

2022-2023 SPP Change Summary, Rev. 5/15/2022

Special Circumstances:

- The title page date was changed to 2022-2023.
- 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".

Proposed Changes Pursuant to Legislative Requirements		
Section/Page	Change	Rationale
<p>p. 11 General Information</p> <p>Reporting and Notification</p> <p>Annual Reporting</p>	<p>Removed requirement for newspaper ad due a change in legislative language:</p> <p>Each district must annually publish in the local newspaper and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:</p>	<p>CS/SB 1048 – Student Assessments Implementation of ELA grades 3-10 and mathematics grades 3-8 assessments and progress monitoring beginning in the 2022-2023 school year.</p>
<p>p. 12 General Information</p> <p>Participation in District and Statewide Assessments</p>	<p>Last sentence removed:</p> <p>STAR Early Literacy Assessment is administered to each kindergarten student within the first 30 school days of the year.</p>	<p>CS/SB 1048 – Student Assessments Implementation of ELA grades 3-10 and mathematics grades 3-8 assessments and progress monitoring beginning in the 2022-2023 school year.</p>

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<p>p. 12 General Information</p> <p>Reporting to Parents</p>	<p>Added language:</p> <p><u>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.</u></p>	<p>CS/SB 1048 – Student Assessments Implementation of ELA grades 3-10 and mathematics grades 3-8 assessments and progress monitoring beginning in the 2022-2023 school year.</p>
<p>p. 20 General Information</p>	<p>Revised per new legislation:</p> <p><u>Civic and Character Education</u></p> <p><u>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).</u></p> <p>Character education is required for students in K-12th grades. The character development program should stress:</p> <ul style="list-style-type: none"> a. The qualities of patriotism b. Responsibility c. Citizenship d. Kindness e. Respect for Authority, life, liberty and personal property f. Honesty g. Charity 	<p>CS/HB 7 – Individual Freedom – Civil Rights in Employment and K-20 Education</p>

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	<p>h.— Self-control</p> <p>i.— Racial, ethnic and religious tolerance; and</p> <p>j.— Cooperation</p> <p>For grades 9-12, instruction should include information on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing skills that enable students to become more resilient and self-motivated.</p> <p>The character development curriculum for grades 11 and 12 shall include instruction on voting using the uniform primary and general election ballot described in s. 101.151(9).</p>	
<p>p. 21 General Information</p>	<p><u>Victims of Communism Day – the SDMC will observe November 7 as Victims of Communism Day honoring the 100 million people who fell victim to communist regimes across the world.</u></p>	<p>CB/HB 395 – Victims of Communism Day</p>

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Proposed Changes to General (K-12) Section		
Section/Page	Change	Rationale
<p>p. 13 General Information</p> <p>The Report Card</p>	<p>Revised language:</p> <p>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 <u>first grade</u>. E, S, I, N, U (E-Excellent, S- Satisfactory, I-Improving, N-Needs Improvement, U-Unsatisfactory) for <u>second first</u> through fifth grades. Secondary marks are 1, 2, 3, or 4 (1-Excellent, 2-Satisfactory, 3-Needs Improvement, 4-Unsatisfactory); and</p>	<p>Revised language to update Report Card procedure for grade 1.</p>
<p>p. 15 General Information</p> <p>Teacher Expectations</p>	<p>Revised language:</p> <p>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. Homework assignments should be posted (when available) on Schoology. Homework grades should reflect the attainment of content knowledge. Homework grades should not be impacted by non-academic criteria (i.e., paper headings, use of specific writing utensil unless accounted for in the grading expectations, etc.).</p>	<p>This language was revised based on feedback.</p>
<p>p. 16 General Information</p> <p>General Curriculum</p>	<p>Revised language:</p> <p>Revised language:</p> <p>Intervention, Remediation and Progress Monitoring</p>	<p>CS/SB 1048 – Student Assessments Implementation of ELA grades 3-10 and mathematics grades 3-8 assessments and progress monitoring</p>

