

2020-2021

K-12



**STUDENT
PROGRESSION
PLAN**



Student Progression Plan Notice

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

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

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

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

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



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General Information (K-12), Section 4.9

I. Admission and Enrollment

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

A. First Enrollment

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

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

1. Verification of Age - One of the following documents must be provided:
 - An original or certified copy of child's birth certificate
 - A certificate of baptism, accompanied by parent's affidavit
 - An insurance policy
 - An original or certified copy of a religious ceremony certificate, accompanied by Parent's Affidavit
 - A passport



- A copy of the student's school record
- An affidavit of age sworn to by parent, accompanied by a medical practitioner's statement

2. Evidence of immunization against communicable diseases

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

- Physical exam (DH-3040 or equivalent) COMPLETED and SIGNED by a health professional who is licensed in Florida or in the state where the student resided at the time of the health examination, and who is authorized to perform a general health examination under such licensure. The exam must be within the 12 months prior to your child enrolling in a Florida School. Children are not admitted to school without a physical exam. Contact your medical provider (doctor/clinic) for a school physical exam (DH-3040).
- Certificate of Immunization (DH 680) with all immunization dates/or disease date(s) completed and/or updated by the health care provider. Students entering the designated grade levels are required to show proof of these vaccines or a valid medical/religious exemption before entry into school.

3. Proof of Manatee County Residency - One of the following sets of documents must be provided:

Schools may accept:

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

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

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

4. Academic History

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

- Last Report Card
- Withdrawal Form



- A 1st grader who attended a private kindergarten for a full year must provide proof of attendance and successful completion of kindergarten
- Copies of any special education records (such as IEP, 504, or EP) that might assist in placement of students in the appropriate classes
- Transcripts are required for students with high school credit to determine progress toward graduation

B. Entry from another Manatee County School

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

Parent must provide the following documents:

1. Manatee School Enrollment Form.

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

2. Proof of Manatee County Residency - One of the following documents must be provided:

Schools may accept:

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

If the parent cannot provide the above requirements, the following is required:

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

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

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



3. Withdrawal form from previous school.

C. Entry from a Public or Private School Within Florida

Parent must provide the following documents:

1. Manatee School Enrollment Form

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

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

2. Proof of Manatee County residency - One of the following documents must be provided:

Schools may accept:

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

If the parent cannot provide the above requirements, the following is required:

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

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

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

3. Withdrawal form from previous school.
4. Academic History

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

- Last Report Card



- Withdrawal Form
- A 1st grader who attended a private kindergarten for a full year must provide proof of attendance and successful completion of kindergarten
- Copies of any special education records (such as IEP, 504, or EP) that might assist in placement of students in the appropriate classes
- Transcripts are required for students with high school credit to determine progress toward graduation

D. Entry from Home Education

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

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

E. Over Age Students Who Interrupt Their Education

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

1. Except as provided in (4), (5), (6), and (7) below, a student seventeen years of age or older who has interrupted his or her high school education and who subsequently desires to enroll in Manatee County Public Schools may enroll in county adult programs or alternative programs. The student may not enroll in a regular high school except in extenuating circumstances approved by the principal of the regular school and the Supervisor of Alternative Education. The principal will determine if enrollment is appropriate. Parents of students who are not enrolled may appeal the principal's decision to the Executive Director of Secondary Education.
2. Except as provided in (4), (5), and (6) below, students may not enroll in or continue in a regular high school for more than eight semesters, unless the principal approves the enrollment beyond eight semesters. The principal will consider the reason the student wants to continue high school, the educational progress to date, and the student's commitment to education. If the principal does not



approve enrollment in the regular high school beyond the eight semesters, the student may enroll in county adult programs or alternative programs. The semester count begins the first semester a student enrolled in ninth grade at any public or private school.

3. Except as provided in (4) below, students may not enroll in or continue in a regular high school if they cannot earn the number of required credits to graduate by their 20th birthday. The student may enroll in county adult programs or alternative programs.
4. For students with disabilities who have not graduated with a Standard Diploma, the district will provide services until the end of the school year in which the student turns 22 years old, providing that the student was 21 years old on the first day of school.
5. English Language Learners (ELL) who have completed the credits required for graduation and who have failed to meet the 10th grade standards as measured by the required state assessments shall be eligible for compensatory education for “a thirteenth year” as provided in Section 1003.43.F.S.
6. If a foreign born ELL student without records enters school, the student must be placed age appropriately (14= 9th grade, 15= 9th or 10th grade, 16=10th grade, and 17=11th grade), and the Uniform Transfer Records Guideline Verification Process must be followed.
7. Per the State of Florida Consent Decree and the Office of Civil Rights, no student may be denied enrollment in the regular high school program on the basis of refugee status or limited English proficiency. Students who qualify for ELL services must be placed age appropriately if no official transcript is available.
8. Students who enter without records are eligible for the verification process as defined in the Uniform Transfer of Records Guidelines.

F. School Choice Options

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

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

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



any student, FHSAA procedures shall be followed.

2. Students receiving School Choice are approved through the completion of the highest grade level at that school. The Choice school, therefore, becomes the student's assigned district attendance school. However, the principal may recommend that the student be withdrawn and returned to his/her home zoned school for severe attendance or disciplinary issues. The principal's recommendation is subject to review by the District Administrative Appeals Committee.
3. Students who are approved for Choice are expected to continue in attendance at the Choice school throughout at least one school year and may then apply for a different school, including their original boundary assigned school, but only through application during the School Choice Open Enrollment period.
4. Other School Choice options include: Hardship Transfers, Home Education, Manatee County Virtual Programs, and Enrollment in Charter Schools.
5. Students can only be in attendance at one school as assigned by the Office of Student Assignment other than being enrolled in a virtual or home school program.

G. Homeless Students

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

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

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



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

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

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

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

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

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

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

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



H. Transfer Students from Out of Country

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

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

I. State Uniform Transfer of Credit Guidelines for Middle School

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

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

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

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



J. State Uniform Transfer of Credit Guidelines for High School Credit Courses

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

1. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value. Credits for courses requiring an EOC will be accepted based on state statute.
2. If validation of the official transcript is deemed necessary, or the student does not possess an official transcript, or is a home education student, successful completion of courses shall be validated through performance during the first grading period. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should earn a grade of “C” or better at the end of the first grading period in that course. A student who meets this criteria will receive a Pass (“P”) grade on the academic history for the validated courses, which has no impact on a student’s GPA. Students must be provided at least 90 days from date of transfer to prepare for assessment if required. Students who do not meet the validation based on performance requirement shall have courses validated using the Alternative Validation Procedure as described below:
 - a. A portfolio evaluation by the principal or designee, including samples of course work, subject area assessments, and standardized tests to show mastery of the standards for the course
 - b. A demonstrated performance in courses taken at other public or private accredited schools;
 - c. A demonstrated proficiency on nationally-normed standardized subject area assessments;
 - d. A demonstrated proficiency on the required state assessments or other required state assessment;
or
 - e. A written review of the criteria utilized for a given subject provided by the former school.
3. Students who enter a Florida public school at the 11th or 12th grade from out-of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which they are transferring. However, to receive a Standard High School Diploma, a transfer student must earn a 2.0 grade point average and pass the required state assessment(s) or an approved alternative assessment. The approved alternative assessments are the PERT, ACT and SAT.
4. Transferring students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.
5. A dependent child of a member of the United States Armed Forces, who enters a public school at the 12th grade level from out of state or from a foreign country and provides satisfactory proof of attaining a score on an approved alternative assessment that is concordant to a passing score on the required state assessment(s), has satisfied the assessment requirement for a Standard High School Diploma. In lieu of testing requirements for graduation in a school of the receiving state, states shall



accept exit or end-of-course exams required for graduation from a school in the sending state or national norm-referenced achievement tests or alternative testing.

II. Withdrawals

A. Withdrawal to a School Outside of the District

Parents withdrawing a student from a School District of Manatee County site to another school district must complete a withdrawal form at the school. This form is a record of the student's grades up to the last date of attendance. All books must be returned and any fines resolved prior to withdrawal.

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

B. Withdrawal to a School within the District

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

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

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

III. Reporting and Notification

A. Annual Reporting

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

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

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



B. Allocation of Resources

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

1. First, to students who are substantially deficient in Grades K- 3 Reading;
2. Second, to students who score below grade level on required state assessments, including:
 - a. Students in grades 3-10 who score Level 1 or 2 on required state assessments in English Language Arts (ELA) or mathematics or who fail the End of Course (EOC) Exam;
 - b. Students in grades 11-12 who do not meet the required state assessments or EOC graduation requirement in English Language Arts (ELA) or mathematics.
3. Third, to students who failed to meet the performance levels required for promotion.

C. Participation in District and State Assessments

All students in grades K through 12 must participate in the statewide assessment programs as required by Florida Statute. District progress monitoring assessments are also administered to K-12 students at intervals throughout the year. Schools will participate in assessments for learning as indicated in the District Assessment Schedule. STAR Early Literacy Assessment is administered to each kindergarten student within the first 30 school days of the year.

D. Reporting to Parents

The district must annually report in writing to the student and his/her parent the student's results on each statewide assessment test. The student's progress toward achieving state and district requirements for proficiency in reading, writing, social studies, mathematics, and science shall be reported quarterly (in a written format) adopted by the district school board to each student and his/her parent . The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information.

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

E. Report Card

The Report Card must clearly depict the following:

1. The student's academic performance on grade level in each class or course, which in grades K through 12 must be based upon achievement of the State Standards as evidenced by class work, tests, and other academic performance indicators;
2. The student's citizenship and behavior. Student's citizenship marks are "E, S, N, U (E-Excellent, S-Satisfactory, N-Needs Improvement, U- Unsatisfactory) for kindergarten and first grades and E, S, I, N, U (E-Excellent, S- Satisfactory, I-Improving, N-Needs Improvement, U-Unsatisfactory) for second



through fifth grades. Secondary marks are 1, 2, 3, or 4 (1-Excellent, 2-Satisfactory, 3-Needs Improvement, 4-Unsatisfactory); and

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

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

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

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

F. Progress Reports

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

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



IV. General Curriculum Information

A. Curriculum Additions or Modifications

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

B. District Homework Guidelines

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

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

Purpose:

1. Homework is designed as a reinforcement tool to deepen the understanding of concepts and provide practice for the mastery of skills formally instructed in the classroom.
2. Homework is designed to promote student responsibility and independent work habits.

Guidelines for Homework:

1. Homework assignments shall be based on the abilities of the students.
2. Homework shall not be used as a punitive measure.
3. Homework assigned for reinforcement shall be done outside of class time.

Teacher Expectations:

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

C. Multi-tiered System of Supports (MTSS)

The District's Multi-tiered System of Support (MTSS) provides high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. The MTSS framework is a continuum of integrated academic, behavioral, and attendance supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide



and grade-level data. Within the MTSS, resources are allocated in direct proportion to student needs. Data collected at each tier is used to measure the efficacy of supports so that meaningful decisions can be made regarding what instruction and intervention should be intensified and/or maintained. Students who need instructional intervention beyond what is provided universally for behavioral and academic content areas, are provided with targeted, supplemental interventions delivered and embedded within the content area courses, individually or in small groups, at increasing levels of intensity. Throughout the continuum of instruction and intervention, planning/problem-solving is used to match instructional resources to educational need. Teams continue to engage in instructional planning and problem-solving to ensure that student success is achieved and maintained. Regular communication between problem-solving teams (i.e., Instructional Leadership Team led by the principal, the Grade Level/Content Area Teams, the Intensive Support Team (IST), Individual Education Plan Team, Positive Behavioral Interventions and Support Team), where data-based problem solving is occurring, will guide the appropriate intervention needs.

