

## 2020-2021 SPP Change Summary, Rev. 5/22/2020

### Special Circumstances:

- The title page date was changed to 2020-2021.
- The header and footer were changed to reflect the new school year and include chapter headings.
- Several edits are included throughout the document that reflect simple grammatical and typographical changes as well as pagination and spacing. These do not affect the meaning or intent of the content in any way.
- Several outlining edits were made, such as adding roman numerals to level 2 headings, and other edits throughout the document.
- Rationale for any policy changes will be stated; otherwise changes are simply formatting, grammatical, or to clarify language.
- There are edits throughout the document that clarify language and do not alter the intent of the policy or content in anyway. Only those things that revise policy will be included in the table titled “Proposed Changes Pursuant to Policies and Procedures”.
- Aesthetic changes will be updated once all content is confirmed.

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

Proposed Changes Pursuant to Legislative Requirements		
Section/Page	Change	Rationale
	<b>No new legislation</b>	

Proposed Changes to Student Progression Plan Notice Page		
Section/Page	Change	Rationale
Student Progression Plan Notice	Added statement as follows: <u>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.</u>	Allow for changes to the SPP in the event of disasters or situations such as COVID-19
Student Progression Plan Notice	Added definition of parent: <u>For purposes of this document, pursuant to Florida Statute, Section 1000.21(5), “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)).</u>	Achieve clarity without needless repetition

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<b>Proposed Changes Pursuant to Policies and Procedures</b>		
<b>Section/Page</b>	<b>Change</b>	<b>Rationale</b>
Page 13 III. Reporting and Notification, C. Participation in District and State Assessments	Last sentence, changed as follows: STAR Early Literacy Assessment is administered to each kindergarten student within <u>the first 30 school</u> days of the <u>year student's entry into kindergarten</u> .	Updated to clarify the timeline schools will administer this test, which is the first 30 days of the school year and not the child's enrollment in K.
Page 15 III. Reporting and Notification, E Report Card	First paragraph, changed as follows: A student with a disability who is taking standardized state assessments, such as required state assessments, <del>or SAT</del> 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 <u>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. These accommodations are to be documented on the student's Individual Education Plan (IEP). For an elementary student who is excluded from statewide or district assessment by the IEP team using the Florida Alternative Assessment Participation Checklist, which is on the assessment page of the IEP, teachers can use the Exceptional Student Education Alternative Report Card. The alternative assessment procedure is to be recorded on the student's IEP.</u>	SAT (Stanford Achievement Test) is no longer given.  Updated to reflect current District policy.
Page 18 IV. General Curriculum Information, D. Intervention, Remediation and Progress Monitoring	Diagnostic Assessment, added the following to end of first sentence under heading: <u>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.</u>	Added language to define process for placing students appropriately in the absence of standardized test scores.

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<p>Page 28                  II. Promotion and Good Cause Placements,                  F. Transition Programs for Over-Age 4<sup>th</sup> and 5<sup>th</sup> Graders</p>	<p>Deleted entire section:</p> <p><del>F. Transition Programs for Over Age 4th and 5th Graders</del></p> <p><del>The purpose of the Transition Program is to return over age students to their expected grade-level progression and not to accelerate students beyond their cohort group.</del></p> <p><del>All elementary schools may identify entering 4th graders who are 2 or more years over age and meet the following criteria and place them into a 5th grade classroom with a plan for specific support. The criteria to place a 4th grade student into a 5th grade classroom include:</del></p> <ol style="list-style-type: none"> <li><del>1. completing 3rd grade when student is over age; and</del></li> <li><del>2. scoring Level 2 or higher on the 3rd grade required state assessment in Reading and Mathematics or meeting 3rd grade good cause criteria;</del></li> </ol> <p><del>All elementary schools shall identify at the end of each year any exiting 4th grade students who meet the following criteria and place them in 6th grade with a plan for specific support. The criteria :</del></p> <ol style="list-style-type: none"> <li><del>a. students who would enter 5th grade two or more years over age;</del></li> <li><del>b. students who scored Level 2 or above on the previous year's required state assessment in Reading and Mathematics; and</del></li> <li><del>c. students who have the social maturity, meaning the student's thinking, behavior, and social skills (positive or negative) are more indicative of his/her chronological age than the grade level in school;</del></li> </ol> <p><del>Schools will work with the student and parent to facilitate a smooth transition from elementary to middle school and provide support at the middle school level.</del></p>	<p>Information is redundant; covered in previous sections.</p>
<p>Page 35                  II. Promotion and Retention,                  A. Promotion Requirement</p>	<p>Middle of page, added as last paragraph in section:</p> <p><u>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.</u></p>	<p>Virtual program students must complete the required promotion criteria within MCSD's timeline to ensure students meet promotion criteria prior to the exiting 8<sup>th</sup> grade.</p>

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<p>Page 36 II. Promotion and Retention,     B. Middle School Grading</p>	<p>Under Make-up Work, 1<sup>st</sup> sentence, add: <u>excused</u> prior to absence</p>	<p>This is to stay consistent with the rest of the K-12 policies. See High School’s Makeup Work policy.</p>
<p>Page 41 IV. Course Acceleration and Enrichment,     B. District Criteria for Enrollment in High School Credit Courses</p>	<p>#5, World Languages 1, deleted: <del>a level 4 or 5 on the most current required state assessments in Mathematics or have both of the following</del></p>	<p>Added language to have consistency across all high school credit class criteria in term of recommendations. This change is included in other parts of the high school credit course section.</p>
<p>Page 41 IV. Course Acceleration and Enrichment,     B. District Criteria for Enrollment in High School Credit Courses</p>	<p>#6, World Languages II, b., changed as follows: teacher, <u>counselor, and/or administrator</u> recommendation</p>	<p>Recommendation consistency; This change is included in other parts of the high school credit course section.</p>
<p>Page 41 IV. Course Acceleration and Enrichment,     B. District Criteria for Enrollment in High School Credit Courses</p>	<p>#7, Physical Science Honors/Integrated Science Honors, added b. as follows: <u>teacher, counselor, and/or administrator recommendation</u></p>	<p>Recommendation consistency; This change is included in other parts of the high school credit course section.</p>
<p>Page 41 IV. Course Acceleration and Enrichment,     B. District Criteria for Enrollment in High School Credit Courses</p>	<p>#8, Career &amp; Technical Courses, a. changed as follows: CTE teacher, <u>counselor, and/or administrator</u> recommendation; and changed b. as follows: The student must have earned a <u>3.0 grade point average in the previous year’s n “A” or “B” in a middle school</u> CTE course.</p>	<p>Recommendation consistency; This change is included in other parts of the high school credit course section.</p>
<p>Page 47 II. Grades and Credits,     A. Grading Scale</p>	<p>Grading Policies - after 3<sup>rd</sup> paragraph, added new paragraph as follows: <u>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 recorded after the first ten days but prior to the</u></p>	<p>This applies to dual enrollment courses and allows schools to accurately record the course enrollment</p>