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	<p>Students must participate in Florida's statewide assessments <u>and progress monitoring</u>. 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.</p>	<p>beginning in the 2022-2023 school year.</p>
<p>p. 17 General Information General Curriculum</p>	<p>In addition to an intervention plan, which includes progress monitoring, 3rd- 105th grade students, performing at Level 1 or Level 2 on required state assessments must receive intensified support the following year.</p>	<p>CS/SB 1048 – Student Assessments Implementation of ELA grades 3-10 and mathematics grades 3-8 assessments and progress monitoring beginning in the 2022-2023 school year.</p>
<p>p. 20 General Information</p>	<p>Revised per new legislation: <u>Civic and</u> Character Education <u>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).</u></p>	<p>CS/HB 7 – Individual Freedom – Civil Rights in Employment and K-20 Education</p>

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Proposed Changes to Elementary Section		
Section/Page	Change	Rationale
<p>p. 22 Elementary</p> <p>Program of Studies</p>	<p>Removed unnecessary language:</p> <p>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 <u>and families</u> must be notified at the beginning of each year as to how their grades in each core academic area will be determined. This could be included in the course information shared with students and parents.</p>	<p>Removed unnecessary language.</p>
<p>p. 23 Elementary</p> <p>Program of Studies</p>	<p>Revised per legislation:</p> <p><u>Health Education</u></p> <p><u>Comprehensive health education addresses 14 component areas under Florida State Statute 1003.42 (2)(n) - Required Instruction</u></p> <p><u>Grades K-12</u></p> <ul style="list-style-type: none"> • <u>Community health</u> • <u>Consumer health</u> • <u>Environmental health</u> • <u>Family life</u> • <u>Injury prevention and safety</u> • <u>Internet safety</u> • <u>Nutrition</u> • <u>Personal health</u> • <u>Prevention and control of disease</u> 	<p>Aligned with language in 1003.42.</p>

	<ul style="list-style-type: none">• <u>Substance use and abuse</u> <p><u>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.</u></p> <p>Comprehensive age-appropriate and developmentally appropriate K-5 health education that addresses concepts of community health, consumer health, environmental health, and family life, including</p> <ul style="list-style-type: none">a. Mental and emotional healthb. Injury prevention and safetyc. Internet safetyd. Nutritione. Personal Healthf. Prevention and control of diseaseg. Substance abuse; andh. Prevention of child sexual abuse, exploitation, and human trafficking. <p>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 request an exemption will also be posted on the district's website homepage.</p> <p>A parent may make a written request to the school principal to exempt his or her student from the teaching of reproductive health or any</p>	
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	<p>disease, including HIV/AIDS.</p>	
<p>p. 26 Elementary Promotion and Good Cause Placements</p>	<p>Revise language to remove Florida standards:</p> <p>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 <u>currently adopted state Florida</u> standards in core academic subject areas. In accordance with state statute, <u>K 3rd-5th</u> 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.</p>	<p>CS/SB 1048 – Student Assessments Implementation of ELA grades 3-10 and mathematics grades 3-8 assessments and progress monitoring beginning in the 2022-2023 school year.</p>
<p>p. 27 Elementary Promotion and Good Cause Placements</p>	<p>Updated language to match legislation:</p> <p><u>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.</u></p> <p>Good Cause “3” – Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education, administered after the results of the required state assessments are received. The acceptable levels of performance on the alternative assessments for grade 3 is at or</p>	<p>CS/SB 1048 – Student Assessments Implementation of ELA grades 3-10 and mathematics grades 3-8 assessments and progress monitoring beginning in the 2022-2023 school year.</p>