D. Intervention, Remediation and Progress Monitoring

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

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

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

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

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



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

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

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

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

1. Diagnostic Assessment:

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

- a. The specific diagnostic assessments to be administered must be identified, as well as the process for administering the assessments.
- b. For students scoring Level 1 or 2 on the required state reading assessments, reading proficiency must be assessed at the beginning of the school year. The student must continue to be provided with targeted and intensive reading instruction until the reading deficiency is remediated. Targeted intensive instruction is usually associated with the following:
 - (i) Variety of opportunities for practice
 - (ii) Problem solving which results in interventions targeted to specific skill development
 - (iii) Smaller chunks of text or content



- (iv) Guided and independent practice
 - (v) Skill development and practice integrated into all activities
 - (vi) Frequent progress monitoring
 - (vii) Criterion-based evaluation of success
- c. Diagnostic results are to be gathered and maintained for the students scoring Level 1 and 2 on required state assessments in reading or math.
- d. Diagnostic results must be readily accessible to teachers, school administrators, Certified School Counselors, parents, and School Psychologists.
2. Intervention plans should include:
- a. Interventions, in the targeted areas of weakness, to assist students in meeting state and district expectations in behavior, reading, writing, and or math.
 - b. Targeted strategies to accelerate learning.
 - c. Measurable targets or goals for each deficit area.
 - d. A description of the supplemental or intensive instructional intervention and support, when they will be provided, how often, by whom, and for how long.
 - e. For reading deficiencies, identification of a student’s specific areas of need in phonemic awareness, phonics, fluency, comprehension, vocabulary, and/or oral language. Targeted intervention must be provided for any students scoring Level 1 and 2 on required state assessments in reading or math.
 - f. Remedial instruction and intervention strategies may include, but are not limited to the following:
 - (i) Summer school
 - (ii) Dropout prevention services
 - (iii) Parent tutorial programs required
 - (iv) Contracted academic services
 - (v) Reading instruction
 - (vi) After-school instruction and other extended day services
 - (vii) Tutoring
 - (viii) Mentoring
 - (ix) Intensive skill development programs
 - (x) In-person academic advising for struggling high school students (F.S. 1003.491)

3. Parent Consultation and Communication

Parents of students in kindergarten through grade 5 who exhibit a substantial reading deficiency based



upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must receive notification in writing of the following:

- Their child has been identified as having a substantial reading deficiency, including a description/explanation in parent friendly terms, of the exact nature of the child's difficulty in reading achievement.
- A description of the current services that are provided to the child.
- A description of the proposed interventions and supports that will be provided to the child to remediate the reading deficiency.
- If the reading deficiency is not remediated by the end of grade 3, the child must be retained unless the child meets good cause criteria.
- Strategies, including multisensory strategies, the parent can use through a read-at-home plan to help their child succeed in reading.
- That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion for grade 3 and that additional evaluations, portfolio reviews, and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for promotion.
- A parent of a third grade student who is identified as being at risk for retention, can request the school immediately begin collecting evidence for a portfolio.
- The district's specific criteria and policies for mid-year promotion for student retained in grade 3.

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

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

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

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

Parental approval for general education instructional interventions is not required.



4. **Monitoring for Results:**

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

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

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

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

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

5. For Elementary School Students who are retained:

- a. The intervention plan, which includes a plan for progress monitoring, must specify, through the problem-solving process, how the second year's instructional program will be different from the previous year's program, utilizing interventions matched with the student's deficit areas.
- b. Students must be provided evidence-based, explicit, systematic, and multi-sensory reading instruction in an area of deficit, (i.e. phonemic awareness, phonics, fluency, vocabulary, comprehension, and other strategies).

E. Career and Technical Education Course Offerings

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



Elementary School Education (Grades K-5), Section 4.9.1

I. Program of Studies Grades K-5

All students will receive instruction in English Language Arts (ELA), mathematics, science, social studies, the arts, health, and physical education aligned with state standards. Students 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.

A. English Language Arts (ELA)

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

B. Physical Education (PE) and Recess

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

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

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

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



3. The student's attendance and conduct
4. Teacher and school counselor recommendations

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

Whole-Grade Promotion:

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

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

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

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

Mid-Year Promotion:

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

1. The student must be consistently performing above grade standards on a locally determined assessment, a statewide assessment or a standardized assessment in reading/language arts and mathematics for each of the past two years. For kindergarten students, schools will use state and district assessment data for ELA and mathematics.
2. The student must be recommended by the classroom teacher and the school counselor.
3. All mid-grade promotions must be approved by the school principal and take place prior to the end of first semester and entered appropriately in the student information system.
4. Third graders must meet all the requirements in statute. Students cannot skip third grade.

Subject-Matter Acceleration:

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



II. Promotion and Good Cause Placements

A. Promotion Requirements

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

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

B. Good Cause Criteria for K-2

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

K-2 Grade Good Cause
<u>Good Cause “A-ESE”</u> –A student with a disability in grades K-2 can be placed for good cause if the Individual Education Plan (IEP) indicates that the student is making adequate progress towards their individual goals and is receiving services appropriate to progressing their individual skills. Documentation indicates that the promotion of the student with disabilities is appropriate, based upon the student’s academic record, and shall be submitted from the student’s teacher/therapist to the school principal.
<u>Good Cause “A-ESOL”</u> – An English Language Learner (ELL) who has had less than two years of instruction in English for Speakers of Other Languages (ESOL) program (not including PreK) based on the initial date of entry into a school in the United States (DEUSS), can be placed for good cause. The ELL Committee must be convened, and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report. (Use this exemption first for eligible K-2 English Language Learners.)
<u>Good Cause “A-504”</u> – A student with a Section 504 plan can be placed for good cause if the Report of Conference Form indicates the student’s disability along with the recommendation and reasons for the student’s exemption from the promotion criteria in reading and mathematics. Documentation of remediation in reading and/or mathematics will be included within the school-wide progress monitoring plan.



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

C. Good Cause Criteria for Grade 3

Good Cause Criteria:

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

3rd Grade Good Cause

Good Cause “1” –English Language Learners who have had less than two years of instruction in English for Speakers of Other Languages (ESOL) program (excepting PreK) based on the initial date of entry into a school in the United States (DEUSS). The ELL Committee must be convened, and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report.

Good Cause “2” – Students with disabilities whose Individual Education Plans (IEP) indicate that participation in statewide assessment is not appropriate, consistent with the requirements of section 1008.212, F.S.

Good Cause “3” – Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment 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 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.



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

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

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

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

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

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



D. Good Cause Criteria for Grades 4-5

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

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

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

E. Summer School Promotion

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

III. Intensive Intervention

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

Parents of students in kindergarten through grade 5 who exhibit a substantial reading deficiency based upon



screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must receive notification in writing of the following:

1. that their child has been identified as having a substantial reading deficiency, including a description/explanation in parent friendly terms, of the exact nature of the child’s difficulty in reading achievement;
2. a description of the current services that are provided to the child;
3. a description of the proposed interventions and supports that will be provided to the child to remediate the reading deficiency;
4. that if the reading deficiency is not remediated by the end of grade 3, the child must be retained unless the child meets good cause criteria;
5. strategies, including multisensory strategies, the parent can use through a read-at-home plan to help their child succeed in reading;
6. that the statewide, standardized English Language Arts assessment is not the sole determiner of promotion for grade 3 and that additional evaluations, portfolio reviews, and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for promotion;
7. that any grade 3 student who is identified as being at risk for retention, the parent can request the school immediately begin collecting evidence for a portfolio; and
8. the district’s specific criteria and policies for mid-year promotion for student retained in grade 3.

Please see Appendix B – Elementary Reading Decision Tree.

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

B. Services for Students Retained in Grade 3

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

1. Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.
2. Participation in the school district’s summer reading camp, which must incorporate the instructional and intervention strategies above.
3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional



and intervention strategies. This instruction may include:

- a. Integration of content-rich texts in science and social studies within the 90-minute block.
- b. Small group instruction.
- c. Reduced teacher-student ratios.
- d. More frequent progress monitoring.
- e. Tutoring or mentoring.
- f. Transition classes containing 3rd and 4th grade students.
- g. Extended school day, week, or year.

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

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



Middle School Education (Grades 6-8), Section 4.9.2

I. Program of Studies Grades 6-8

A. Course Offerings

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

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

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

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

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

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

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

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

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



age-appropriate placement.

B. Required Courses

1. Promotion from middle school to high school requires that the student successfully complete three middle school or higher courses in each of the following:
 - a. English Language Arts
 - b. Mathematics
 - c. Social Studies (including Civics, assessed by a state required End-of-Course Exam)
 - d. Science

2. Social Studies:

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

3. Language Arts:

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

4. Mathematics:

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

C. Physical Education

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

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



- a. The student is enrolled in a remedial course.
- b. The student’s parent indicates in writing to the school that:
 - (i) The parent requests that the student enroll in another course from among those courses already offered as options by the school district as space allows; or
 - (ii) The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement. Students who use the waiver because they participate in physical activities outside the school day must be enrolled in school on a full- time basis.

D. Career Research Course

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

The personalized academic and career plan must inform students of:

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

E. Required Remediation

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

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



Intensive Instruction Waiver:

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

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

F. Advancement Via Individual Determination (AVID)

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

G. Academically Challenging Curriculum to Enhance Learning (ACCEL)

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

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

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

II. Promotion and Retention

A. Promotion Requirements

Students will be promoted to the next grade level based on the number of years in middle school. Students



who do not meet promotion criteria to 9th grade will be supported in the next grade level through intensive remediation as well as an alternative instructional setting.

From 8th to 9th	12 core academic courses to include 3 courses in each of the follow academic areas: language arts, math, science, and social studies(to include Civics)
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Promotion from 8th grade to 9th grade for a student who transfers into Florida from out-of-state during middle school will be based on the student successfully completing the number of core courses in language arts, mathematics, science, and social studies for each year the student has been in Florida. If a student transfers into a Florida public middle school from a private school during their middle grades years, the student must meet all promotion requirements as defined by state statute.

For purposes of promotion to high school, one year-long reading course may be substituted for one language Arts course.

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

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

B. Middle School Grading

Grading Scale:

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

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

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

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

A progress report or report card grade cannot be more than 100%. Students must be notified in writing at the



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

Exam Exemptions:

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

Progress Reports:

Progress reports are issued mid-way through each quarter (approximately 4.5 weeks) to notify students and their parents or guardians of mid-term academic progress. Additionally, parents may monitor student progress regularly through the FOCUS Parent Portal. To communicate with teachers, parents may contact each teacher by phone at school or through email.

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

Report Cards:

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

Makeup Work:

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

End of Year Grades:

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

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

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

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



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

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

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

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

The final grade for Civics will be calculated as follows:

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

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

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

Parent Notification:

Each year, to prepare students for career and postsecondary education planning, all middle schools shall notify students in grades 6 - 8 and their parents of the three-year and four-year high school graduation options, so that they may select the program that best meets the student’s needs. This notification shall be conducted prior to the annual course selection so that a student’s academic plan and a time frame for achieving the graduation option may be modified to meet the student’s needs. The selection of a graduation option is an exclusive



choice of the student and parent. However, if a diploma option is not selected, the choice will revert to the standard four-year diploma option, which requires 24 credits.

III. Transfer Students

A. Transfer Grade Policy

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

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

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

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

B. Virtual School Transfers

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

For a student who transfers back into a non-virtual district school any time during the year, the student shall



be required to bring evidence of grades in progress as documented by withdrawal forms, Progress Reports, or Report Cards.

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

IV. Course Acceleration and Enrichment

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

A. High School Credit Courses Offered in Middle School

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

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

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

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

1. Grades for high school courses taken during middle school will appear on the high school transcript and will be averaged in with the high school grade point average. Students must carry forward all grades and any credits earned in high school courses.
2. Both benchmark data and course grades must be monitored. If a middle school student is struggling in a high school course during first or second quarter, a schedule change may be implemented by the school administrator to move the student to the middle school course, as long as there is room in the course. Remaining in high school courses places the middle school student at risk of failing a required core subject. The schedule change must be made before the end of first semester.



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

3. Middle school students who earn a “C” or lower in a high school course are strongly encouraged to retake the course under the Grade Forgiveness Policy.
4. Schools will use district criteria for identifying eligible students for enrollment in honors or high school credit courses. Schools must have a plan for reviewing students’ required state assessments scores and their grade point averages to ensure that all eligible students are considered for placement into these courses. Principals may override the district criteria and place students in dual enrollment courses based on data indicating that the student is capable of success in the courses. This data must be documented.
5. AVID students must be placed in at least one honors, advanced, or dual enrollment course. Principals are encouraged to make exceptions to the placement criteria in the AVID students’ areas of strength. Special consideration should be given to placing students in Algebra 1 Honors in an AVID student’s 8th grade year.