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	<p><u>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.</u></p>	<p>status of students who may opt to restart the same course or comparative course after a certain point in the semester.</p>
<p>Page 49 II. Grades and Credits, E. Class Rank</p>	<p>Added new #5: <u>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 in 6 and 7 below.</u></p>	<p>Language added to define the scale at which weighted courses taken in another district will be transferred into course history.</p>

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<b>All Proposed Changes Pursuant to District Policies and Procedures and Editing to Improve Clarity</b> <i>(*Changes pursuant to policies and procedures)</i>		
<b>Student Progression Plan Notice</b>		
<b>Page/Section</b>	<b>Change</b>	<b>Rationale</b>
Student Progression Plan Notice	Added statement as follows: <u>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.</u>	Allow for changes to the SPP in the event of disasters or situations such as COVID-19
Student Progression Plan Notice	Added definition of parent: <u>For purposes of this document, pursuant to Florida Statute, Section 1000.21(5), “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)).</u>	Achieve clarity without needless repetition
<b>General (K-12) Section</b>		
Page 1 I. Admission and Enrollment, A. First Enrollment	First Enrollment section, 1st sentence changed as follows: <del>Before</del> <u>Prior to the student’s first day, admitting a student to Florida schools for the first time,</u> the school must have received the <u>documentation detailed below following documents</u> as required by Section 1003.21, Florida Statutes.	Updated for clarity
Page 1 I. Admission and Enrollment, A. First Enrollment	First Enrollment section, 2 <sup>nd</sup> sentence changed text as follows: The <u>Manatee School</u> Enrollment <del>Registration</del> Form	Updated to align with the District’s enrollment form terminology. Change is consistent throughout the document.
Page 2 I. Admission and Enrollment, A. First Enrollment	#2, added the following: <u>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:</u>  <u>• 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</u>	Updated for clarity

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	<p><u>physical exam. Contact your medical provider (doctor/clinic) for a school physical exam (DH-3040).</u></p> <ul style="list-style-type: none"> <li>• <u>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.</u></li> </ul>	
Page 2 I. Admission and Enrollment, A. First Enrollment	Switched the order of numbered #3 and #4.	Updated for clarity; the change reflects logical placement of the numbered items. This change is consistent through the section.
Page 2 I. Admission and Enrollment, A. First Enrollment	#3, Academic History - moved sentence from underneath bulleted list to before bulleted list: <u>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.</u>	Updated for clarity; the change reflects logical placement of the sentence. This change is consistent throughout the section.
Page 3 I. Admission and Enrollment, A. First Enrollment	#2, deleted <del>/legal guardian</del>	Definition of parent added to “Notice” section. All references to parent or guardian in the document have been changed to “parent”
Page 3 I. Admission and Enrollment, A. First Enrollment	Deleted bullet <del>transcripts</del> and added bullet items below: <ul style="list-style-type: none"> <li>• <u>Copies of any special education records (such as an IEP, 504, or EP) that might assist in placement of students in the appropriate classes</u></li> <li>• <u>Transcripts are required for students with high school credit to determine progress toward graduation requirements</u></li> </ul>	Updated for clarity (this change is consistent throughout the sections).
Page 6 I. Admission and Enrollment, D. Entry from Home Education	4 <sup>th</sup> sentence, changed as follows: Home education <del>S</del> students must register for all <del>classes offered to home education</del> <u>students courses</u>	Updated for clarity

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<p>Page 6 I. Admission and Enrollment, E. Over Age Students Who Interrupt Their Education</p>	<p>Added the following sentence under heading: <u>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.</u></p>	<p>Updated for clarity</p>
<p>Page 6 I. Admission and Enrollment, E. Over Age Students Who Interrupt Their Education</p>	<p>#2, 3<sup>rd</sup> sentence, changed wording: enroll in <del>the</del> county adult programs</p>	<p>Updated for clarity. (This change is consistent throughout this section).</p>
<p>Page 6 I. Admission and Enrollment, E. Over Age Students Who Interrupt Their Education</p>	<p>#2, 4<sup>th</sup> sentence, changed wording: ninth grade <del>in</del> <u>at</u> any public</p>	<p>Updated for clarity. (This change is consistent throughout this section).</p>
<p>Page 6 I. Admission and Enrollment, E. Over Age Students Who Interrupt Their Education</p>	<p>#3, Last sentence, changed wording: enroll in <del>the</del> county adult programs<u>s</u></p>	<p>Updated for clarity. (This change is consistent throughout this section).</p>
<p>Page 7 I. Admission and Enrollment, E. Over Age Students Who Interrupt Their Education</p>	<p>After #8, deleted the following sentences: <del>This procedure is to serve as a guide; the final decision will be made by the school principal of the regular school and the Supervisor of Alternative Education.</del> <del>*For Exceptional Education Students (ESE) 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.</del></p>	<p>Deleted redundant language, and reformatted wording.</p>



