Agenda

April 28, 2023
School Board of Manatee County
Workshop - 9:00 AM
Walter Miller School Support Center
Board Room

Times Indicated are Approximate

I. CALL TO ORDER

II. PUBLIC COMMENTS

Public comment is not an open forum to discuss matters unrelated to education, to support or oppose candidates for public office, or to engage in commercial speech attempting to sell a service or product to the School Board or public. Also, public comment is not a forum to attack individual school system employees or Board Members. Any such complaints should be submitted in writing to the Superintendent for appropriate handling. Finally, this is not a forum for addressing issues involving individual students. Because of privacy concerns, such issues should be submitted in writing to the Superintendent for appropriate handling. Each speaker is allowed three minutes to address the Board. Speakers must stand at the podium and not approach the dais.

This is a business meeting of the School Board and the public expects that we conduct it in an orderly, efficient, effective and dignified manner. We request that speakers keep this in mind when making your comments. We also request that the audience keep that in mind and not demonstrate approval or disapproval of what a speaker has said by clapping or booing. The Board appreciates the public's input and will listen attentively, consider each comment, and usually will not respond, enter into debate, or answer questions during comments on agenda items or during the public comments section.

PUBLIC INPUT INSTRUCTIONS:
1. Before you begin speaking, please provide any handouts to the Agency Clerk.
2. Please identify yourself only by your full name for the record.
3. You have no more than three minutes to speak. Please stop speaking when the bell rings.
4. Florida Law requires all citizens to conduct themselves in an orderly fashion at public meetings.
5. **WARNING:** Any individual who interferes with the expeditious or orderly process of a School Board meeting, will be subject to removal from the meeting pursuant to Section 1001.372(3) Florida Statutes at the discretion of the Chair. Orderly fashion is deemed as, at a minimum (1) no profanity (2) no vulgar language (3) no discourteous, disrespectful, or disparaging conduct.

III. WORKSHOP

1. Board Discussion with Florida School Boards Association (FSBA) Regarding Superintendent Search
2. Elementary Reading Presentation

3. Review and Board Discussion of Proposed Amendments to School Board Policies

IV. ADJOURNMENT

AGENDA ITEM NO. III.1

School Board of Manatee County
April 28, 2023 - Workshop

Title
Board Discussion with Florida School Boards Association (FSBA) Regarding Superintendent Search

Executive Summary
Dr. Bill Vogel and Mr. John Reichert, of the Florida School Boards Association (FSBA), will hold discussion with the Board and address the following topic related to the Superintendent search:
April 28, 2023 Workshop - FSBA attachment - Board Tally Sheet

Contact
Submitting Department: School Board

Attachments:
April 28, 2023 Workshop - FSBA Attachment - Board Tally Sheet

Board Members	Applicants										
	4	8	10	11	16	17	18	22	23	25	27
Gina Messenger											
Cindy Spray											
Mary Foreman											
Chad Choate											
Richard Tatem											
Total	0	0	0	0	0	0	0	0	0	0	0
	Scott Schneider	Michael Scott Flowers	Dr. Ann Hembrook	Dr. Kim Moore	Dr. Benjamin Henry	Ernie Lozano	Dr. Jason C. Wysong	Dr. Scott A Davidheiser	Doug Wagner	Charlie Van Zant	Tim Bargeron

AGENDA ITEM NO. III.2

School Board of Manatee County
April 28, 2023 - Workshop

Title
Elementary Reading Presentation

Executive Summary
Curriculum and Instruction will provide an overview of Elementary Reading that includes current data, instructional materials and how progress is monitored, structure of the reading block, and community partnerships.