B. District Criteria for Enrollment in High School Credit Courses

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

1. English I Honors:

The student must have earned a Level 3, 4, or 5 on the most current required state assessment in English Language Arts (ELA) or have both of the following:

- a. teacher, counselor, and/or administrator recommendation
- b. 3.5 grade point average for the year in the 7th grade Advanced Language Arts course

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

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

- a. teacher, counselor, and/or administrator recommendation
- b. 3.5 grade point average for the year in the 7th grade Advanced Mathematics course

3. 7th Grade Algebra I Honors:

The student must have earned a Level 4 or 5 on the most current required state assessment in Mathematics, scored a stanine of 8 or 9 on the Iowa Algebra Prognosis Test, completed the district developed summer assignment, or have both of the following:



- a. teacher, counselor, and/or administrator recommendation
 - b. 3.5 grade point average for the year in the 6th grade Advanced Mathematics course
4. 8th Grade Geometry Honors:
- The student must have earned a “C” or higher in each semester of Algebra I Honors and must have passed the End-of-Course Assessment. A student who passes the Algebra I Honors course but does not pass the Algebra End-of-Course Assessment or earned the required comparative/concordant score may not enroll in Geometry Honors
5. World Languages I:
- The student must have earned a Level 4 or 5 on the most current required state assessment in English Language Arts or have both of the following:
- a. teacher, counselor, and/or administrator recommendation
 - b. 3.0 grade point average in the previous year’s Advanced Language Arts course
6. World Languages II:
- a. the student earned a 3.0 grade point average in the first year of the World Language course; and
 - b. teacher, counselor, and/or administrator recommendation
7. Physical Science Honors/Integrated Science Honors:
- The student must have earned a Level 4 or 5 on the most current required state assessment in English Language Arts and Mathematics or have both of the following:
- a. a 3.0 grade point average in the previous year’s Advanced Science course.
 - b. teacher, counselor, and/or administrator recommendation
8. Career & Technical Courses:
- a. CTE teacher, counselor, and/or administrator recommendation; and
 - b. The student must have earned a 3.0 grade point average in the previous year’s CTE course.

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

Course Requirements:

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

- 1. assessment of students through a semester exam;
- 2. administration of any state-required end-of-course exams;



3. calculation of the semester grade using the high school procedure;
4. minimum 135 hours as required in Florida Statute;
5. district-approved instructional materials aligned with the district-approved curriculum; and
6. reporting of the first and second semester grades to the high school the student will attend

Grades:

Course grades will be averaged as follows:

The student's semester grade is calculated by averaging according to the following scale:

Quarter 1 = 40%
 Quarter 2 = 40%
 Benchmark Assessment or teacher designed exam = 20%

Quarter 3 = 40%
 Quarter 4 = 40%
 Benchmark Assessment or teacher designed exam = 20%

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

Quarter 1 = 35%	Quarter 3 = 35%
Quarter 2 = 35%	Quarter 4 = 35%
Semester Exam = 30%	EOC = 30%

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

Florida Course Credit Statute

Florida Statute requires that a student enrolled in a year-long course shall receive a full credit if the student passes one semester of the course, but fails the other semester based on the defined recalculation process. If recalculation of a year-long grade, even if a semester grade of "F" was not earned, would result in a higher final grade for the student, this statute may also be applied.

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

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

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



End-of-Course Exams (EOC):

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

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

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

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

All middle school students must take the Civics EOC as a requirement for promotion. The Civics EOC will count 30% of the year-long grade. The year-long grade calculation as follows:

- a. Quarter 1—17%
- b. Quarter 2—18%
- c. Quarter 3—17%
- d. Quarter 4—18%
- e. EOC—30%

A middle school student who transfers into the state's public school system from out-of-country, out-of-state, private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the Civics Education requirement for promotion from middle school if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.



D. District Criteria for Enrollment in Advanced Middle School Courses

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

1. Accelerated Math:

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

- a. teacher, counselor, and/or administrator recommendation
- b. 3.0 grade point average for the year in the previous year's Mathematics course

2. Advanced Language Arts

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

- a. teacher, counselor, and/or administrator recommendation
- b. 3.0 grade point average for the year in the previous year's Language Arts course

3. Advanced Science:

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

- a. teacher, counselor, and/or administrator recommendation
- b. 3.0 grade point average for the year in the previous year's Science course

4. Advanced Social Studies:

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

- a. teacher, counselor, and/or administrator recommendation
- b. 3.0 grade point average for the year in the previous year's Social Studies course

E. Credit Acceleration Program (CAP)

The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains a specified score on the assessment. The school district shall award course credit to a student who is not



enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance on the corresponding statewide standardized end-of-course assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized end-of-course assessment during the regular administration of the assessment.

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

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

F. Grade Forgiveness Policy

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

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

G. Alternative Education Programs and the Department of Juvenile Justice

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



High School Education (Grades 9-12), Section 4.9.3

I. Program of Studies Grades 9-12

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

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

II. Grades and Credits

A. Grading Scale

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

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

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

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



Exam Exemption Policy:

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

Grading Policies:

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

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

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

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

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

B. Semester Grades

A Semester Exam is required in all courses for high school credit. Semesters Exams may not be given early.

Course grades will be averaged as follows:

The student’s semester grade is calculated by averaging according to the following scale:	
Quarter 1 = 40%	Quarter 3 = 40%
Quarter 2 = 40%	Quarter 4 = 40%
Semester Exam = 20%	Semester Exam = 20%
The Algebra I, Geometry, U.S. History, and Biology EOCs will constitute 30% of the final course	



grade. The grade will be calculated as follows:

Quarter 1 = 35%	Quarter 3 = 35%
Quarter 2 = 35%	Quarter 4 = 35%
Semester Exam = 30%	EOC = 30%

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

Florida Course Credit Statute

Florida Statute requires that a student enrolled in a year-long course shall receive a full credit if the student passes one semester of the course but fails the other semester based on the defined recalculation process. If recalculation of a year-long grade, even if a semester grade of “F” was not earned, would result in a higher final grade for the student, this statute may also be applied.

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

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

C. Makeup Work

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

D. Grade Point Average

1. A student’s cumulative grade point average (GPA) will be calculated based upon all of the courses a student has completed, including courses taken for high school credit in middle school, except those where the forgiveness policy applies. Transfer credit(s) with a grade of Pass (P) will not be calculated into the grade point average. In order to graduate, students must earn a cumulative unweighted GPA of 2.0 on a 4.0 scale.
2. Parents of students who have a cumulative GPA of 1.5 or below at the end of each semester in grades 9, 10, 11, and 12 shall be notified that the student is at-risk of not meeting the graduation requirements. The notice shall contain an explanation of the policies the district has in place to assist the student in meeting the GPA requirement.
3. Special assistance to obtain a high school equivalency diploma may be given only when all requirements for graduation are completed except for the required cumulative grade point average.



E. Class Rank

- For the purposes of class ranking, high schools will use a weighted grading system for appropriate courses as indicated in the Florida Department of Education Comprehensive Course Table for high school credit courses. Class rank for graduation will be determined in January of the current school year.
- 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.
- Class rank will be determined based on courses for which credit and grades are awarded toward a Standard Diploma. Students earning a Special Diploma, Hospital Homebound students, and Home Education students will not be included the class ranking. A student’s rank in class will be determined by using the cumulative weighted grade point average.
- Class rank will be calculated and locked for graduation recognition purposes ten (10) days after the end of the first semester. After it is locked, there will be no recalculation of class rank for graduation purposes.
- 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.
- For courses taken prior to the 2016-2017 school year, the grade weighting scale is as follows:

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

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

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



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

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

F. Honors Recognition

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

G. Grade Forgiveness

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

1. To assist students in achieving a cumulative grade point average of 2.0 (unweighted) on a 4.0 scale, the forgiveness policy provides that students may replace a “D” or “F” with a grade of “C” or higher, earned subsequently in the same or comparable course. Only one grade and one credit may be earned for the same course. When a course is repeated, all grades appear on the student’s transcript. The forgiveness policy applies only when a course is repeated after the course for which the “D” or “F” was earned. Students may repeat a course already passed only once.
2. The only exception to these forgiveness policies shall be made for a student in middle school who takes any high school course for high school credit and earns a grade of “C”, “D”, or “F”. In such cases, the district forgiveness policy must allow the replacement of the grade with a grade of “C” or higher, earned subsequently in the same or comparable course. When a course is repeated, all grades appear on the student’s transcript. All grades, except those that meet the conditions of the grade forgiveness policy, will be calculated in the grade point average.
3. In all cases of grade forgiveness, only the new grade is used in the calculation of the student’s grade point average. Any course not replaced according to the forgiveness policy is included in the calculation of the cumulative grade point average required for graduation. Post-secondary institutions may have different grade forgiveness policies and could include ALL courses attempted. This could



recalculate GPA and affect admissions decisions.

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

Courses for Graduation for Standard Diploma	Course completed	Course(s) that will Forgive the grade
Required specific courses for graduation (Biology, HOPE/PE, Algebra I, Geometry, U.S. History, U.S. Govt., Economics, World History)	Regular course Honors, AP, IB, AICE course	Same course or Honors if available Same course or regular course
Required nonspecific courses for graduation (English, Mathematics, Science)	Regular course Honors, AP, IB, AICE course	Same course or Level 2 or Level 3 course in the same discipline Same course or regular course, or Level 3 course in the same discipline Agriscience Foundations (8106680), if used as a science credit, can forgive an equally rigorous science
Electives	Any elective	Same course or any elective

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

H. Credits

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

1. For the purpose of high school graduation requirements, one full credit is determined as follows:



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

School administrators may use concordant/comparative scores on state-approved assessments (SAT, ACT, PERT. PERT may not be used by students entering 9th grade in 2018-2019 and thereafter.) to determine proficiency if no state standardized assessment scores are available at the time of enrollment.

8. Intensive Instruction Waiver:

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



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

III. Promotion

A. Promotion Guidelines

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

First year—9th grade

Second year—10th grade

Third year—11th grade

Fourth year—12th grade

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

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

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

IV. Acceleration and Enrichment

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

Each high school shall advise students of programs through which a high school student can earn college credit, including Advanced Placement (AP), International Baccalaureate (IB), Cambridge Advanced International Certificate of Education Program (AICE), dual enrollment courses, career academy courses, and courses that lead to national industry certification, as well as offerings through virtual instruction.

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

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



data must be documented.

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

A. Advanced Placement (AP)

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

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

B. AP Capstone™

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

C. International Baccalaureate (IB)

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

Students earning a “D” or “F” in an IB Course at the end of the first semester may be withdrawn and



scheduled into another course in the same subject area.

D. Cambridge Advanced International Certificate of Education (AICE)

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

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

E. Early High School Graduation

Early high school graduation is an option if a student has completed a minimum of 24 credits and meets all graduation requirements in less than 8 semesters. A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student’s cohort as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student’s cohort. 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.

F. Advancement Via Individual Determination (AVID)

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

G. Middle School Dual Enrollment

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

1. High school courses taken during middle school may be used to satisfy high school graduation



requirements and Florida Bright Futures Scholarship requirements.

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

H. Dual Enrollment and Early Admission

Dual Enrollment Programs and early admission are available at all high schools.

1. The Dual Enrollment Program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career and technical certificate or an associate or baccalaureate degree.
2. The School Board shall inform all secondary school students of dual enrollment as an educational option and mechanism for acceleration. Students shall be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. District school boards must annually assess the demand for dual enrollment and other advanced courses, and the district school board shall consider strategies and programs to meet that demand and include access to dual enrollment on the high school campus whenever possible. Information regarding student education options which discriminate against dual enrollment courses is prohibited.
3. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollment.
4. Students who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses conducted during school hours and after school hours.
5. Instructional time for such enrollment may vary from 900 hours; however, the school district may only report the student for a maximum of 1.0 Full-time Equivalency (FTE). Any student so enrolled is exempt from the payment of registration, tuition, and laboratory fees. Vocational-preparatory instruction, college-preparatory instruction, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.
6. Each semester of instruction that is eligible for high school and postsecondary credit shall be reported by school districts as 75 membership hours for purposes of FTE calculation. Any student so enrolled



is exempt from payment of registration, tuition, the purchase of the primary text, and laboratory fees.