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	<p>above the 45th percentile on the reading comprehension measure of the Stanford Achievement Test-10 or the 50th percentile or above on the spring i-Ready reading diagnostic as the alternative standardized assessments.</p>	
<p>p. 30 Elementary Intensive Intervention</p>	<p>Added in clarification on availability of FLDOE resources:</p> <p>The parents can use through a read-at-home plan, <u>including electronic resources compiled by the Department of Education</u>, to help their child succeed in reading</p>	<p>To aligned with updated FLDOE language.</p>
<p>p. 30 Elementary Intensive Intervention</p>	<p>Added in clarification on availability of FLDOE resources</p> <p><u>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.</u></p>	<p>To aligned with updated FLDOE language.</p>
<p>p. 31 Elementary Good Cause Placements</p>	<p>Added in language of required support for grade 4 Good Cause Exemptions:</p> <p><u>Services for Students Promoted to Grade 4 with a Good Cause Exemption</u></p> <p><u>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</u></p>	<p>To align with FLDOE language and the SDMC Comprehensive Education Reading Plan</p>

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	<p><u>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:</u></p> <ol style="list-style-type: none"> <u>1. A federally required student plan such as an individual education plan;</u> <u>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</u> <u>3. An individualized progress monitoring plan.</u> 	
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Proposed Changes to Middle School Section		
Section/Page	Change	Rationale
<p>p. 35 Middle School</p> <p>Program of Studies</p>	<p>Revised per legislation:</p> <p><u>Health Education</u></p> <p><u>Comprehensive health education addresses 14 component areas under Florida State Statute 1003.42 (2)(n) - Required Instruction</u></p> <p><u>Grades K-12</u></p> <ul style="list-style-type: none"> <u>• Community health</u> <u>• Consumer health</u> <u>• Environmental health</u> <u>• Family life</u> <u>• Injury prevention and safety</u> <u>• Internet safety</u> <u>• Nutrition</u> <u>• Personal health</u> 	<p>Aligned with 1003.42.</p>

	<ul style="list-style-type: none">• <u>Prevention and control of disease</u>• <u>Substance use and abuse</u>• <u>Prevention of child sexual abuse, exploitation, and human trafficking</u> <p><u>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.</u></p> <p><u>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.</u></p> <p><u>Life Skills</u> <u>Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:</u></p> <ul style="list-style-type: none">• <u>a. Self-awareness and self-management.</u>• <u>b. Responsible decision making.</u>• <u>c. Resiliency.</u>• <u>d. Relationship skills and conflict resolution.</u>• <u>e. Understanding and respecting other viewpoints and backgrounds.</u> <p><u>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.</u></p> <p>Health Education</p>	
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	<p>Comprehensive age-appropriate and developmentally appropriate K-5 health education that addresses concepts of community health, consumer health, environmental health, and family life, including</p> <ul style="list-style-type: none">a.—Mental and emotional healthb.—Injury prevention and safetye.—Internet safetyd.—Nutritione.—Personal Healthf.—Prevention and control of diseaseg.—Substance abuse; andh.—Prevention of child sexual abuse, exploitation, and human trafficking; <p>—</p> <ul style="list-style-type: none">—The health education curriculum shall include an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.—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 request an exemption will also be posted on the district's website homepage.—A parent may make a written request to the school principal to exempt his or her student from the teaching of reproductive health or any disease, including HIV/AIDS.	
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<p>p. 39 Middle School Grading Scale</p>	<p>Clarity: Progress reports are posted<u>issued</u> mid-way through each quarter...</p>	<p>Language was changed to reflect better how the progress reports are posted.</p>
<p>p. 44 Middle School Enrollment in High School Credit Courses</p>	<p>Clarity: Career & Technical Courses: a. CTE teacher, counselor, and/or administrator recommendation: and —The student must have earned a 3.0 grade point average in the previous year's CTE course<u>course within the same or similar curricular area.</u></p>	<p>Language was changed to reflect all prerequisite courses that can be taken by a student to qualify for the CTE course.</p>
<p>p. 45 Middle School Grading Scale</p>	<p>Updated language to match legislation: <u>End-of-Course Assessment Waiver</u> <u>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.</u> <u>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.</u> <u>Semester grades for students using an End-of-Course Waiver will be averaged as follows:</u> <u>Semester 1: Quarter 1=50% and Quarter 2 =50%</u> <u>Semester 2: Quarter 3 =50% and Quarter 4 =50%.</u></p>	<p>Added this language to outline grading requirements when a student qualifies and uses an EOC assessment waiver.</p>