Contact
Submitting Department: Elementary Curriculum and Instruction
Initiated By: Alison Nichols

Attachments:
04.12 Elementary Overview

Elementary English Language Arts

Alison Nichols

Interim Director
Elementary Curriculum and Instruction

Dr. Laurie Breslin

Executive Director
Curriculum, Instruction, and Assessment

Science of Reading

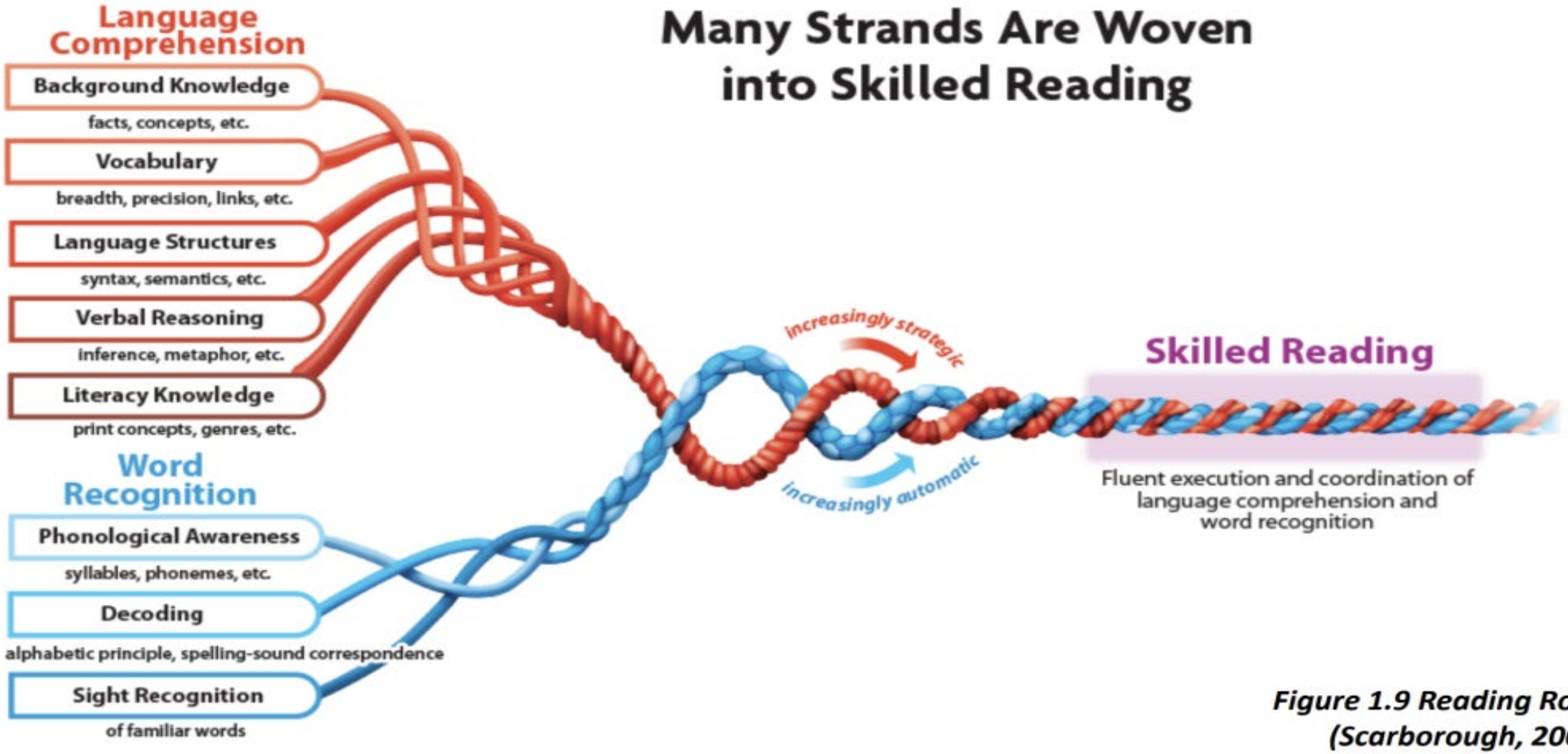


Figure 1.9 Reading Rope (Scarborough, 2001)