7. Dual enrollment courses are weighted the same as Advanced Placement, Cambridge Advanced International Certificate of Education, and International Baccalaureate courses. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.
8. The Department of Education adopted guidelines to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. A high school student must complete the following:
 - a. Demonstrate readiness for college-level course work if the student is to be enrolled in college courses;
 - b. Demonstrate readiness for career-level course work if the student is to be enrolled in career courses;
 - c. Indicate that in addition to the required placement examination, student qualifications for enrollment in college credit dual enrollment courses must include at least 3.0 unweighted GPA, and student qualifications for enrollment in career certificate dual enrollment course must include at least a 2.0 unweighted grade point average.
9. Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program and shall not be used to enroll students in isolated career courses.
10. The Inter-institutional Articulation Agreement is jointly developed between the School District of Manatee County and State College of Florida, University of South Florida Sarasota-Manatee, and/or other postsecondary institutions to provide advanced instruction for those students who demonstrate a readiness to engage in postsecondary academic work. In this program, students may earn credit toward both a high school diploma and an Associate or Baccalaureate Degree. The agreement includes the following:
 - a. A delineation of courses and programs available for students;
 - b. A plan for the community college to provide guidance services to participating students on the selection of courses in the dual enrollment program;
 - c. The process by which students are eligible to participate in dual enrollment and their parents are informed about opportunities to participate in acceleration programs;
 - d. An assurance that each dual enrollment student is encouraged to identify a postsecondary education objective with which to guide the course selection;
 - e. An assurance that each student has a plan that includes a list of courses that will result in an Applied Technology Diploma, an Associate in Science degree, or an Associate in Arts degree, and, if the student identifies a baccalaureate degree as the objective, the plan must include courses that



- will meet the general education requirements and any prerequisite requirements for entrance into a selected baccalaureate degree program;
- f. The process by which students and their parents exercise their option to participate in an acceleration program;
 - g. High school credits earned for completion of each dual enrollment course;
 - h. Postsecondary courses that meet the criteria for inclusion in the district articulated acceleration program to be counted toward meeting graduation requirements;
 - i. Eligibility criteria for student participation;
 - j. Institutional responsibility for screening prior to enrollment and monitoring student performance subsequent to enrollment;
 - k. Identification of the instructional quality criteria for dual enrollment courses and programs that are to be judged;
 - l. A delineation of institutional responsibilities for instructional quality;
 - m. A delineation of responsibilities for cost of dual enrollment courses and instructional materials;
 - n. Transportation;
 - o. The process for converting college credit hours through dual enrollment and early admissions to high school credit; and
 - p. An identification of the responsibility of the postsecondary educational institution for assigning letter grades for dual enrollment courses and the responsibility of school districts for posting dual enrollment grades to the high school transcript as assigned by the postsecondary institution awarding credit.
11. Only those academic elective courses approved in the Dual Enrollment Agreement can be taken for Dual Enrollment Credit. An academic elective that counts as credit toward graduation can be taken as Dual Enrollment with the approval of the principal.
 12. The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment that satisfy the requirements of the district's inter-institutional articulation agreement and that equal one full credit of the equivalent high school course.
 13. When dual enrollment is provided on the high school site by college or university faculty, the school district shall reimburse the costs associated with the proportion of salary and benefits and other actual costs of the college or university to provide the instruction. Charter Schools are an entity of the School District of Manatee County and are bound by the rules and policies of the approved IAA between the school district and State College of Florida, University of South Florida Sarasota-Manatee, or other postsecondary institutions. While the School District of Manatee County will be invoiced for the tuition, charter schools receive FTE for Dual Enrollment students and will be responsible to the



School District for all dual enrollment tuition encumbered by their students.

I. Credit by Examination

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

J. College and University Programs

1. Students who wish to participate in an educational program offered by accredited schools, colleges, or universities, must have prior written agreement with the school principal, detailing any credit or grade acceptance toward high school graduation or inclusion on the high school transcript. Final inclusion on the high school transcript will be completed only upon the school's receipt of all necessary documentation from the appropriate institution.
2. All evidence of work/credits earned at another school will be based on an official transcript authenticated by the proper school authority. Credits from state or regionally accredited schools shall be accepted at face value, subject to validation where deemed necessary. Credits earned through alternative delivery systems that are accredited by a regional accrediting association, non-accredited schools, home schools, or non-accredited correspondence schools shall be validated by the administration of examinations or by establishing credits earned through successful performance in subsequent courses.

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

K. Academically Challenging Curriculum to Enhance Learning (ACCEL)

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

1. The student's performance on required state assessments



2. The student’s grades or grade point average
3. The student’s attendance and conduct
4. Teacher and school counselor recommendations

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

L. Credit Acceleration Program (CAP)

1. The Credit Acceleration (CAP) is created for the purpose of allowing a student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains a specified score on the assessment. If the student attains a score indicating satisfactory performance on the corresponding statewide standardized end-of-course assessment then the school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course., The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized end-of-course assessment during the regular administration of the assessment.
2. The credit will be awarded for the course as prescribed by state statute when a student fails a course requiring an EOC to earn credit, but attains a score indicating satisfactory performance on the corresponding EOC. Students must retake the course in order to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course and earns a “C” or above.
3. A student will be awarded course credit for earning a grade of 3 or higher on an Advanced Placement exam, even if not enrolled in the course, or for passing a CLEP test. If a student fails an AP course, but attains a score indicating satisfactory performance on the corresponding AP exam, credit will be awarded for the course as prescribed by state statute. Students must retake the course or an equivalent course in order to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course or an equivalent course and earns a “C” or above.

V. Graduation Requirements

A. General Information

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



Standard Diploma, whichever comes first.

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

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

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

Seniors Completing Requirements on Florida Virtual School:

A student must be registered at a Manatee District high school in order to earn a diploma from that school. A 12th grade student who plans to finish his/her senior year on Florida Virtual School must withdraw from his/her home school and enroll in Manatee Virtual School. The student and his/her parent must meet with the school counselor to review course history and ensure that the student will be able to complete the graduation requirements using this option. Students will be required to maintain a full-time course load (6 classes) in Manatee Virtual School. The student will earn a Manatee County Diploma.

B. Change in Graduation Requirements

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

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



C. Participation in the Graduation Ceremony

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

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

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

D. Summer Graduation

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

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

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

E. Graduation Requirements: Standard Diploma

Standard Diploma Options:

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

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



3. CTE Graduation Pathway 18 credits

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

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

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

Changing between Standard and Accelerated Diploma Options:

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

Diploma Endorsement:

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

Grade Point Average:

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

State Assessment:

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

Diploma Designations:

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

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



F. Credit Requirements: Standard Diploma

Standard Diploma Requirements Academic Advisement – What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score.

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade⁺:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

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

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

What is the difference between the CTE Pathway option and the 24-credit option?

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

24-Credit Standard Diploma

4 Credits ELA

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

4 Credits Mathematics*

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

3 Credits Science

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

3 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- 0.5 credit in U.S. Government
- 0.5 credit in Economics

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

1 Credit Physical Education*

- To include the integration of health

8 Elective Credits

1 Online Course

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

* Eligible courses are specified in the [Florida Course Code Directory](#).

**A computer science credit may not be used to substitute for both a mathematics and science credit.



Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements:

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

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

Merit Diploma Designation

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

What are the additional graduation options for students with disabilities ?

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

What is the CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- Biology 1
- U.S. History



State University System (SUS)

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

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

[State University System of Florida](#)

The Florida College System

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

[Florida College System.](#)

Career and Technical Colleges and Centers

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

[Career and Technical Education Directors](#)

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)



CTE Graduation Pathway:

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

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

G. Course Information

Mathematics:

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

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

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

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



Science:

1. Agriscience Foundations I may count as a science credit.
2. Integrated Science I, II, and III taken in sequence will meet the science requirements. The School District of Manatee County will only offer this series of courses for ESE students. These students are required to take the Biology EOC at least one time.
3. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one Biology credit. Substitution may occur for up to two science credits, except for Biology I. This option will not impact a student's grade point average as no grades are awarded for the substituted science course.
4. A student who earns credit in a computer science course may substitute the computer science credit for one science credit, except for Biology I, if identified as equivalent in rigor by the commissioner. A computer science credit may only be used to substitute one course (either mathematics or science).

Community Service:

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

Health Opportunities through Physical Education (HOPE):

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

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

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

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

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

1. Interscholastic Sports:

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



2. Junior Reserve Officers Training Corps (JROTC):

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

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

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

On-line Course:

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

H. Assessment Requirements

To meet graduation requirements, a student must earn passing scores on the required state-wide assessments or earn scores on a standardized test that are concordant/comparative with passing scores on the required state-wide assessment SAT, ACT, PERT. (Pert may not be used by students entering 9th grade in 2018-2019 and thereafter.). Participation in the assessment program is mandatory for all school districts and all students attending public school. Students must take the Algebra I end-of-course exam (EOC) before a concordant/comparative score can be used to satisfy the assessment requirement for graduation. Students who transfer from out-of-state, home education or private school must have a passing score on a state-wide end-of-course assessment for Algebra from the previous state/district attended or must have a score for the Algebra I EOC recorded before a concordant score may be used.

Students scheduled to graduate who have attained the ACT or SAT scores concordant with the required state assessments passing scores shall satisfy the assessment requirement for a Standard Diploma.



Table 3: Concordant Scores by Year Student Entered Grade 9

Concordant Scores by Year Student Entered Grade 9: 2009-10		
Assessment	Reading Score	Math Score
FCAT	1926 (scale score of 300)	1889 (Scale score of 300)
FCAT 2.0	241*	
SAT	420	340
ACT	18	15
PERT		
<p>*Students who participated in the Spring 2011 Grade 10 FCAT 2.0 Reading assessment received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is concordant (or comparable) to a score of 241 on the FCAT 2.0.</p>		

Concordant Scores by Year Student Entered Grade 9: 2010-11 through 2017-18		
Assessment	Reading Score	Math Score
NGSSS Algebra I EOC		399* (2011-12) 489** (2014-15) 497 (2014-2015 to present)
FCAT 2.0	245 (2010-2013)	
FSA ELA	349 (2013-2014)	
FSA ELA	350 (2014-2015 to present)	
SAT	430	
ACT	19	
PERT		97
SAT (Beginning with Spring 2016 administration through August 1, 2018):		
SAT Evidence- Based Reading and Writing	430	
SAT Reading Subtest	24	
<p>*Students who entered Grade 9 in the 2010–11 school year were required to earn course credit in Algebra 1 or an equivalent course and participate in the Algebra 1 EOC Assessment. The results of the Algebra 1 EOC Assessment must constitute 30% of these students’ final course grade, but there is not a passing requirement for this cohort of students.</p>		
<p>**Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board in January 2016 are eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.</p>		



Concordant Scores by Year Student Entered Grade 9: 2018-2019 and Beyond		
Assessment	Reading Score	Math Score
FSA Algebra I EOC		497
Grade 10 FSA ELA	350	
SAT	480 (EBRW)	420 (Math)
ACT	18 (Average of English and Reading)	16 (Math)
PSAT		430

*Students who participated in the Spring 2011 Grade 10 FCAT 2.0 Reading assessment received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is concordant (or comparable) to a score of 241 on the FCAT 2.0.

Beginning with the spring 2016 test administration, the following comparative scores can be used to meet the Reading assessment graduation requirement:

- New SAT Evidence-Based Reading and Writing—430
- New SAT Reading Subtest--24

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

2010 Graduates (Prior to Fall Semester 2010):

Current seniors scheduled to graduate prior to the fall semester of 2010 may use either the 2003 or 2009 concordant score requirements (mix and match to their advantage) to meet the high school graduation testing requirements. The flexibility for concordant score requirements will be retained for students in this cohort who do not graduate in 2010.