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<p>p. 48 Middle School</p> <p>Grade Forgiveness Policy</p>	<p>Align with new FLDOE language:</p> <p><u>Credit recovery courses are credit-bearing courses with specific content requirements defined by Fstate adopted Florida sStandards.</u></p>	<p>Changed wording to reflect new state assessments.</p>

Proposed Changes to High School Section		
Section/Page	Change	Rationale
<p>p. 52 High School</p> <p>Grading Scale</p>	<p><u>Updated language to match legislation:</u></p> <p><u>End-of-Course Assessment Waiver</u> <u>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.</u> <u>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.</u> <u>Semester grades for students using an End-of-Course Waiver will be averaged as follows:</u> <u>Semester 1: Quarter 1=50% and Quarter 2 =50%</u> <u>Semester 2: Quarter 3 =50% and Quarter 4 =50%.</u></p>	<p>Added this language to outline grading requirements when a student qualifies and uses an EOC assessment waiver.</p>

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<p>p. 53 High School</p> <p>Class Rank</p>	<p>Added language:</p> <p><u>Class rank is determined by a student's cohort, which is defined by the year that the student enters 9th grade.</u></p>	<p>Per FLDOE, class rank is determined by a student's cohort, which is defined by the year that a student enters 9th grade.</p>
<p>p. 53 High School</p> <p>Class Rank</p>	<p>Removed outdated language.</p> <p>For courses taken prior to the 2016-2017 school year, an additional one (1) weighted grade point will be added to each course grade of a "D" or above in courses designated as weighted in the Florida Department of Education Comprehensive Course Table. The charts below identify the grade weighting rules for courses taken in specified academic years.</p>	<p>The language is no longer needed for the 2022-2023 SPP.</p>
<p>p. 54 High School</p> <p>Class Rank</p>	<p>Updated language:</p> <p>Class rank will be determined based on courses for which credit and grades are awarded toward a Standard Diploma. Students earning a <u>Access Points Pathway Standard Diploma</u>, 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.</p>	<p>Updated language as a Special Diploma is not a diploma option for the class of 2023.</p>

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<p>p. 54 High School</p> <p>Class Rank</p>	<p>Removed outdated language:</p> <p>139. For courses taken prior to the 2016-2017 school year, the grade weighting scale is as follows:</p> <table border="1" data-bbox="804 391 1278 683"> <tr> <td>Unweighted</td> <td>Weighted</td> </tr> <tr> <td>Grade Points</td> <td>Grade Points</td> </tr> <tr> <td>A = 4</td> <td>A = 5</td> </tr> <tr> <td>B = 3</td> <td>B = 4</td> </tr> <tr> <td>C = 2</td> <td>C = 3</td> </tr> <tr> <td>D = 1</td> <td>D = 2</td> </tr> </table>	Unweighted	Weighted	Grade Points	Grade Points	A = 4	A = 5	B = 3	B = 4	C = 2	C = 3	D = 1	D = 2	<p>Removed this table as the graduation class will not have taken any courses prior to 2017.</p>
Unweighted	Weighted													
Grade Points	Grade Points													
A = 4	A = 5													
B = 3	B = 4													
C = 2	C = 3													
D = 1	D = 2													
<p>p. 56 High School</p> <p>Grade Forgiveness</p>	<p>Removed outdated language:</p> <p>Agriscience 8106680<u>8106810</u></p>	<p>Corrected the course code for Agriscience Foundations.</p>												
<p>p. 58 High School</p> <p>Acceleration and Enrichment</p>	<p>Updated language:</p> <p>A student must<u>shall</u> have a 3.0 grade point average and have earned a 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 Cambridge-AICE, <u>or at the discretion of the principal.</u></p>	<p>Changed language to offer greater flexibility in scheduling.</p>												
<p>p. 60 High School</p> <p>Early High School Graduation</p>	<p>Updated language:</p> <p>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<u>semesters or meets the 18 credit ACCEL Diploma Option</u>. A student who graduates early may continue to participate in school activities and social events and attend and participate in</p>	<p>Altered the language to include the ACCEL Diploma option and to define cohort based off 1003.4281.</p>												