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<p>Page 8 I., Admission and Enrollment, G. Homeless Students</p>	<p>After #6, 1<sup>st</sup> sentence, changed as follows: Homeless children and youth shall be immediately enrolled <del>using a 30-School-Day Waiver to obtain proof of residency, school physical, immunizations, birth certificate, or any other school records and documentation. Families claiming to be homeless and needing a waiver 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 required health records, proof of residency, or other documentation. Enroll 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</del> should be referred to Project HEART Homeless Education Program, <u>and the family will be provided with a residency letter for proof of residency.</u></p> <p>Added new paragraph: <u>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.</u></p>	<p>Updated to align with the District’s enrollment form terminology. Change is consistent throughout the document.</p>
<p>Page 9 I. Admission and Enrollment, G. Homeless Students</p>	<p>2<sup>nd</sup> paragraph, changed as follows: Unaccompanied children and youths, not in the physical custody of a parent <del>or guardian,</del> <u>and living in homeless situations</u> are defined as <u>unaccompanied</u> homeless students. <u>Unaccompanied</u> Homeless <del>unaccompanied</del> students <u>have the right to self-enroll and</u> should be referred to Project HEART Homeless Education Program for enrollment assistance and other services.</p>	<p>Changed verbiage to align with District policy; policies and procedures did not change.</p>

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<p>Page 9 I., Admission and Enrollment, G. Homeless Students</p>	<p>4<sup>th</sup> paragraph, 1<sup>st</sup> sentence, changed as follows: If the District <u>Homeless Liaison</u> assigns a homeless <del>or formerly homeless</del> student to a school other than the school of origin, a written explanation must be provided to the parent <del>or guardian</del>, including the right to appeal the decision.</p>	<p>Changed verbiage to align with District policy; policies and procedures did not change.</p>
<p>Page 9 I., Admission and Enrollment, G. Homeless Students</p>	<p>Last paragraph, changed as follows: Transportation will be provided for a homeless student to and from the school of origin <u>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.</u></p>	<p>Transportation will only be available until the end of school year.</p>
<p>Page 10 I., I. State Uniform Transfer of Credit Guidelines for Middle School Credit Courses</p>	<p>#3, underlined <u>Alternative Validate Procedure</u> and started next sentence on next line.</p>	<p>Updated for clarity</p>
<p>Page 11 I. Admission and Enrollment, I. State Uniform Transfer of Credit Guidelines for Middle School Credit Courses</p>	<p>1<sup>st</sup> paragraph, combined a. and bullet: 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</p>	<p>Formatting change; verbiage did not change. Change is consistent throughout the document.</p>
<p>Page 11 I. Admission and Enrollment, J. State Uniform Transfer of Credit Guidelines for High School Credit Courses</p>	<p>#2, 1<sup>st</sup> sentence, deleted <del>if</del></p>	<p>Updated for clarity</p>
<p>Page 12 I. Admission and Enrollment, J. State Uniform Transfer of Credit Guidelines for High School Credit Courses</p>	<p>f. deleted, and moved text to #2 on page 11 before last sentence: Students must be provided at least 90 days from date of transfer to prepare for assessment if required.</p>	<p>Updated for clarity</p>

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<p>Page 12 I. Admission and Enrollment, J. State Uniform Transfer of Credit Guidelines for High School Credit Courses</p>	<p>#5, last sentence, changed as follows: <u>In lieu of testing requirements for graduation in a school of the receiving state</u>, 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, <del>in lieu of testing requirements for graduation in a school of the receiving state.</del></p>	<p>Updated for clarity. Switched order of clauses to flow better</p>
<p>Page 13 III. Reporting and Notification, B. Allocation of Resources</p>	<p>B.,# 1., added the word: <u>substantially</u> before deficient</p>	<p>Updated for clarity</p>
<p>* Page 13 III. Reporting and Notification, C. Participation in District and State Assessments</p>	<p>Last sentence, changed as follows: STAR Early Literacy Assessment is administered to each kindergarten student within <u>the first 30 school</u> days of the <u>year student's entry into kindergarten</u>.</p>	<p>Updated to clarify the timeline schools will administer this test, which is the first 30 days of the school year and not the child's enrollment in K.</p>
<p>Page 14 III. Reporting and Notification, D., Reporting to Parents</p>	<p>1<sup>st</sup> paragraph, changed as follows: The district must <del>report</del> annually <u>report and</u> in writing to the student and his/her parent <del>or legal guardian</del> the student's results on each statewide assessment test. The <del>progress of</del> student's <u>progress</u> toward achieving state and district requirements for proficiency in reading, writing, social studies, mathematics, and science shall be reported <u>quarterly (in a written format) adopted by the district school board</u> to each student and his/her parents <del>or legal guardian quarterly (in a written format) adopted by the district school board</del>. 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.</p>	<p>Updated for clarity</p>

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<p>Page 14 III. Reporting and Notification, E. Report Card</p>	<p>#2, changed as follows: The student’s citizenship and behavior. <del>Student’s citizenship</del> marks are <u>"E, S, N, U (E-Excellent, S-Satisfactory, N-Needs Improvement, U- Unsatisfactory) for kindergarten and first grades and E, S, I, N, U (E-Excellent, S- Satisfactory, I-Improving, N-Needs Improvement, U-Unsatisfactory) for elementary second through fifth grades.</u> Secondary marks are 1, 2, 3, or 4 (1-Excellent, 2-Satisfactory, 3-Needs Improvement, 4-Unsatisfactory); and</p>	<p>Updated for clarity</p>
<p>* Page 15 III. Reporting and Notification, E Report Card</p>	<p>First paragraph, changed as follows: A student with a disability who is taking standardized state assessments, such as required state assessments, <del>or SAT</del> 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 <u>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. These accommodations are to be documented on the student’s Individual Education Plan (IEP). For an elementary student who is excluded from statewide or district assessment by the IEP team using the Florida Alternative Assessment Participation Checklist, which is on the assessment page of the IEP, teachers can use the Exceptional Student Education Alternative Report Card. The alternative assessment procedure is to be recorded on the student’s IEP.</u></p>	<p>SAT (Stanford Achievement Test) is no longer given.  Updated to reflect current District policy.</p>
<p>Page 15 III. Reporting and Notification, F. Progress Reports</p>	<p>Progress Report, 1<sup>st</sup> paragraph, changed as follows: Schools will notify students and <del>their</del> parents <del>or guardians</del> of <u>the student’s</u> mid-term academic progress <del>of students</del>. For English Language Learners, the Progress Report comments are translated into the home language of the English Language Learners when feasible. <u>If appropriate, s</u>Schools will make the Spanish and Haitian Creole translation of the Progress Reports available to parents, <del>if appropriate,</del> and inform...</p>	<p>Updated for clarity</p>
<p>Page 15 IV. General Curriculum Information, A. Curriculum Modification</p>	<p>In section A., changed heading to: Curriculum <u>Additions or Modifications</u>; and change first sentence to read as follows: Any curriculum modification being considered by a school must be submitted on the <u>Request for Curriculum Program Additions or Modifications F</u>orm and <u>reviewed by members of the Instructional Division and submitted to approved by</u> the Deputy</p>	<p>Updated for clarity</p>