Students Currently Holding a Certificate of Completion:

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



Test	Date Taken	Concordant Score
SAT Mathematics	Prior to March 2005	370
	March 2005 and Beyond	340
SAT Reading	Prior to March 2005	410
	March 2005 and Beyond	420
ACT Reading	N/A	19
ACT Mathematics	N/A	15
PERT	Beginning with students who graduated in 2015	97

2. The flexibility for concordant score requirements will be retained for students in this cohort who do not meet the requirements in 2010.
 - a. Students presenting ACT scores (no date restriction): Students may use the 2003 ACT concordant score requirements to meet the high school graduation testing requirements in reading and mathematics.
 - b. Students presenting SAT scores dated prior to March 2005: Students must use the 2003 concordant score requirements to meet the high school graduation testing requirements in reading and mathematics.
 - c. Students presenting revised SAT scores dated March 2005 and beyond: Students may use either the 2003 or 2009 concordant score requirements (mix and match to their advantage) to meet the high school graduation testing requirements.

VI. Diploma Options

A. ACCEL Diploma

Selection of the ACCEL Diploma Option:

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

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



Course Requirements for the ACCEL Accelerated Diploma:

A Standard Diploma will be awarded to a student who:

1. Completes Florida's high school Standard Diploma course requirements (based on the grade 9 cohort year) without the required physical education course and only three credits in electives (total of 18 credits)
2. An on-line course is not required.
3. Maintains a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

B. Diploma Equivalency Options

Other diploma options for Manatee district students include:

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

Adult Student High School Diploma:

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

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

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

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

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

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



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

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

High School Equivalency Diploma (GED) Option:

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

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

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

After satisfactorily passing the High School Equivalency Test, the student will receive a State of Florida High School Diploma and will be considered an adult graduate. The student may participate in the adult high school graduation ceremony.

Performance-Based Exit Option:

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

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

The students must meet all of the following eligibility criteria:

1. The student must be enrolled in and attending a PK-12 program.
2. The student is at least 16 years old.
3. The student is enrolled in courses that meet high school graduation requirements and is earning and receiving credits.
4. The student is over age for grade, behind in credits, has a low grade point average, and is in jeopardy of not graduating with his or her cohort group.
5. The cohort group with which the student entered kindergarten is graduating or has graduated.
6. The student's reading level must be at seventh grade or higher at the time of selection (ninth grade or higher at the time of GED testing), as documented by a passing score on the Test of Adult Basic



Education (TABE) reading component or other assessment to determine grade-level proficiency.

7. The student has acceptable scores on official GED Practice Tests administered under testing conditions.
8. The student is unsuccessful in school as evidence by a cumulative GPA below 2.0.
9. The student has one or more retentions.

Admission Procedures:

1. A school-based administrator, school counselor, parent, or teacher, can refer a student to the Performance-Based Exit Option Program at each of the identified sites. District-wide referrals can be made to the supervisor of Drop-out Prevention and Alternative Education.
2. The referring school-based staff will provide the documentation to substantiate that the student meets the eligibility criteria. If a parent or student is making the referral, then the school-based personnel will prepare the documentation. Documentation should include discipline referrals, retention records, age of student, grades, test scores, absence data, and eligibility/participation for/in Exceptional Education or the ESOL program. The applicant must be referred for TABE testing from the referring school site. The TABE is administered at Manatee Technical College (MTC) several times per week. Additionally, the testing coordinator from MTC administers the TABE at each of the high schools twice per year. Scores are sent to the respective schools and individual follow-up is provided by an MTC counselor with each student.
3. Whenever possible, vocational assessment for interest and aptitude will be completed prior to enrollment to assist in determining appropriate program placement.
4. All staff involved in the referral and placement process must inform the parent and the student regarding the intent of the program and the requirements for performance to ensure student success as well as program success.
5. The parent must provide written permission before the student can be admitted into the program.

C. Certificate of Completion

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

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

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



identified deficiencies. If the student meets the additional requirements to earn a diploma, the diploma will be awarded from the home high school.

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

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

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

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

VII. Exceptional Student Education

A. Standard Diploma Pathways

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

1. Standard Diploma available to all students to include students with disabilities:



- a. Refer to Graduation Option Chart located below first column for specifics
- b. Students with disabilities working for a scholar designation are not eligible for a waiver consideration, per scholar designation requirements.
- c. Students with disabilities working for a merit designation may be considered for a waiver, if necessary, per merit requirements.

2. Standard Diploma Academic & Employment Pathway:

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

- a. Documented achievement of all annual IEP goals, academic and employment competencies, industry certification, or occupational completion points (OCPs) in the student’s transition plan; and
- b. Maintain successful paid employment for at least one semester
- c. Refer to Graduation Option Chart located below center column

3. Standard Diploma Access Points Pathway:

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

- a. Portfolio of quantifiable evidence for courses not measured by a state standardized assessment;
- b. Refer to Graduation Option Chart located below last column



Florida Standard Diploma High School Graduation Options for Students with Disabilities Entering 9th Grade in 2014-15 and Thereafter.

<ul style="list-style-type: none"> ➤ 24 credit standard diploma option available to all students, including students with disabilities 	<ul style="list-style-type: none"> ▪ 24 credit standard diploma option with academic and employment requirements, available only to students with disabilities 	<ul style="list-style-type: none"> ❖ 24 credits standard diploma option available only to students with significant cognitive disabilities, who take access courses and the alternate assessment.
4 Credits English Language Arts (ELA)		
<ul style="list-style-type: none"> ➤ ELA I, II, III, IV ➤ ELA honors, Advanced Placement (AP), Advanced International Certification of Education (AICE), International Baccalaureate (IB), and dual enrollment courses may satisfy this requirement 	<ul style="list-style-type: none"> ▪ Must earn credits for all the courses listed in the first column ▪ May Substitute a CTE course with content related to English for English IV 	<ul style="list-style-type: none"> ❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses ❖ May substitute a CTE course with content related to English for English IV
4 Credits Mathematics		
<ul style="list-style-type: none"> ➤ One of which must be Algebra I and one of which must be Geometry ➤ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)scholar 	<ul style="list-style-type: none"> ▪ Must earn credits for all the courses listed in the first column ▪ May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry) 	<ul style="list-style-type: none"> ❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses ❖ May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry)



3 Credits Science		
<ul style="list-style-type: none"> ➤ One of which must be Biology I, two of which must be equally rigorous science courses ➤ Two of three required credits must have a laboratory component ➤ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) 	<ul style="list-style-type: none"> ▪ Must earn credits for all courses listed in the first column ▪ May substitute a CTE course with content related to science for one science credit (except Biology I) 	<ul style="list-style-type: none"> ❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses ❖ May substitute a CTE course with content related to science for one science credit (except Biology I)
3 Credits Social Studies		
<ul style="list-style-type: none"> ➤ 1 credit World History ➤ 1 credit U.S. History ➤ .5 credit in U.S. Government ➤ .5 credit in Economics with Financial Literacy 	<ul style="list-style-type: none"> ▪ Must earn credits for all courses listed in the first column ▪ May substitute a CTE course with content related to social studies for one social studies credit (except for U.S. History) 	<ul style="list-style-type: none"> ❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses. ❖ May substitute a CTE course with content related to social studies for one social studies course (except for U.S. History)
1 credit and Performing Arts, Speech and Debate, or Practical Arts ** see below		



8 Elective Credits		
	<ul style="list-style-type: none"> ▪ Must include .5 credits in an employment-based course ▪ May include ESE Courses 	❖ May include employment based course(s)
1 Credit Physical Education to include the integration of health		
1 Online Course		
Online course may be waived by IEP team		
All students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessments, or earn a concordant/comparative score, unless a waiver of assessment results is granted by the IEP team.		

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

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

B. CTE Course Substitutions for Graduation Requirements

Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student’s skills, in accordance with subsection 6A-1.0943(5), F.A.C., and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements specified in Section 1003.4282(1)-(9) or 1002.3105(5), F.S., through the access course specified for each required core course, through more rigorous ESE courses in the same content area or through core academic courses. Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

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

C. Deferral of Standard Diploma

Once a student with a disability meets all the requirements for a standard diploma, they may defer the receipt of their diploma. This decision is made by the IEP team during the student’s senior year, and documented on the IEP. The IEP Team must review the benefits of deferring the standard high school diploma and describe to the parent and the student all services and program options available.

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



1. The student's TIEP prescribes special education, transition planning, transition services, or related services through the student's 22nd birthday.
2. The student is enrolled in accelerated college credit, industry certification courses that lead to college credit, a collegiate high school, courses necessary for Scholar designation, or structured work-student, internship, or pre-apprenticeship.

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

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

D. Certificate of Completion

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

E. ESE Assessment Requirements

Standard Diploma with Required State Assessment Waiver

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

1. Completes the minimum number of credits and other requirements for graduation and
2. Does not earn passing scores on the required state assessment or on a standardized test that are concordant with passing scores on the required state assessment after attempting each required assessment at least once.

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

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

Intensive Instruction Waiver:



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

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

End-of-Course Assessment Waiver

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

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

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

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

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

VIII. English for Speakers of other Languages (ESOL)

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

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

IX. College Readiness

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



school graduation.

College-Ready Cut Scores:

Cut Scores Indicating College Readiness						
ACT	Reading	19	English	17	Mathematics	19
SAT	Verbal	440			Mathematics	440
PERT	Reading	104	Writing	99	Mathematics	113

Changes to college-ready cut scores

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

Postsecondary Education Reading Test	
Reading	106
Writing	103
Mathematics	114

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

ACT	Reading	19
PERT	Mathematics	97

X. Exit Interviews

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



K-12 Virtual Education, Section 4.9.3

I. Virtual Programs

A. Policy

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

B. Virtual Education Programs

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

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

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

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



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

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

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

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

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

MVIP Programs:

In order for students to be eligible for any MVIP full-time virtual program for the 2020-2021 school year, the student must meet the eligibility requirements listed below.

1. Grades K-5 Criteria:

- a. Children who are five years old on or before September 1, 2020, are eligible to start kindergarten in August 2019.
- b. To enter first grade, a child must be six years old on or before September 1, 2019, and must have successfully completed kindergarten (Florida Statute 1003.21).
- c. Have demonstrated academic success in the previous 2 years of school. Final report cards (If the student is moving to 1st grade, then submit kindergarten final report card).



- d. State/District testing scores FCAT, FSA, FAIR, AIMS Webb, iReady, other assessments from the 2019-2020 school year. If the student is entering Kindergarten, no test scores required.
- e. Apply for admissions in the enrollment window as posted on the Manatee County Virtual Program website: <https://www.manateeschools.net/Domain/1404>.

2. Grades 6-12 Criteria

- a. Have demonstrated academic success in the previous semester courses
- b. Have attained grade level proficiency on at least one of the following standardized test in the 2019-2020 school year:
 - FSA Sunshine State Standards
 - All End of Course (EOC) Exams that student has already taken
 - Stanford Achievement Test (50th percentile or higher on the Reading section)
 - Iowa Test or Basic Skills (50th percentile or higher on the Reading section)
 - Grade level proficiency on an official standardized test administered by another public school system

3. Reside in Manatee County

C. Full-time Virtual Education Options

MVIP provides three distinct full-time virtual school programs:

- Manatee Virtual School (MVS)
- Florida Virtual School (FLVS)
- K-12.com (K-5) and Edgenuity (6-12)

1. Manatee Virtual School (MVS) (Virtual Franchise)

MVS is a contracted franchise with FLVS. School District of Manatee County teachers use the FLVS curriculum to provide virtual instruction to students in grades K through 12.

Goals:

- a. To provide a comprehensive virtual education program
- b. To provide flexibility in student academic and non-academic scheduling
- c. To provide opportunities for students to accelerate

To remain in MVS, a student must:



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

2. Florida Virtual School (FLVS)

The second full-time K-12 virtual education program is FLVS. It is recommended that students have a 2.0 grade point average or higher OR score at or above grade level (currently a Level 3) on the state- required reading assessment. Students who score below a proficient level on the reading state assessment should consult the MVIP School Counselor for possible reading interventions and/or course placement.

To remain in the Florida Virtual School, a student must:

- a. Maintain virtual attendance expectations as prescribed by FLVS polices.
- b. Meet benchmarks, including all state required-assessments.
- c. Provide his/her own transportation to their zoned school on designated test days for all state required-assessments.
- d. Be considered zoned-school students for sports and extracurricular activities.
- e. Follow and maintain pace, according to course and instructor requirements.
- f. Work with the zoned-school athletic director on any NCAA eligibility.