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	<p>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. 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. <u>Cohort is defined by the FLDOE as when the student enters 9th grade (1003.4281).</u></p>	
<p>p. 65 High School Credit Acceleration Program (CAP)</p>	<p>Aligned language with language from the FLDOE:</p> <p><u>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.</u></p>	<p>Altered the language to align with state language regarding the Credit Acceleration Program</p>
<p>p. 72 High School U.S. Government</p>	<p>Added in additional language:</p> <p><u>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.html.</u></p>	<p>Included additional information regarding the FCLE.</p>
<p>p. 72 High School Comprehensive Health Education</p>	<p>Revised language:</p> <p><u>Comprehensive health education addresses 14 component areas under Florida State Comprehensive health education addresses 14 component areas under Florida State Statute 1003.42 (2)(n) - Required Instruction</u></p> <p><u>Grades K-12</u></p> <ul style="list-style-type: none"> <u>Community health</u> 	<p>To align with state statute.</p>

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	<ul style="list-style-type: none">• <u>Consumer health</u>• <u>Environmental health</u>• <u>Family life</u>• <u>Injury prevention and safety</u>• <u>Internet safety</u>• <u>Nutrition</u>• <u>Personal health</u>• <u>Prevention and control of disease</u>• <u>Substance use and abuse</u>• <u>Prevention of child sexual abuse, exploitation, and human trafficking</u> <p><u>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.</u></p> <p><u>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.</u></p> <p><u>Life Skills</u> <u>Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:</u></p> <ul style="list-style-type: none">• <u>a. Self-awareness and self-management.</u>• <u>b. Responsible decision making.</u>• <u>c. Resiliency.</u>• <u>d. Relationship skills and conflict resolution.</u>• <u>e. Understanding and respecting other viewpoints and backgrounds.</u>	
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	<p><u>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.</u></p> <p>Health Education</p> <p>Comprehensive age-appropriate and developmentally appropriate K-5 health education that addresses concepts of community health, consumer health, environmental health, and family life, including</p> <ul style="list-style-type: none">a.—Mental and emotional healthb.—Injury prevention and safetyc.—Internet safetyd.—Nutritione.—Personal Healthf.—Prevention and control of diseaseg.—Substance abuse; andh.—Prevention of child sexual abuse, exploitation, and human trafficking. <p>The health education curriculum shall include an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.</p>	
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	<p>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 request an exemption will also be posted on the district's website homepage.</p> <p>A parent may make a written request to the school principal to exempt his or her student from the teaching of reproductive health or any disease, including HIV/AIDS.</p>	
<p>p. 75 High School</p> <p>Assessment Requirements</p>	<p>Added language:</p> <p><u>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).</u></p>	<p>Added in language recognizing 1007.25, the civic literacy assessment.</p>
<p>p. 87 High School</p> <p>CTE Course Substitutions</p>	<p>Revised language:</p> <p>Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A.1.09441, F.A.C. or through core academic courses aligned with the general education curriculum standards.</p>	<p>Aligned language with the state statute.</p>

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Proposed Changes to Virtual School Section		
Section/Page	Change	Rationale
p. 91 Virtual Education	<p>Revised per FLVS memo:</p> <p><u>Note: Per Florida Virtual memo of June 2011, public school students may only register for up to three FLVS courses at one time.</u></p> <ul style="list-style-type: none"><u>Full-time virtual education is available for home education and FLVS students.</u> <p><u>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.</u></p>	<p>Added language to better communicate to families the limit of FLVS courses a student may enroll in at one time, unless the student is a fulltime virtual student.</p>