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	Superintendent for Instructional Services prior to any changes being implemented at the school level.	
Page 15 IV. General Curriculum Information, A. Curriculum Modification	In section A., deleted last sentence: <del>The Curriculum Modification Request Form is used to request additional courses to be offered at a school site.</del>	Updated for clarity
Page 15 IV. General Curriculum Information, B. District Homework Guidelines	In section B., 2 <sup>nd</sup> paragraph, replaced: <del>Definition</del> with <u>Clarification</u>	Updated for clarity
Page 16 IV. General Curriculum Information, B. District Homework Guidelines	Purpose - combined #1 and #2: 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.	Updated for clarity
Page 16 IV. General Curriculum Information, B. District Homework Guidelines	Teacher Expectations - 3 <sup>rd</sup> sentence: <del>Schoology individual teacher websites</del>	Updated for clarity
Page 16 IV. General Curriculum Information, C. Multi-tiered Systems of Supports (MTSS)	In section C., 1 <sup>st</sup> sentence: <del>is a system of supports for providing provides</del>	Updated for clarity
Page 16 IV. General Curriculum Information, C., Multi-tiered Systems of Supports (MTSS)	In section C., 5 <sup>th</sup> sentence, changed to read as follows: Data collected at each tier is used to measure the efficacy of supports so that meaningful decisions can be made <del>about which</del> <u>regarding what</u> instruction and interventions should be intensified <u>and/or</u> maintained <del>and layered</del> .	Updated for clarity

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<p>Page 16 IV. General Curriculum Information, C., Multi-tiered Systems of Supports (MTSS)</p>	<p>In section C., last sentence: Positive Behavioral <u>Interventions and</u> Support Team</p>	<p>Updated for clarity</p>
<p>Page 17 IV. General Curriculum Information, D. Intervention, Remediation and Progress Monitoring</p>	<p>2<sup>nd</sup> paragraph, 1<sup>st</sup> sentence, changed as follows: <u>In consultation with the student's parent,</u> <del>The</del> school in which the student is enrolled must engage in the problem-solving process to develop and implement, <del>in consultation with the student's parent,</del> an intervention plan which includes a progress-monitoring plan.</p>	<p>Updated for clarity; changed order for better flow</p>
<p>Page 17 IV. General Curriculum Information, D. Intervention, Remediation and Progress Monitoring</p>	<p>Third paragraph, 2<sup>nd</sup> sentence, changed format from sentence to numbered list, as follows: 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:</p> <ol style="list-style-type: none"> <li>1. the expectations are met;</li> <li>2. <del>or</del> the student graduates from high school; or</li> <li>3. <del>or</del> <u>the student</u> is not subject to compulsory school attendance.</li> </ol>	<p>Updated for clarity</p>
<p>Page 17 IV. General Curriculum Information, D. Intervention, Remediation and Progress Monitoring</p>	<p>5<sup>th</sup> paragraph, 1<sup>st</sup> sentence, changed as follows: <u>In addition to an intervention plan, which includes progress monitoring, students</u> <del>At</del> the elementary school level, <del>in addition to an intervention plan, which includes progress monitoring, students</del> performing at Level 1 or Level 2 on required state assessments must receive intensified support the following year.</p>	<p>Updated for clarity</p>
<p>Page 17 IV. General Curriculum Information, D. Intervention, Remediation and Progress Monitoring</p>	<p>After 5<sup>th</sup> paragraph, removed bullets and moved text up into the paragraph: <u>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.</u></p>	<p>Updated for clarity</p>

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<p>Page 18 IV. General Curriculum Information, D. Intervention, Remediation and Progress Monitoring</p>	<p>1<sup>st</sup> paragraph, changed as follows:  <u>In addition to an intervention plan, which includes progress monitoring, For middle and high school students, in addition to an intervention plan, which includes progress monitoring;</u> students performing at Level 1 or Level 2 on Florida’s statewide assessment in reading and mathematics 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 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 (<del>7,8,9 Stanine Norm Reference Test</del>, PSAT, SAT, ACT) in reading and/or mathematics. Problem-solving teams should monitor students’ response to intervention and engage in problem solving as needed to ensure positive student response to intervention.</p>	<p>Updated for clarity. Deletion of 7,8,9 Stanine Norm Reference Test is consistent throughout the document.</p>
<p>* Page 18 IV. General Curriculum Information, D. Intervention, Remediation and Progress Monitoring</p>	<p>Diagnostic Assessment - added the following to end of first sentence under heading: <u>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.</u></p>	<p>Added language to define process for placing students appropriately in the absence of standardized test scores.</p>
<p>Page 18 IV. General Curriculum Information, D. Intervention, Remediation and Progress Monitoring</p>	<p>Diagnostic Assessment - b., changed sentence as follows: For students scoring Level 1 or 2 on <u>the</u> required state <u>reading</u> assessments <del>in reading</del>, reading proficiency must be assessed at the beginning of the school year.</p>	<p>Updated for clarity</p>
<p>Page 19 IV. General Curriculum Information, D. Intervention, Remediation and Progress Monitoring</p>	<p>Diagnostic Assessment - # 2., d., deleted: <del>including support and interventions</del></p>	<p>Updated for clarity</p>
<p>Page 19 IV. General Curriculum Information, D. Intervention, Remediation and Progress Monitoring</p>	<p>Diagnostic Assessment - # 2., e., added: <u>/or</u></p>	<p>Updated for clarity</p>