3. K-12.com (K-5) and Edgenuity (6-12)

The third full-time K-12 virtual education program consists of 2 on-line providers; K-12.com (K-5) and Edgenuity (6-12). For Edgenuity (6-12), it is recommended that students have a 2.0 grade point average or higher OR score at or above grade level (currently a Level 3) on the state- required reading assessment. Students who score below a proficient level on the reading state assessment should consult the MVIP School Counselor for possible reading interventions and/or course placement.

To remain in K-12.com (K-5) and Edgenuity (6-12), a student must:



- a. Maintain virtual attendance expectations as prescribed by the virtual education providers' policies.
- b. Meet benchmarks, including all state required-assessments.
- c. Provide his/her own transportation to their zoned school on designated test days for all state required-assessments.
- d. Be considered zoned-school students for sports and extracurricular activities.
- e. Follow and maintain pace, according to course and instructor requirements.
- f. Work with the zoned-school athletic director on any NCAA eligibility.

How to apply to a Full Time Virtual Program

1. Manatee County public, charter, or home school students should consult with their school counselor, review the MVIP website or call the MVIP department to research each program in depth and request application materials. The website link is <http://www.manateeschools.net/Domain/1404> and the department may be reached by calling 941-708-4971 and ask to be connected to the virtual education department.
2. Application materials and deadlines are also available at the MVIP website or by calling the MVIP office.

D. Part-time Virtual Education Options

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 to take a portion of their coursework online for the purposes of acceleration, grade forgiveness or credit recovery. Zoned school students may participate in this program by taking any portion of their coursework online and at school (up to a total of 3 courses). Charter School students must register for FLVS courses for part-time enrollment. Public school students are required to take all required state assessments at their zoned school.

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

Policies for Part-time Programs:

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



academic course by the last day of school or will be placed in an alternative instructional setting.

E. General Information

Equipment Requirements

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

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

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

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

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

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

Academic integrity means:

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

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

Please be aware that all MVIP/MVS/Florida Virtual School instructors utilize a **myriad of technologies to check student work for authenticity including, but not limited to, the upload of student work to**



TurnItIn.com. In order to maintain the integrity of all grades, instructors may choose to facilitate random oral assessments and/or face-to-face exams. If an instructor confirms that a student has plagiarized work in any manner, the student will be subject to consequences determined by MVIP/MVS /Florida Virtual School staff and may be **removed from the course and/or program with a failing grade.**

Extracurricular Activity Eligibility

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



Appendix A

Intensive Instruction Waiver Request School District of Manatee County

Academic excellence is a priority for the School District of Manatee County. Providing students with every opportunity to develop today for their success tomorrow is our mission. To this end, intensive instruction is provided for students who do not demonstrate academic proficiency. This is a means to close the achievement gap and support students as they strive to earn their high school diploma.

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

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

Table 3: Concordant and Comparative Scores

Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading	
Available for <i>all</i> students who entered grade 9 in 2010–11 and beyond:	
SAT Evidence-Based Reading and Writing (EBRW)*	480
ACT English and Reading subtests**	18
Available <i>only</i> for students who entered grade 9 prior to 2018–19:	
SAT EBRW*	430
SAT Reading Subtest*	24
ACT Reading	19
Algebra 1 EOC (FSA or NGSSS)	
Available for <i>all</i> students who entered grade 9 in 2010–11 and beyond:	
PSAT/NMSQT Math***	430
SAT Math****	420
ACT Math	16
Available <i>only</i> for students who entered grade 9 prior to 2018–19:	
PERT Mathematics	97

*Administered in March 2016 or beyond. The combined score for the EBRW must come from the same administration of the Reading and Writing subtests. Students who entered grade 9 prior to 2018–19 may also use a concordant score of 430 on SAT EBRW or a 24 on the SAT Critical Reading subtest if it was earned prior to March 2016.

**The average of the English and Reading subtests. If the average of the two subject test scores results in a decimal (0.5), the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

***Administered in 2015 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.

****Administered in March 2016 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.

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

Exercising this option can:



1. Jeopardize a student's opportunity for an ESE assessment waiver.
2. Prohibit students from participation in alternative graduation options in high school.
3. Jeopardize a student's ability to graduate with their school year cohort.
4. be in effect only for the current school year and must be re-filed each subsequent school year so desired.

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

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

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

Student Name: (Print) _____ School: _____ Grade: _____

Parent/Guardian Name (Print): _____

Parent/Guardian Signature: _____ Date: _____

Principal acknowledgement _____ Date: _____

Rev. 8/27/19



Appendix B

2020-2021 Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): Kindergarten

IF:	<p>Student meets the following criteria at beginning of school year: FLKRS scale score of 497 or above OR i-Ready scale score of 362 or above AND Letter Name Identification- at least 20 upper/lower case letter names</p>	
THEN:	TIER 1 Only	
TIER 1	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> • <i>is standards-aligned</i> • <i>builds background and content knowledge, motivation</i> • <i>provides print rich, systematic, scaffolded, and differentiated instruction</i> • <i>incorporates writing in response to reading</i> • <i>includes accommodations (IEP, ESOL or 504)</i> • <i>incorporates the principles of Universal Design for Learning</i> • <i>includes specially designed instruction for students with disabilities</i> 	
	Core Curriculum	
	<p>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</p>	
	<p>Wonders, McGraw-Hill- Wonders includes the components that are necessary for a successful reading program including reading for meaning using high-quality text, systematic and explicit phonics instruction, and opportunities to apply the skills through reading and writing. The core materials include connected texts weekly, graphic organizers to support text structure, explicit vocabulary instruction, as well as explicit comprehension strategy instruction with opportunities for extended discussions and writing daily. All of these components fall under either the strong evidence or moderate evidence categories for evidenced-based practices. The development of these critical skills in Wonders has been shown to have a positive impact on student achievement.</p>	
	Progress Monitoring	
	Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient
<ol style="list-style-type: none"> 1. i-Ready Diagnostic- 3 times per year (August, January, May) 2. Letter Name Fluency Assessment- monthly until student fluently identifies at least 50 letter names 3. Running Record (Next Step in Guided Reading Assessments)- at least 2 times per year (January and May) 	<ol style="list-style-type: none"> 1. At least 50% progress towards typical growth target at mid-year (January) as measured by i-Ready diagnostic 2. Student fluently identifies at least 40 letter names at end of quarter 1 (October) as measured by a Letter Name Fluency Assessment 3. Student is reading at an instructional level B in January as measured by the Next Step in Guided Reading Assessment; student is reading at an instructional level D in May as measured by the Next Step in Guided Reading Assessment 	<ol style="list-style-type: none"> 1. Less than 50% progress towards typical growth at mid-year (January) as measured by i-Ready diagnostic 2. Student fluently identifies less than 40 letter names at the end of quarter 1 as measured by Letter Name Fluency Assessment 3. Student is reading at a Pre-A level in January as measured by The Next Step in Guided Reading Assessments; student is reading at an instructional level A or B in May as measured by the Next Step in Guided Reading Assessment



<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <ul style="list-style-type: none"> • Weekly administrative walkthroughs • Analysis of i-Ready diagnostic data three times per year • Monitoring of i-Ready lessons passed and time on task monthly • Analysis of Pre-A assessment data and running record data • MTSS Teams and Reading Leadership Teams • District walkthroughs of schools 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <ul style="list-style-type: none"> • Targeted feedback to teachers based on administrative walkthroughs • School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom data • School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data • District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends • Literacy coaching cycles based on data, trends, and teacher needs 		
<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <ul style="list-style-type: none"> • Weekly administrative walkthroughs • i-Ready diagnostic data review • MTSS Teams and Reading Leadership Teams • Administrator and teacher feedback/input on curriculum maps 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <ul style="list-style-type: none"> • Incorporate UDL principals to meet the needs of all students • Provide PD on explicit, systematic, and multisensory instruction • Weekly PLC's including analysis of student work samples and formative assessment data • Weekly grade level collaborative planning using a backward design model 		
<p>How is instruction modified for students who receive instruction through distance learning? Through the use of Schoology, students will receive a combination of live and recorded lessons, as well as, independent tasks assigned through Schoology. Live lessons may be delivered to whole groups, small groups, or one-on-one. Instruction during live and recorded lessons will include a balance of on grade level material and differentiated material based on student data and standards. Teachers will use gradual release to explicitly show a skill and strategy, guide students through understanding the skill and strategy, and assigning independent tasks to be completed weekly.</p>			

Grade Level(s): Kindergarten	
IF:	<p>Student meets the following criteria at beginning of school year: FLKRS scale score of 438-496 OR i-Ready scale score of 320-361 AND Letter Name Identification- 10-19 upper/lower case letter names</p>
THEN:	TIER 1 instruction and TIER 2 interventions



TIER 1 instruction and TIER 2 interventions

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

TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
	Assessment & Frequency *Determined based on Focus of Intervention	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
i-Ready Tools for Instruction lessons	1 of the following measures administered every other week: <ul style="list-style-type: none"> • Letter Name Fluency • Letter Sound Fluency • Phoneme Segmentation Fluency • Nonsense Word Fluency 	Evidence of meeting Tier 1 expectations and continued positive response to interventions as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks	Students are not yet proficient at Tier 1 expectations. Inconsistent response to interventions and limited change in closing the gap between where the student is performing, and grade level expectations as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks	Low or minimal response to interventions and evidence of limited change in trend line as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks
Literacy Footprints/Next Step Forward in Guided Reading				
Wonders Differentiated Tier 2 Lessons				
FCRR Activities				
SRA- Reading Mastery (based on school availability)				
Number of times a week intervention provided	At least 3 times/ week	Number of minutes per intervention session	At least 20 min.	
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.</p>				



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

- i-Ready Tools for Instruction are targeted teacher led lessons that focus on specific reading skills. The lessons target phonics, high frequency words, vocabulary, and comprehension. The lessons are intensive and can be individualized for struggling readers and include explicit and systematic instruction. Students who receive *i-Ready Instruction* showed greater learning gains than students who did not receive *i-Ready Instruction*. Effect sizes across subjects and grades were positive and generally strong.
- Literacy Footprints/Next Step Forward in Guided Reading provides an explicit, systematic and multisensory approach to differentiated reading instruction. Evidence-based practices that are supported by these materials include targeted instruction in decoding words, analyzing word parts, phonemic awareness, reading strategies, explicit vocabulary instruction, direct comprehension instruction, opportunities for extended discussions, and connected writing opportunities.
- Wonders Differentiated Lessons target individual reading skills that include phonemic awareness, phonics, vocabulary, fluency, and comprehension. They provide direct, explicit instruction in awareness of sounds, decoding words and word parts, as well as vocabulary and comprehension strategies which all support strong and moderate evidence-based practices.
- The FCRR Routines are designed to be explicit and systematic in the 5 components of reading: PA, Phonics, Fluency, Vocabulary, & Comprehension.
- SRA Reading Mastery was found to have potentially positive effects on reading achievement according to What Works Clearinghouse (WWC). This included substantial effects for oral reading fluency, letter/word identification, word attack, and reading vocabulary.

How are Tier 2 interventions modified for students who receive interventions through distance learning?

Tier 2 interventions will be delivered in live small group conferences through Schoology at least 3 times per week. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.

