Reading and Composite portions of the ACT Aspire than the published norm comparisons. Similarly, nearly two-thirds of 10th graders met ACT Aspire growth benchmarks for English and Composite after using StudySync for one school year. About three-fourths of 11th graders exhibited average or above average growth on the ACT during the year they used StudySync based on their prior year ACT Aspire results. Additionally, higher percentages of 9th and 10th graders met the STAR Assessment’s spring benchmarks while using StudySync than in the two years prior to adopting StudySync. Finally, during the year in which StudySync was implemented 10th graders, on average, exceeded their expected growth score on the STAR Assessment by more than two and a half times (42 units expected vs. 119 units actual growth). Based on the use of norm comparisons and the presence of positive findings we believe that this study meets the criteria for ESSA Tier 3, or “Promising” evidence.

https://www.mheducation.com/prek-12/program/microsites/MKTSP-ROA01M0/research-success.html

Progress Monitoring
### Assessment & Frequency

<table>
<thead>
<tr>
<th>Performance Criteria that indicates Tier 1 is sufficient</th>
<th>Performance Criteria that prompts the addition of Tier 2 interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAST State Assessment/progress monitoring tool to be administered 3x per year</td>
<td>Students not achieving a Level 3 or higher on District exams and/or not making progress based on the State Progress Monitoring Tool, or on teacher created assignments and assessments compared to their peers, will be given the opportunity for remediation with the teacher or co-teacher in a small group setting.</td>
</tr>
<tr>
<td>Quarter 1 District created benchmark assessments</td>
<td></td>
</tr>
<tr>
<td>Teacher created assignments and assessments – ongoing</td>
<td></td>
</tr>
</tbody>
</table>

### Performance Criteria that indicates Tier 1 is sufficient

- FAST State Assessment/progress monitoring tool
- Quarter 1 District Benchmark
- Teacher Created assessments – average performance scores

### Performance Criteria that prompts the addition of Tier 2 interventions

- Students not achieving a Level 3 or higher on District exams and/or not making progress based on the State Progress Monitoring Tool, or on teacher created assignments and assessments compared to their peers, will be given the opportunity for remediation with the teacher or co-teacher in a small group setting.

### How is the effectiveness of Tier 1 instruction being monitored?

Weekly administrative walkthroughs.

Data will be collected from state progress monitoring tool and the quarterly benchmark assessments through School City and will be shared with administrators and teachers to monitor the effectiveness of instruction.

Administrators and teachers will monitor teacher-based assignments and assessments through FOCUS platform.

### What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students?

Teachers are provided with targeted feedback based on administrative walkthroughs. District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, literacy coaches and district specialists provide support to teachers through one-on-one, small group and whole group learning communities.

### How is the effectiveness of Tier 1 curriculum being monitored?

Weekly administrative walkthroughs.

Data will be collected from state progress monitoring tool and the quarterly benchmark assessments through School City and will be shared with Administrators and Teachers to monitor the effectiveness of curriculum.

Administrators and teachers will monitor teacher-based assignments and assessments through FOCUS platform.

Administrator and teacher feedback/input is considered for curriculum map updates.

### What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum provided to distance learning students?

Teachers and students are provided with professional learning opportunities throughout the year based on data and feedback.
**IF:**

Student meets the following criteria at beginning of school year:
A student with a history of scoring below Level 3 on the FSA assessment will receive Tier 2 interventions using Lexia PowerUp.

**THEN:**

**TIER 1 instruction and TIER 2 interventions**

**Interventions:**
- are standards-aligned;
- address gaps and reduce barriers to students’ ability to meet Tier 1 expectations;
- provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills
- are matched to the needs of the students;
- provide multiple opportunities to practice the targeted skill(s) and receive feedback;
- occur during time allotted in addition to core instruction; and
- includes accommodations (IEP, ESOL, or 504).