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Page 19 IV. General Curriculum Information, D. Intervention, Remediation and Progress Monitoring	#3, 1 <sup>st</sup> & 4 <sup>th</sup> bullets, deleted: <del>That</del>	Updated for clarity
Page 20 IV. General Curriculum Information, D. Intervention, Remediation and Progress Monitoring	#3, 7 <sup>th</sup> bullet changed as follows: <u>A parent of a</u> <del>That any grade 3</del> <u>third grade</u> student who is identified as being at risk for retention, <del>the parent</del> can request the school immediately begin collecting evidence for a portfolio.	Updated for clarity
Page 21 IV. General Curriculum Information, D. Intervention, Remediation and Progress Monitoring	#5, a., deleted: <del>For a retained student</del>	Updated for clarity
Page 21 IV. General Curriculum Information, D. Intervention, Remediation and Progress Monitoring	#5, b., deleted: <del>who are retained</del>	Updated for clarity
<b>Elementary School (K-5) Section</b>		
Page 22 I. Program of Studies Grades K-5	1 <sup>st</sup> sentence, changed: <del>reading, language arts</del> to <u>English Language Arts (ELA)</u>	Consistency in wording (this change is consistent throughout this section).
Page 22 I. Program of Studies Grades K-5	1 <sup>st</sup> sentence, added: <u>aligned with state standards</u> to end of sentence	Support standards-based curriculum
Page 22 I. Program of Studies Grades K-5, A. Reading	Title changed from <del>Reading</del> to <u>English Language Arts (ELA)</u>	Consistency in wording (this change is consistent throughout this section).



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<p>Page 22 I. Program of Studies Grades K-5,     B. Physical Education and Recess</p>	<p>Title, added (<u>PE</u>) after Physical Education, then replaced <del>Physical Education</del> with <u>PE</u> throughout the entire paragraph</p>	<p>Eliminates wordiness.</p>
<p>Page 22 I. Program of Studies Grades K-5,     B. Physical Education and Recess</p>	<p>Physical Education and Recess - 3<sup>rd</sup> sentence, changed: <del>will</del> to <u>are required to</u> and added <u>unstructured</u> before free-play</p>	<p>Clarify language to align with state statute 1003.455</p>
<p>Page 23 I. Program of Studies Grades K-5,     C. K-5 Academically Challenging Curriculum to Enhance Learning (ACCEL)</p>	<p>Whole Grade Promotion paragraph, made 2<sup>nd</sup> paragraph, #1. Then on the next line, added: <u>In addition to this, students must meet the following criteria:</u></p>	<p>Updated for clarity</p>
<p>Page 24 II. Promotion and Good Cause Placements,     B. Good Cause Criteria for K-2</p>	<p>Good Cause Criteria for K-2 - 2<sup>nd</sup> sentence, replaced: <del>A student is exempt from retention for good cause for the following</del> with <u>Good cause placement is defined as:</u></p>	<p>Updated for clarity</p>
<p>Page 24 II. Promotion and Good Cause Placements,     B. Good Cause Criteria for K-2</p>	<p>Good Cause “A-ESE” - 1<sup>st</sup> sentence , Changed as follows: <del>The principal may opt to promote a student in grades K-2 with disabilities whose A student with a disability in grades K-2 can be placed for good cause if the</del></p>	<p>Updated for clarity</p>
<p>Page 24 II. Promotion and Good Cause Placements,     B. Good Cause Criteria for K-2</p>	<p>Good Cause “A-ESE”, 2<sup>nd</sup> sentence, deleted: <del>that</del> and <del>is</del></p>	<p>Updated sentence structure for clarity</p>
<p>Page 24 II. Promotion and Good Cause Placements,</p>	<p>Good Cause “A-ESOL”, changed as follows: <u>An</u> English Language Learners (ELLs) who <del>have</del> <u>has</u>  Added comma after DEUSS and <u>can be placed for good cause.</u></p>	<p>Updated sentence for clarity</p>

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<p>B. Good Cause Criteria for K-2</p>		
<p>Page 24 II. Promotion and Good Cause Placements, B. Good Cause Criteria for K-2</p>	<p>Good Cause “A-504”, changed as follows: <del>A S</del>students with a Section 504 plan <del>whose can be placed for good cause if the</del> Report of Conference Form indicates the student’s disability <del>and along with</del> the recommendation and reasons for the student’s exemption from the promotion criteria in reading and mathematics.</p>	<p>Updated sentence for clarity</p>
<p>Page 27 II. Promotion and Good Cause Placements, B. Good Cause Criteria for 4-5</p>	<p>Good Cause “A-ESE”, 1<sup>st</sup> sentence – Changed as follows: <del>“The principal may opt to promote a student in grades 4-5 with disabilities whose A student with a disability in grades 4-5 can be placed for good cause if the</del></p>	<p>Updated for clarity</p>
<p>Page 27 II. Promotion and Good Cause Placements, B. Good Cause Criteria for 4-5</p>	<p>Good Cause “A-ESE”, deleted <del>that</del> and <del>is</del>, and added commas</p>	<p>Updated sentence structure for clarity</p>
<p>Page 27 II. Promotion and Good Cause Placements, D. Good Cause Criteria for Grade 4 -5</p>	<p>Good Cause “A-ESOL”, <del>An</del> English Language Learners (ELLs) who <del>have has</del> had... Add comma after DEUSS and <del>can be placed for good cause.</del></p>	<p>Updated sentence for clarity</p>
<p>Page 27 II. Promotion and Good Cause Placements, D. Good Cause Criteria for Grade 4-5</p>	<p>Good Cause “A-504”, changed as follows: A <del>S</del>students with a Section 504 plan <del>whose can be placed for good cause of the</del> Report of Conference Form indicates the student’s disability <del>and along with</del> the recommendation and reasons for the student’s exemption from the promotion criteria in reading and mathematics.</p>	<p>Updated sentence for clarity</p>
<p>Page 28 II. Promotion and Good Cause Placements, E. Summer School Promotion</p>	<p>1<sup>st</sup> paragraph, 2<sup>nd</sup> sentence, changed as follows: Third grade students who <del>score at the 45<sup>th</sup> percentile or above on the Stanford Achievement Test in Reading Comprehension</del> <u>meet state defined criteria at the end of the Summer Reading Camp will qualify for good cause.</u></p>	<p>Updated for clarity</p>
<p>* Page 28 II. Promotion and Good Cause Placements,</p>	<p>Deleted entire section:  <del>F. Transition Programs for Over Age 4th and 5th Graders</del>  <del>The purpose of the Transition Program is to return over age students to their expected</del></p>	<p>Information is redundant; covered in previous sections.</p>