Grade Level(s): Kindergarten

IF:	Student meets the following criteria at beginning of school year: FLKRS scale score of 437 and below OR i-Ready scale score of 319 and below AND Letter Name Identification- less than 10 upper/lower case letter names		
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions		
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 		
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring	
	Assessment & Frequency *Determined based on Focus of Intervention	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions



i-Ready Tools for Instruction	1 of the following measures administered weekly: <ul style="list-style-type: none"> • Letter Name Fluency • Letter Sound Fluency • Phoneme Segmentation Fluency • Nonsense Word Fluency 	Continued positive response to interventions and evidence of trend line on track to meet norms/goals as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks	Limited or no response to interventions and evidence of limited change in trend line towards meeting norms/goals as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks
FCRR Targeted Activities			
Leveled Literacy Intervention (based on school availability)			
Saxon Phonics (based on school availability)			
All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
Number of times a week intervention provided	Daily	Number of minutes per intervention session	At least 20 min.
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</p> <p>The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.</p>			
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <ul style="list-style-type: none"> • i-Ready Tools for Instruction are targeted teacher led lessons that focus on specific reading skills. The lessons target phonics, high frequency words, vocabulary, and comprehension. The lessons are intensive and can be individualized for struggling readers and include explicit and systematic instruction. Students who receive <i>i-Ready Instruction</i> showed greater learning gains than students who did not receive <i>i-Ready Instruction</i>. Effect sizes across subjects and grades were positive and generally strong. • The FCRR Routines are designed to be explicit and systematic in the 5 components of reading: PA, Phonics, Fluency, Vocabulary, & Comprehension. • Leveled Literacy Intervention (LLI) has a strong rating as measured by the ESSA evidence standards. It provides explicit, systematic, and multisensory instruction in all of the components of reading instruction- phonological awareness, phonics, vocabulary, fluency, comprehension, writing, and oral language. • Saxon Phonics develops awareness of segments of sounds in speech and how they link to letters. This program teaches students to decode words, analyze word parts, and recognize words which are key components for strong evidence-based practices. It also helps students become fluent with word processing skills (moderate evidence to support evidence-based practices). 			
<p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <p>Tier 3 interventions will be delivered in live one on one conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.</p>			

Grade Level(s): First and Second Grades	
IF:	Student meets the following criteria at beginning of school year: 1st grade: i-Ready scale score of 434 and above <u>OR</u> Running Record instructional level C or above 2nd grade: i-Ready scale score of 489 and above <u>OR</u> Running Record instructional level I or above
THEN:	TIER 1 Only
↳ — ↳	<i>Initial instruction:</i>



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

Core Curriculum

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

Wonders, McGraw-Hill- Wonders includes the components that are necessary for a successful reading program including reading for meaning using high-quality text, systematic and explicit phonics instruction, and opportunities to apply the skills through reading and writing. The core materials include connected texts weekly, graphic organizers to support text structure, explicit vocabulary instruction, as well as explicit comprehension strategy instruction with opportunities for extended discussions and writing daily. All of these components fall under either the strong evidence or moderate evidence categories for evidenced-based practices. The development of these critical skills in Wonders has been shown to have a positive impact on student achievement.

Progress Monitoring

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
1. i-Ready Diagnostic- 3 times per year (August, January, May) 2. Running Record (Next Step in Guided Reading Assessments)- 3 times per year (August/September, January, and May)	1. At least 50% progress towards typical growth target at mid-year (January) as measured by i-Ready diagnostic 2. Student is reading at an instructional level F and above (1 st grade) or K and above (2 nd grade) in January as measured by the Next Step in Guided Reading Assessment; student is reading at an instructional level I and above (1 st grade) or L and above (2 nd grade) in May as measured by the Next Step in Guided Reading Assessment	1. Less than 50% progress towards typical growth at mid-year (January) as measured by i-Ready diagnostic 2. Student is reading below an instructional level F (1 st grade) or K (2 nd grade) in January as measured by The Next Step in Guided Reading Assessments; student is reading below an instructional level I (1 st grade) or L (2 nd grade) in May as measured by the Next Step in Guided Reading Assessment

How is the effectiveness of Tier 1 instruction being monitored?

- Weekly administrative walkthroughs
- Analysis of i-Ready diagnostic data three times per year
- Monitoring of i-Ready lessons passed and time on task monthly
- Analysis of running record data
- MTSS Teams and Reading Leadership Teams
- District walkthroughs of schools

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

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

How is the effectiveness of Tier 1 curriculum being monitored?

- Weekly administrative walkthroughs
- i-Ready diagnostic data review
- MTSS Teams and Reading Leadership Teams

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?

- Incorporate UDL principals to meet the needs of all students
- Provide PD on explicit, systematic, and multisensory instruction
- Weekly PLC's including analysis of student work samples and formative assessment data



	<ul style="list-style-type: none"> Administrator and teacher feedback/input on curriculum maps 	<ul style="list-style-type: none"> Weekly grade level collaborative planning using a backward design model
<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Through the use of Schoology, students will receive a combination of live and recorded lessons, as well as, independent tasks assigned through Schoology. Live lessons may be delivered to whole groups, small groups, or one-on-one. Instruction during live and recorded lessons will include a balance of on grade level material and differentiated material based on student data and standards. Teachers will use gradual release to explicitly show a skill and strategy, guide students through understanding the skill and strategy, and assigning independent tasks to be completed weekly.</p>		

Grade Level(s): First and Second

IF: Student meets the following criteria at beginning of school year:
1st grade: i-Ready scale score of 391-433 **OR** Running Record instructional level A or B
2nd grade: i-Ready scale score of 419-488 **OR** Running Record instructional level E-H

THEN: **TIER 1 instruction and TIER 2 interventions**

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

TIER 1 instruction and TIER 2 interventions	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
		<i>*Determined based on Focus of Intervention</i>			
	i-Ready Tools for Instruction lessons	1 of the following measures administered every other week: <ul style="list-style-type: none"> Letter Name Fluency Letter Sound Fluency Phoneme Segmentation Fluency Nonsense Word Fluency Oral Reading Fluency 	Evidence of meeting Tier 1 expectations and continued positive response to interventions as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks	Students are not yet proficient at Tier 1 expectations. Inconsistent response to interventions and limited change in closing the gap between where the student is performing, and grade level expectations as measured by progress monitoring tool every other week for a minimum of (but not limited	Low or minimal response to interventions and evidence of limited change in trend line as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks
	Literacy Footprints/Next Step Forward in Guided Reading				
	Wonders Differentiated Tier 2 Lessons				
FCRR Activities					
SRA- Reading Mastery (based on school availability)					



			to) 6 weeks	
Number of times a week intervention provided	At least 3 times/ week	Number of minutes per intervention session	At least 20 min.	
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.</p>				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <ul style="list-style-type: none"> • i-Ready Tools for Instruction are targeted teacher led lessons that focus on specific reading skills. The lessons target phonics, high frequency words, vocabulary, and comprehension. The lessons are intensive and can be individualized for struggling readers and include explicit and systematic instruction. Students who receive <i>i-Ready Instruction</i> showed greater learning gains than students who did not receive <i>i-Ready Instruction</i>. Effect sizes across subjects and grades were positive and generally strong. • Literacy Footprints/Next Step Forward in Guided Reading provides an explicit, systematic and multisensory approach to differentiated reading instruction. Evidence-based practices that are supported by these materials include targeted instruction in decoding words, analyzing word parts, phonemic awareness, reading strategies, explicit vocabulary instruction, direct comprehension instruction, opportunities for extended discussions, and connected writing opportunities. • Wonders Differentiated Lessons target individual reading skills that include phonemic awareness, phonics, vocabulary, fluency, and comprehension. They provide direct, explicit instruction in awareness of sounds, decoding words and word parts, as well as vocabulary and comprehension strategies which all support strong and moderate evidence-based practices. • The FCRR Routines are designed to be explicit and systematic in the 5 components of reading: PA, Phonics, Fluency, Vocabulary, & Comprehension. • SRA Reading Mastery was found to have potentially positive effects on reading achievement according to What Works Clearinghouse (WWC). This included substantial effects for oral reading fluency, letter/word identification, word attack, and reading vocabulary. 				
<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>Tier 2 interventions will be delivered in live small group conferences through Schoology at least 3 times per week. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.</p>				



Grade Level(s): First and Second

IF:	<p>Student meets the following criteria at beginning of school year: 1st grade: i-Ready scale score of 390 and below OR Pre-A reading level (knows under 40 letter names) 2nd grade: i-Ready scale score of 418 and below OR Running Record instructional level D and below</p>			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency <i>*Determined based on Focus of Intervention</i>	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	i-Ready Tools for Instruction	<p>1 of the following measures administered weekly:</p> <ul style="list-style-type: none"> Letter Name Fluency Letter Sound Fluency Phoneme Segmentation Fluency Nonsense Word Fluency Oral Reading Fluency 	<p>Continued positive response to interventions and evidence of trend line on track to meet norms/goals as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks</p>	<p>Limited or no response to interventions and evidence of limited change in trend line towards meeting norms/goals as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks</p>
	FCRR Targeted Activities			
	Leveled Literacy Intervention (based on school availability)			
	Saxon Phonics (based on school availability)			
	<p>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</p>			
	Number of times a week intervention provided	Daily	Number of minutes per intervention session	At least 20 min
	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</p> <p>The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.</p>			
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <ul style="list-style-type: none"> i-Ready Tools for Instruction are targeted teacher led lessons that focus on specific reading skills. The lessons target phonics, high frequency words, vocabulary, and comprehension. The lessons are intensive and can be individualized for struggling readers and include explicit and systematic instruction. Students who receive <i>i-Ready Instruction</i> showed greater learning gains than students who did not receive <i>i-Ready Instruction</i>. Effect sizes across subjects and grades were positive and generally strong. 				



	<ul style="list-style-type: none"> The FCRR Routines are designed to be explicit and systematic in the 5 components of reading: PA, Phonics, Fluency, Vocabulary, & Comprehension. Leveled Literacy Intervention (LLI) has a strong rating as measured by the ESSA evidence standards. It provides explicit, systematic, and multisensory instruction in all of the components of reading instruction- phonological awareness, phonics, vocabulary, fluency, comprehension, writing, and oral language. Saxon Phonics develops awareness of segments of sounds in speech and how they link to letters. This program teaches students to decode words, analyze word parts, and recognize words which are key components for strong evidence-based practices. It also helps students become fluent with word processing skills (moderate evidence to support evidence-based practices).
	<p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <p>Tier 3 interventions will be delivered in live one on one conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras to support live instruction. In addition, students have access to i-Ready at home.</p>

Grade Level(s): Third-Fifth			
IF:	Student meets the following criteria at beginning of school year: 3 rd Grade: i-Ready scale score of 511 or above 4 th Grade: i-Ready scale score of 557 or above 5 th Grade: i-Ready scale score of 581 or above		
THEN:	TIER 1 Only		
TIER 1	<i>Initial instruction:</i> <ul style="list-style-type: none"> is standards-aligned builds background and content knowledge, motivation provides print rich, systematic, scaffolded, and differentiated instruction incorporates writing in response to reading includes accommodations (IEP, ESOL or 504) incorporates the principles of Universal Design for Learning includes specially designed instruction for students with disabilities 		
	Core Curriculum		
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>		
	Wonders, McGraw-Hill- Wonders includes the components that are necessary for a successful reading program including reading for meaning using high-quality text, systematic and explicit phonics instruction, and opportunities to apply the skills through reading and writing. The core materials include connected texts weekly, graphic organizers to support text structure, explicit vocabulary instruction, as well as explicit comprehension strategy instruction with opportunities for extended discussions and writing daily. All of these components fall under either the strong evidence or moderate evidence categories for evidenced-based practices. The development of these critical skills in Wonders has been shown to have a positive impact on student achievement.		
	Progress Monitoring		
	Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
1. i-Ready Diagnostic- 3 times per year (August, January, May) 2. District Quarterly Benchmarks	1. At least 50% progress towards typical growth target at mid-year (January) as measured by i-Ready diagnostic	1. Less than 50% progress towards typical growth at mid-year (January) as measured by i-Ready diagnostic	