<table>
<thead>
<tr>
<th><strong>TIER 2 Programs/Materials/Strategies &amp; Duration</strong></th>
<th><strong>TIER 2 Progress Monitoring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment &amp; Frequency</td>
<td>Performance Criteria to discontinue Tier 2 intervention</td>
</tr>
<tr>
<td>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</td>
<td>Performance Criteria that prompts the addition of Tier 3 interventions</td>
</tr>
</tbody>
</table>

Lexia PowerUp individualizes instruction based on a student placement assessment. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. Duration of program usage is based on placement within program.

Students take an initial placement assessment in 3 strands: Word Study, Grammar, and Comprehension. Students who place at the intermediate and/or advanced zone in the area of Word Study and/or Comprehension are assessed on each skill and must perform at a proficient level before they can move on to the next unit of study. When proficiency is not reached, students are provided further instruction online and through aligned teacher-driven lessons.

FAST State Assessment/progress monitoring tool to be administered 3x per year.

Students in grades 9-10 who score a 3 or higher on the quarter 1 District Benchmark assessment and show proficiency on the FAST State Assessment/progress monitoring tool, may be considered for dismissal from Tier 2 interventions.

Students in grades 6-8 who do not score a 3 or higher on the quarter 1 District Benchmark assessment and do not show proficiency on the FAST State Assessment/progress monitoring tool continue to receive Tier 2 interventions throughout the year.

Students who place in the foundational zone for Word Study and/or Comprehension within the Lexia PowerUp program will receive Tier 3 interventions.
### Number of times per week intervention provided

<table>
<thead>
<tr>
<th>Duration of program usage is based on placement within program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers work with students using targeted materials to address specific literacy skills based on student online performance a minimum of 3x per week.</td>
</tr>
</tbody>
</table>

### Number of minutes per intervention session

<table>
<thead>
<tr>
<th>Duration of program usage is based on placement within program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers work with students using targeted materials to address specific literacy skills based on student online performance a minimum of 3x per week.</td>
</tr>
</tbody>
</table>

### What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, literacy coaches and district specialists provide support to teachers through one-on-one, small group and whole group learning communities.

### Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

**Lexia PowerUp**

The PowerUp Literacy program was designed to target common deficits impacting struggling and non-proficient adolescent readers. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. PowerUp is organized into three separate instructional strands: Word Study, Grammar, and Comprehension. The evaluation of PowerUp is a gold standard randomized control trial that meets ESSA’s standards for STRONG research. [https://charts.intensiveintervention.org/intervention/toolGRP/259b58d5fcc45338](https://charts.intensiveintervention.org/intervention/toolGRP/259b58d5fcc45338)

### How are Tier 2 interventions provided to students who receive interventions through distance learning?

All Tier 2 intervention students have access to Lexia PowerUp digitally, as it is an online program provided for students through the District dashboard. Students and teachers track progress through the product dashboard.
**IF:**
Student meets the following criteria at beginning of school year: A student with a history of scoring below Level 2 on the FSA assessment and are significantly below grade level will receive Tier 3 interventions using Lexia PowerUp in addition to being placed in a regular Language Arts or English course.

**THEN:**
TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Immediate, intensive intervention:
- is targeted instruction based on student need;
- provides small group or one-on-one instruction;
- includes accommodations (IEP, ESOL, or 504);
- includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and
- ensures additional time allotted is in addition to core instruction and Tier 2 interventions.