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<p>F. Transition Programs for Over-Age 4<sup>th</sup> and 5<sup>th</sup> Graders</p>	<p><del>grade-level progression and not to accelerate students beyond their cohort group.</del></p> <p><del>All elementary schools may identify entering 4th graders who are 2 or more years over age and meet the following criteria and place them into a 5th grade classroom with a plan for specific support. The criteria to place a 4th grade student into a 5th grade classroom include:</del></p> <ul style="list-style-type: none"> <li><del>4. completing 3rd grade when student is over age; and</del></li> <li><del>5. scoring Level 2 or higher on the 3rd grade required state assessment in Reading and Mathematics or meeting 3rd grade good cause criteria;</del></li> </ul> <p><del>All elementary schools shall identify at the end of each year any exiting 4th grade students who meet the following criteria and place them in 6th grade with a plan for specific support. The criteria are:</del></p> <ul style="list-style-type: none"> <li><del>d. students who would enter 5th grade two or more years over age;</del></li> <li><del>e. students who scored Level 2 or above on the previous year's required state assessment in Reading and Mathematics; and</del></li> <li><del>f. students who have the social maturity, meaning the student's thinking, behavior, and social skills (positive or negative) are more indicative of his/her chronological age than the grade level in school;</del></li> </ul> <p><del>Schools will work with the student and parent to facilitate a smooth transition from elementary to middle school and provide support at the middle school level.</del></p>	
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**Middle School Education Grades 6-8**

<p>* Page 35 II. Promotion and Retention, A. Promotion Requirement</p>	<p>Middle of page, added as last paragraph in section: <u>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.</u></p>	<p>Virtual program students must complete the required promotion criteria within MCSD's timeline to ensure students meet promotion criteria prior to the exiting 8<sup>th</sup> grade.</p>
<p>* Page 36 II. Promotion and Retention,</p>	<p>Under Make-up Work, 1<sup>st</sup> sentence, added: <u>excused</u> prior to absence</p>	<p>This is to stay consistent with the rest of the K-12 policies. See High School's Makeup Work policy.</p>

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<p>B. Middle School Grading</p>		
<p>* Page 41 IV. Course Acceleration and Enrichment, B. District Criteria for Enrollment in High School Credit Courses</p>	<p>#5, World Languages 1, deleted: <del>a level 4 or 5 on the most current required state assessments in Mathematics or have both of the following</del></p>	<p>Added language to have consistency across all high school credit class criteria in term of recommendations. This change is included in other parts of the high school credit course section.</p>
<p>* Page 41 IV. Course Acceleration and Enrichment, B. District Criteria for Enrollment in High School Credit Courses</p>	<p>#6, World Languages II, b., changed as follows: teacher, <u>counselor, and/or administrator</u> recommendation</p>	<p>Recommendation consistency; This change is included in other parts of the high school credit course section.</p>
<p>* Page 41 IV. Course Acceleration and Enrichment, B. District Criteria for Enrollment in High School Credit Courses</p>	<p>#7, Physical Science Honors/Integrated Science Honors, added b. as follows: <u>teacher, counselor, and/or administrator recommendation</u></p>	<p>Recommendation consistency; This change is included in other parts of the high school credit course section.</p>
<p>* Page 41 IV. Course Acceleration and Enrichment, B. District Criteria for Enrollment in High School Credit Courses</p>	<p>#8, Career &amp; Technical Courses, a. changed as follows: CTE teacher, <u>counselor, and/or administrator</u> recommendation; and changed b. as follows: The student must have earned a <u>3.0 grade point average in the previous year's a "A" or "B" in a middle school</u> CTE course.</p>	<p>Recommendation consistency; This change is included in other parts of the high school credit course section.</p>
<p>Page 44 IV. Course Acceleration and Enrichment, D. District Criteria for Enrollment in Advanced Middle School Courses</p>	<p>#1, replaced: <u>Accelerated Advanced Mathematics</u></p>	<p>Change course title to align with Florida Course Code Directory.</p>

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High School Section (9-12):		
* Page 47 II. Grades and Credits, A. Grading Scale	Grading Policies - after 3 <sup>rd</sup> paragraph, added new paragraph as follows: <u>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 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.</u>	This applies to dual enrollment courses and allows schools to accurately record the course enrollment status of students who may opt to restart the same course or comparative course after a certain point in the semester.
Page 47 II. Grades and Credits, A. Grading Scale	Grading Policies - 4 <sup>th</sup> paragraph, changed last sentence as follows: Many teachers <del>also</del> maintain a web page <u>or post through our online platform Schoology where they to upload post</u> information such as homework, <del>and</del> other assignments, major projects, unit assessments, and the <del>C</del> course <del>S</del> yllabus.	Updated for clarity
Page 48 II. Grades and Credits, C. Makeup Work	Makeup work - 1 <sup>st</sup> sentence, changed <del>attendance</del> to <u>attended</u>	Updated for clarity
Page 48 II. Grades and Credits, D. Grade Point Average	#1, last sentence, deleted: <del>in all courses required for graduation</del>	Updated for clarity
Page 49 II. Grades and Credits, E. Class Rank	#1, added at the end of last sentence: <u>of the current school year</u>	Updated for clarity
* Page 49 II. Grades and Credits, E. Class Rank	Added new #5: <u>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 in 6 and 7 below.</u>	Language added to define the scale at which weighted courses taken in another district will be transferred into course history.