<p>(October, December, Optional in March)</p> <p>3. FSA Assessment – annually</p>	<p>2. Student scores Level 3 or higher on Q1 or Q2 district benchmarks</p> <p>3. Student scores Level 3 or higher on FSA (April/May)</p>	<p>2. Student scores Level 1 or 2 on Q1 or Q2 district benchmarks</p> <p>3. Student scores Level 1 or 2 on FSA (April/May)</p>
<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <ul style="list-style-type: none"> • Weekly administrative walkthroughs • Analysis of i-Ready diagnostic data three times per year • Monitoring of i-Ready lessons passed and time on task monthly • Analysis of district benchmark data • MTSS Teams and Reading Leadership Teams • District walkthroughs of schools 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <ul style="list-style-type: none"> • Targeted feedback to teachers based on administrative walkthroughs • School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom data • School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data • District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback-school support is adjusted based on trends • Literacy coaching cycles based on data, trends, and teacher needs 	
<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <ul style="list-style-type: none"> • Weekly administrative walkthroughs • i-Ready diagnostic data review • MTSS Teams and Reading Leadership Teams • Administrator and teacher feedback/input on curriculum maps 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <ul style="list-style-type: none"> • Incorporate UDL principals to meet the needs of all students • Provide PD on explicit, systematic, and multisensory instruction • Weekly PLC’s including analysis of student work samples and formative assessment data • Weekly grade level collaborative planning using a backward design model 	
<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Through the use of Schoology, students will receive a combination of live and recorded lessons, as well as, independent tasks assigned through Schoology. Live lessons may be delivered to whole groups, small groups, or one-on-one. Instruction during live and recorded lessons will include a balance of on grade level material and differentiated material based on student data and standards. Teachers will use gradual release to explicitly show a skill and strategy, guide students through understanding the skill and strategy, and assigning independent tasks to be completed weekly.</p>		



Grade Level(s): Third-Fifth

IF:	Student meets the following criteria at beginning of school year: 3 rd Grade: i-Ready scale score of 474-510 4 th Grade: i-Ready scale score of 496-556 5 th Grade: i-Ready scale score of 542-580				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency <i>*Determined based on Focus of Intervention</i>	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	i-Ready Tools for Instruction lessons	1 of the following measures administered every other week: <ul style="list-style-type: none"> • Nonsense Word Fluency • Oral Reading Fluency • DAZE/MAZE Passages 	Evidence of meeting Tier 1 expectations and continued positive response to interventions as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks	Students are not yet proficient at Tier 1 expectations. Inconsistent response to interventions and limited change in closing the gap between where the student is performing, and grade level expectations as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks	Low or minimal response to interventions and evidence of limited change in trend line as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks
	Wonders Differentiated Tier 2 Lessons				
	FCRR Activities				
	SRA- Corrective Reading (based on school availability)				
	Number of times a week intervention provided	At least 3 times/ week	Number of minutes per intervention session	At least 20 min.	
	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.</p>				



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

- i-Ready Tools for Instruction are targeted teacher led lessons that focus on specific reading skills. The lessons target phonics, high frequency words, vocabulary, and comprehension. The lessons are intensive and can be individualized for struggling readers and include explicit and systematic instruction. Students who receive *i-Ready Instruction* showed greater learning gains than students who did not receive *i-Ready Instruction*. Effect sizes across subjects and grades were positive and generally strong.
- Wonders Differentiated Lessons target individual reading skills that include phonemic awareness, phonics, vocabulary, fluency, and comprehension. They provide direct, explicit instruction in awareness of sounds, decoding words and word parts, as well as vocabulary and comprehension strategies which all support strong and moderate evidence-based practices.
- The FCRR Routines are designed to be explicit and systematic in the 5 components of reading: PA, Phonics, Fluency, Vocabulary, & Comprehension.
- SRA Corrective Reading was found to have potentially positive effects on reading achievement according to What Works Clearinghouse (WWC). This included substantial effects for oral reading fluency, letter/word identification, word attack, and reading vocabulary.

How are Tier 2 interventions modified for students who receive interventions through distance learning?

Tier 2 interventions will be delivered in live small group conferences through Schoology at least 3 times per week. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.



Grade Level(s): Third-Fifth

IF:	Student meets the following criteria at beginning of school year: 3 rd Grade: i-Ready scale score of 473 and below 4 th Grade: i-Ready scale score of 495 and below 5 th Grade: i-Ready scale score of 541 and below			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	i-Ready Tools for Instruction	1 of the following measures administered weekly: <ul style="list-style-type: none"> Nonsense Word Fluency Oral Reading Fluency DAZE/MAZE Passages 	Continued positive response to interventions and evidence of trend line on track to meet norms/goals as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks	Limited or no response to interventions and evidence of limited change in trend line towards meeting norms/goals as measured by progress monitoring tool every other week for a minimum of (but not limited to) 6 weeks
	FCRR Targeted Activities			
	Leveled Literacy Intervention (based on school availability)			
	All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
	Number of times a week intervention provided	Daily	Number of minutes per intervention session	At least 20 min.
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?			
	<p>The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.</p>			
Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.				
<ul style="list-style-type: none"> i-Ready Tools for Instruction are targeted teacher led lessons that focus on specific reading skills. The lessons target phonics, high frequency words, vocabulary, and comprehension. The lessons are intensive and can be individualized for struggling readers and include explicit and systematic instruction. Students who receive <i>i-Ready Instruction</i> showed greater learning gains than students who did not receive <i>i-Ready Instruction</i>. Effect sizes across subjects and grades were positive and generally strong. The FCRR Routines are designed to be explicit and systematic in the 5 components of reading: PA, Phonics, Fluency, Vocabulary, & Comprehension. 				



- Leveled Literacy Intervention (LLI) has a strong rating as measured by the ESSA evidence standards. It provides explicit, systematic, and multisensory instruction in all of the components of reading instruction- phonological awareness, phonics, vocabulary, fluency, comprehension, writing, and oral language.

How are Tier 3 interventions modified for students who receive interventions through distance learning?

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



Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-12

IF:

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

THEN:

TIER 1 Only

TIER 1

Initial instruction:

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

Core Curriculum

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

The Houghton Mifflin Harcourt® Collections program for Grades 6 through 12 is a comprehensive English language arts program. The program is anchored on a set of rich, engaging, and complex literary and informational texts, and is designed to develop students’ abilities to analyze complex texts, cite from sources, reason, and communicate orally and in writing. Developed around rigorous state standards and expectations, the program challenges and supports all students to become critical and close readers. The program develops students’ writing across varied genres with models of effective texts and ample opportunities for writing about texts. With a blend of print and digital resources and online tools, the program delivers 21st-century learning. HMH Collections literature textbook series is a comprehensive resource for addressing all expectations of the Language Arts Florida Standards for English Language Arts. Rich, engaging, and complex texts are the program’s anchor—challenging and supporting all students to become critical and close readers. The program fosters success in writing across varied genres through models of effective writing and provides ample opportunities for speaking and writing about texts. Educational Research Institute of America (ERIA) conducted a full school year study to test the effectiveness of the HMH Collections (2017). Study results indicate that Collections is effective at improving the ability of students to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. In addition, the results showed that students in Collections classrooms made statistically significant gains in all grades tested over the course of the full year.

Progress Monitoring

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
FSA Assessment – annually District created benchmark assessments – quarterly Teacher created assignments and assessments - ongoing	FSA Assessment Criteria – Level 3 or higher District Benchmark - Level 3 or higher Teacher Created – average performance scores	Students not meeting expectations are given the opportunity for remediation in a small group setting.

How is the effectiveness of Tier 1 instruction being monitored?

The District shares FSA data with school

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

District staff, administrators and teachers review data collected and



	<p>administrators and teachers. Schools use the information to place students in appropriate ELA courses.</p> <p>Data is collected from the quarterly benchmark assessments through School City and is shared with Administrators and Teachers.</p> <p>Administrators and Teachers monitor teacher-based assignments and assessments through FOCUS platform.</p>	<p>meet to discuss student performance, areas of strength and areas to strengthen. Support staff, Literacy Coaches and District Specialists provide support to teachers through one-on-one, small group and whole group learning communities.</p>
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How is instruction modified for students who receive instruction through distance learning?
 The district-adopted HMH Collections series is available to all students through the Schoology platform. Teachers assign materials and receive student work through the platform.

IF:	<p>Student meets the following criteria at beginning of school year: Students who score below a Level 3 on the FSA assessment are placed in an intensive reading course, as well as a regular Language Arts or English course.</p>
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THEN:	TIER 1 instruction and TIER 2 interventions
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TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504)
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<i>TIER 2 Programs/Materials/Strategies & Duration</i>	<i>TIER 2 Progress Monitoring</i>			
	<i>Assessment & Frequency</i>	<i>Performance Criteria to discontinue Tier 2 intervention</i>	<i>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt addition of Tier 3 interventions</i>
Reading Plus Reading Plus Comprehensive Skill Building Activities through small group instruction Townsend Press Vocabulary (gr 6-8) Vocabulit (gr 9-12)	Insight Assessment (placement and benchmark) -3x per year to assess reading level, reading speed, vocabulary and student motivation Reading Plus Dashboard reports are provided to track student	Students in grades 6-10 remain in course throughout the year. Students in grades 11 and 12 who pass the FSA or receive a concordant score may withdraw from intensive reading and take another elective course, otherwise students remain in the intensive course throughout the year.	Students in grades 6-10 remain in course throughout the year. Students in grades 11 and 12 who pass the FSA or receive a concordant score may withdraw from intensive reading and take another elective course, otherwise students remain in the intensive course throughout the year.	Students not making adequate progress compared to peers will receive Tier 3 interventions.



		<p>progress and activity after each online session. Reports include reading rate with good comprehension, number of words read in selections with good comprehension, content level increase, and vocabulary words mastered.</p>			
<p>Number of times a week intervention provided</p>	<p>5</p>	<p>Number of minutes per intervention session</p>	<p>Total online and small group sessions up to 45 min</p>		
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, Literacy Coaches and District Specialists provide support to teachers through one-on-one, small group and whole group learning communities.</p>					
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Reading Plus is a web-based literacy program for grades 3-12+. It includes a valid and reliable assessment and is designed to strengthen reading comprehension, vocabulary, efficiency, and motivation. The program combines personalized practice and adaptive instruction and offers students choice and control over their program experience. Reading Plus is designed to develop critical reading skills needed for deep, meaningful understanding of complex texts. Reading Plus students made significantly larger improvements in reading achievement (effect size = +0.11), as measured by the Group Reading Assessment Diagnostic Evaluation (GRADE). These results qualify Reading Plus for the ESSA “Strong” category.</p>					
<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>All students placed in an intensive reading classroom have access to the Reading Plus program, as it is an online program provided for students through the District dashboard. Students and teachers track progress through the Reading Plus dashboard.</p>					
<p>IF:</p>	<p>Student meets the following criteria at beginning of school year: Students who score below a Level 3 on the FSA assessment are placed in an intensive reading course. After initial Insight assessment through Reading Plus, students who fall significantly below grade level and do not show adequate growth compared to peers receive TIER 3 interventions.</p>				



THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	Reading Plus Reading Plus Comprehensive Skill Building Activities through small group instruction Townsend Press Vocabulary (gr 6-8) Vocabulit (gr 9-12)	Insight Assessment (placement and benchmark) -3x per year to assess reading level, reading speed, vocabulary and student motivation	After receiving intensive intervention with teacher in a setting of no more than 3 students, student makes consistent positive progress towards identified low proficiency skill(s) over a period of no less than 4 weeks.	Students not responding positively or showing no progress with intensive intervention.
	Additional Reading Plus Comprehensive Skill Building Activities focused on low proficiency skills through small group instruction (no more than 3 students).	Dashboard reports provided to track student progress and activity after each online session. Reports provide reading rate with good comprehension, words reading in selections with good comprehension, content level increase, and vocabulary words mastered.		
	All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
Number of times a week intervention provided	No less than 3x per week	Number of minutes per intervention session	No less than 15 minutes per session	



What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

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

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

Reading Plus is a web-based literacy program for grades 3-12+. It includes a valid and reliable assessment and is designed to strengthen reading comprehension, vocabulary, efficiency, and motivation. The program combines personalized practice and adaptive instruction and offers students choice and control over their program experience. Reading Plus is designed to develop critical reading skills needed for deep, meaningful understanding of complex texts. Reading Plus students made significantly larger improvements in reading achievement (effect size = +0.11), as measured by the Group Reading Assessment Diagnostic Evaluation (GRADE). These results qualify Reading Plus for the ESSA "Strong" category.

How are Tier 3 interventions modified for students who receive interventions through distance learning?

All students placed in an intensive reading classroom has access to the Reading Plus program, as it is an online program provided for students through the District dashboard. Students and teachers track progress through the Reading Plus dashboard. Teachers provide small group interventions of no more than 3 students through video conferencing.