<table>
<thead>
<tr>
<th>Tier 3 Programs/Materials/Strategies &amp; Duration</th>
<th>Tier 3 Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment &amp; Frequency</strong></td>
<td><strong>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</strong></td>
</tr>
<tr>
<td><strong>Lexia PowerUp</strong> individualizes instruction based on a student placement assessment. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. Duration of program usage is based on placement within program.</td>
<td>Students take an initial placement assessment in 3 strands: Word Study, Grammar, and Comprehension. When placed, students at this level begin working within the foundational zone in the area of Word Study and/or Comprehension. Students are assessed on each skill and must perform at a proficient level before they can move on to the next unit of study (computer generated). Teachers will work with students in a small group or one-on-one setting using targeted materials (Lexia Lessons) to address specific literacy skills based on student online performance.</td>
</tr>
<tr>
<td><strong>Imagine Language and Literacy</strong> (ELL students with 2.9 or below ACCESS scores OR new ELL’s)</td>
<td><strong>FAST state assessment/progress monitoring tool</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.**

<table>
<thead>
<tr>
<th>Number of times per week intervention provided</th>
<th>Duration of program usage is based on placement within program. Small group or one-on-one sessions 2 days per week, in addition to Tier 2 (3 days per week).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of minutes per intervention session</td>
<td>Duration of program usage is based on placement within program. Small group or one-on-one sessions 2 days per week, in addition to Tier 2 (3 days per week).</td>
</tr>
</tbody>
</table>

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?**

District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, literacy coaches and district specialists provide support to teachers through one-on-one, small group and whole group learning communities.

**Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.**

**Reading Plus**

*Lexia PowerUp* Literacy program was designed to target common deficits impacting struggling and non-proficient adolescent readers. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. PowerUp is organized into three separate instructional strands: Word Study, Grammar, and Comprehension. The evaluation of PowerUp is a gold standard randomized control trial that meets ESSA’s standards for STRONG research.

https://charts.intensiveintervention.org/intervention/toolGRP/259b58d5fccc45338

Imagine Language and Literacy has a promising rating according to the Evidence for ESSA website.

**How are Tier 3 interventions provided to students who receive interventions through distance learning?**

All Tier 3 students have access to the Lexia PowerUp program, as it is an online program provided for students through the District dashboard. Students and teachers track progress through the Lexia PowerUp dashboard. Teachers provide small group interventions of no more than 3 students through video conferencing.
Dear Parents,

The FLDOE State Board of Education has mandated instruction related to health education of district students across all grade levels. Florida Statute 1003.42(n) outlines required instruction related to family life, dating violence, and reproductive health education including a focus on abstinence and pregnancy prevention that must be taught across grade levels. This mandate will be satisfied through instruction to students in grades K-12 and will address age-appropriate elements of effective and evidence-based programs. Each student will receive age-appropriate skill-building instruction. Instructional materials can be found on the School District of Manatee County’s webpage.

These instructional topics will include the following:

<table>
<thead>
<tr>
<th>5th Grade</th>
<th>7th/8th Grade Science</th>
<th>HS Science or HOPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal health and puberty</td>
<td>healthy communication for risk reduction, impact of social media on relationships,</td>
<td>Healthy/unhealthy relationships, pregnancy prevention,</td>
</tr>
<tr>
<td></td>
<td>puberty, reproductive systems, &amp; the benefits of abstinence, teen dating violence</td>
<td>abstinence, relationship abuse, how to identify and respond, &amp; resources for teens.</td>
</tr>
</tbody>
</table>

It is understood that permission has been granted for your child to participate in the program with the following understandings (unless you decide to OPT-OUT your child by signing and returning the slip below):

- I understand that my child will be participating in a thorough comprehensive curriculum that teaches them about human development, reproduction, and healthy relationships (Grades 7-12).
- I understand that my child will develop skills of respect and appreciation for themselves, their families, and all people.

If you DO NOT want your son/daughter to participate in this program, please sign the form below and return it to your child’s science teacher.

---

**OPT-OUT SLIP**

Please return this form to your child’s science teacher ONLY if you do NOT want your child to participate in the health education lessons.

I have read the above letter, and I do NOT want my child to participate in this program.

NOTE: (There is no penalty to your child for not attending this health lesson. Provisions will be made for your child to attend another class during these lessons.)

Student’s Name:

Parent/Guardian Signature:

X____________________________________________________________