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<p>Page 50 II. Grades and Credits, F. Honors Recognition</p>	<p>Honors Recognition - 1<sup>st</sup> sentence, changed order as follows: <u>The upper 10% of the graduating class, based on the weighted rank in class, will be graduated with Honors</u> In recognition of excellence in academic achievement. <del>the upper 10% of the graduating class, based on the weighted rank in class, will be graduated with Honors.</del></p>	<p>Changed order of clauses.</p>
<p>Page 50 II. Grades and Credits, G. Grade Forgiveness</p>	<p>Grade Forgiveness - 1<sup>st</sup> paragraph, 2<sup>nd</sup> sentence, changed as follows: To assist students in meeting this requirement, districts <del>are allowed to</del> <u>may</u> offer grade forgiveness policies,</p>	<p>Updated for clarity</p>
<p>Page 50 II. Grades and Credits, G. Grade Forgiveness</p>	<p>#3, Added sentence: <u>Post-secondary institutions may have different grade forgiveness policies and could include ALL courses attempted. This could recalculate GPA and affect admissions decisions.</u></p>	<p>To notify parents and students of this caveat.</p>
<p>Page 51 II. Grades and Credits, G. Grade Forgiveness</p>	<p>Paragraph starting with “Credit Recovery”, 2<sup>nd</sup> sentence, deleted: <del>since the course requirements for the Credit Recovery courses are exactly the same as the previously attempted corresponding course.</del></p>	<p>Updated for clarity</p>
<p>Page 52 II. Grades and Credits, H. Credits</p>	<p>#5, c., deleted last three sentences: <del>The plan must specify the need for enrollment in a remedial or Level 1 course. Level 1 courses are not offered in the School District of Manatee County. For students entering 9<sup>th</sup> grade in 2013-2014 and thereafter, Level 1 courses will not count towards a Standard high school diploma</del></p>	<p>Updated for clarity</p>
<p>Page 54 IV. Acceleration and Enrichment</p>	<p>Added new letter B. titled <u>AP Capstone™</u> and changed lettering in the outline as needed. Added the text below: <u>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 you 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.</u></p>	<p>To include the new Advanced Studies Program, AP Capstone</p>

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<p>Page 56 IV. Acceleration and Enrichment H., Dual Enrollment and Early Admission</p>	<p>#4, changed as follows: Students who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses conducted during school hours; <del>and after school hours, and during the summer term.</del></p>	<p>We need to remove “and during the summer term” to reflect accuracy.</p>
<p>Page 60 IV. Acceleration and Enrichment, L. Credit Acceleration Program (CAP)</p>	<p>#1., changed order of 2nd sentence as follows: <u>If the student attains a score indicating satisfactory performance on the corresponding statewide standardized end-of-course assessment then the</u> <del>The</del> school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, <del>if the student attains a scores indicating satisfactory performance on the corresponding statewide standardized end-of course assessment.</del></p>	<p>Updated for clarity</p>
<p>Page 60 IV. Acceleration and Enrichment, L. Credit Acceleration Program (CAP)</p>	<p>#2, changed 1<sup>st</sup> sentence as follows: <u>The credit will be awarded for the course as prescribed by state statute when</u> <del>If</del> a student fails a course requiring an EOC to earn credit, but attains a score indicating satisfactory performance on the corresponding EOC <del>credit will be awarded for the course as prescribed by state statute</del></p>	<p>Updated for clarity</p>
<p>Page 63 V. Graduation Requirements, E. Graduation Requirements: Standard Diploma</p>	<p>Under State Assessment - Changed order of sentence: as follows: <u>Students must meet all state assessment requirements in order to graduate from high school with a Standard Diploma.</u> <del>In order to graduate from high school with a Standard Diploma, students must meet all state assessment requirements.</del></p>	<p>Updated for clarity</p>
<b>Virtual School Section</b>		
<p>Page 83 I. Virtual Education Programs, B. Virtual Education Programs</p>	<p>3<sup>rd</sup> paragraph, 2<sup>nd</sup> sentence changed as follows: The School District of Manatee County Manatee Virtual Instructional Program (MVIP), provides full-time and/or part-time opportunities for <u>all Manatee County zoned and Home School</u> <del>students, including home school, private school, and charter school</del> students to access middle and high school courses.</p>	<p>Updated for clarity</p>
<p>Page 83 I. Virtual Education Programs, B. Virtual Education Programs</p>	<p>4<sup>th</sup> paragraph, 3<sup>rd</sup> sentence changed as follows: A student’s full-time school may not deny access to courses offered through any approved district virtual education program <del>assuming that if</del> the desired online course(s) is an appropriate course placement based on the student’s academic history, grade level, and age.</p>	<p>Updated for clarity</p>

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<p>Page 84 I. Virtual Education Programs, B. Virtual Education Programs</p>	<p>1<sup>st</sup> paragraph, changed as follows: Access <u>to approved virtual courses</u> shall be available to <u>zoned school</u> students during or after the normal school day. Students wishing to take courses through an MVIP option must work closely with their school counselor <del>and/or virtual program staff representative</del> to ensure that <u>appropriate virtual</u> courses <u>are reviewed and approved in order to</u> match the needs of the students. MVIP courses are available during the <u>academic school year and summer session</u>. <del>Florida Virtual School offers its own virtual program throughout the summer.</del></p>	<p>Updated for clarity</p>
<p>Page 84 I. Virtual Education Programs, B. Virtual Education Programs</p>	<p>2<sup>nd</sup> paragraph, change first three sentences as follows: An important characteristic of the virtual instruction program is that students, along with a responsible adult, assume the responsibility for <del>a student's educational experiences</del> <u>student success</u>. All courses offered in the virtual instruction program <del>must be</del> <u>are</u> based on the Florida State Standards. All full-time <u>Manatee</u></p>	<p>Updated for clarity</p>
<p>Page 84 I. Virtual Education Programs, B. Virtual Education Programs</p>	<p>3<sup>rd</sup> paragraph, 2<sup>nd</sup> sentence, deleted: <del>Procedures for</del> and added <u>both full and part-time</u>.</p>	<p>Updated for clarity</p>
<p>Page 84 I. Virtual Education Programs, B. Virtual Education Programs</p>	<p>4<sup>th</sup> paragraph, changed first sentence as follows: All students enrolled in a <u>full-time district</u></p>	<p>Updated for clarity</p>
<p>Page 84 I. Virtual Education Programs, B. Virtual Education Programs</p>	<p>5<sup>th</sup> paragraph, changed first sentence as follows: 2<sup>nd</sup> sentence added <u>virtual teacher, registrar, and</u></p>	<p>Updated for clarity</p>
<p>Page 84 I. Virtual Education Programs, B. Virtual Education Programs</p>	<p>5<sup>th</sup> paragraph, deleted 2<sup>nd</sup> sentence: <del>The learning opportunities require a commitment on the part of the student.</del></p>	<p>Updated for clarity</p>
<p>Page 84</p>	<p>Last paragraph, updated year:</p>	<p>Updated year</p>



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I. Virtual Education Programs, B. Virtual Education Programs	<del>2019-2020</del> <u>2020-2021</u>	
Page 85 I. Virtual Education Programs, B. Virtual Education Programs	a. and b., updated year <del>2019</del> <u>2020</u> ; <del>2018</del> <u>2019</u>	Updated year
Page 85 I. Virtual Education Programs, B. Virtual Education Programs	c., changed as follows: Have demonstrated <u>academic</u> success in the previous 2 years of school.	Updated for clarity
Page 85 I. Virtual Education Programs, B. Virtual Education Programs	d., changed as follows: <del>2018-2019</del> <u>2019-2020</u>	Updated year
Page 85 I. Virtual Education Programs, B. Virtual Education Programs	#2, Grades 6-12, added: Grades 6-12 <u>Criteria</u>	Updated for consistency
Page 85 I. Virtual Education Programs, B. Virtual Education Programs	#2, Grades 6-12, a., changed as follows: Have demonstrated <u>academic</u> success in the previous semester courses.	Updated for clarity
Page 85 I. Virtual Education Programs, B. Virtual Education Programs	#2, b., updated year: <del>2018-2019</del> <u>2019-2020</u>	Updated for clarity
Page 85 1. Virtual Education Programs,	Bottom of page, deleted: <del>Manatee Virtual School:</del>	Eliminated redundancy

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<p>C. Full-time Virtual Education Options</p>		
<p>Page 85 1. Virtual Education Programs, C. Full-time Virtual Education Options</p>	<p>Bottom of page, #1, 1<sup>st</sup> sentence, deleted: “d” in franchise<del>d</del></p>	<p>Updated for clarity</p>
<p>Page 86 1. Virtual Education Programs, C. Full-time Virtual Education Options</p>	<p>e., changed as follows: Follow and maintain <u>course</u> pace</p>	<p>Updated for clarity</p>
<p>Page 86 1. Virtual Education Programs, C. Full-time Virtual Education Options</p>	<p>g., changed as follows: Agree and adhere to all <del>of</del> the student and parent guidelines as stipulated in the <u>MVIP MVS</u> Handbook.</p>	<p>Updated for clarity</p>
<p>Page 86 1. Virtual Education Programs, C. Full-time Virtual Education Options</p>	<p>h, added the following to end of sentence: <u>within the specified enrollment and completion dates</u></p>	<p>Updated for clarity</p>
<p>Page 87 1. Virtual Education Programs, C. Full-time Virtual Education Options</p>	<p>#1, updated telephone number and deleted “ing” from asking: 941-708-<del>8770</del> <u>4971</u> and asking for...</p>	<p>Updated to reflect new telephone number and sentence structure.</p>
<p>Page 87 1. Virtual Education Programs, D. Part-time Virtual Education Options</p>	<p>1<sup>st</sup> paragraph in section D., changed as follows: Students who wish to enroll in a virtual education option on a part-time bases may choose to do so through either MVS or FLVS (see criteria above). This program allows students enrolled in public school, or home school, <del>or private school</del> to take a portion of their coursework online for the purposes of acceleration, grade forgiveness or credit recovery. <del>These students will earn a regular diploma from their zoned school and be permitted to participate in school sponsored sports and extracurricular activites. Zoned school s</del>Students may participate in this program by taking any portion of their coursework online and at school (up to a total of 3 courses). <u>Charter School students must</u></p>	<p>Updated for clarity</p>

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	<u>register for FLVS courses for part-time enrollment.</u> Public school students are required to take all required state assessments at their zoned school.	
Page 87 I. Virtual Education Programs, D. Part-time Virtual Education Options	2nd paragraph in section D., changed as follows: The performance of <u>zoned school</u> students shall be included for school grade or school improvement rating purposes by the non-virtual school providing the student’s primary instruction.	Updated for clarity
Page 88 I.D. Part-time Virtual Education Options	Added #4 as follows: <u>8<sup>th</sup> 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.</u>	Virtual program students must complete the required promotion criteria within MCSD’s timeline to ensure students meet promotion criteria prior to the exiting 8 <sup>th</sup> grade
Page 90	Appendix A, deleted: <u>7,8,9 Stanine-Norm Reference Test</u>	No longer applies
Page 92	Appendix B Waiting for Just Read Florida to update 2020-2021 Decision Trees	