22-23 FAST PM1 to PM2 Proficiency

Manatee vs Florida

		PM1 % Lvl 3+	PM2 % Lvl 3+	PM1 to PM2 Change
KG Star Early Literacy	Manatee	8%	30%	+22% ↑
	Florida	10%	31%	+21% ↑
1st Star Early Literacy	Manatee	16%	35%	+19% ↑
	Florida	18%	28%	+10% ↑
2nd Star Reading	Manatee	23%	36%	+14% ↑
	Florida	26%	39%	+13% ↑
3rd Grade FAST	Manatee	20%	31%	+11% ↑
	Florida	22%	35%	+13% ↑
4th Grade FAST	Manatee	30%	41%	+11% ↑
	Florida	30%	44%	+14% ↑
5th Grade FAST	Manatee	33%	39%	+6% ↑
	Florida	34%	42%	+8% ↑

Current FAST Data

3rd Grade FSA 2022 Level 3+
Manatee- 46%
Florida- 53%

Early Literacy Screeners

EarlyBird

- 3 schools
- PreK, K, 1 students screened
- Subtests that include phonological awareness, phonemic awareness, blending, word reading, vocabulary, following directions
- Professional development provided to teachers on data analysis and instructional implications
- Includes supports for families

Number of Students Screened with EarlyBird	
Pre-K	286
Kindergarten	299
First	318

Florida Center for Reading Research (FCRR)/Learning Ally

- 3 schools
- K and 1 students screened
- Validity study for FDOE

1008.365, F.S.

Rocket Phonics

- Implementation at 3 Title I schools
- Volunteer-led, one-to-one implementation
- Currently 2 days per week in after school program at Samoset

Year	School Name	Implementation	Grade	# Participants
21-22	Palmetto	Semester 1	VPK	15
21-22	Daughtrey	Semester 2	VPK	13
21-22	Samoset	Summer	Rising KG	8
22-23	Samoset	Semester 1	KG	10

Samoset Current FAST Results (10 Students)

K Star Data 22-23				
	% Urgent Intervention	% Intervention	% On Watch	% At/Above Benchmark
PM 1	50%	20%	30%	0%
PM 2	40%	10%	10%	40%

Dual Language Data

		STAR Early Literacy & Reading				
	School	Dual Language	# of Students		PM1 to PM2 Proficiency Change	Meeting Expected Growth (50+ SGP)
			PM1	PM2	%	%
Kindergarten	All Dual Language Schools	No	224	222	+19%	43%
		Yes	137	136	+3%	32%
1st Grade	All Dual Language Schools	No	169	166	-10%	24%
		Yes	90	90	-18%	31%
2nd Grade	All Dual Language Schools	No	117	115	+14%	28%
		Yes	71	71	+14%	34%

		FAST ELA			
	School	Dual Language	# of Students		PM1 to PM2 Proficiency Change
			PM1	PM2	%
3rd Grade	All Dual Language Schools	No	96	97	+5%
		Yes	30	32	+12%

Campaign for Grade Level Reading

- Launched in 2010, the Campaign for Grade-Level Reading focuses on five pillars to address early-reading proficiency:
  - School Readiness
  - Attendance
  - Summer Learning
  - Family Engagement
  - Health Determinants
- The Suncoast Campaign for Grade-Level Reading is a community-wide effort:
  - SDMC Superintendent
  - Manatee Early Learning Coalition Chief Executive
  - Manatee Community Foundation Executive Director
  - United Way
  - Patterson Foundation
- To increase early-reading proficiency, the Campaign delivers support and resources to children by mobilizing a broad base of stakeholders, tapping into expansive networks, and working with families, educators, and partners to leverage collective innovations and learnings.

Community Partnerships

- Community Book Boxes
- Dive into Reading
- Give Away Libraries
- Hope 4 Communities Day 4 Hope
- Lakewood Ranch Rotary Books for Kids Kindergarten Program
- Lakewood Ranch Rotary Books for Kids Program
- Library Corners
- Re-make Learning Days
- Soar in 4
- Soar in 4 Story Time
- This Book is Cool!
- United Way 1st Grade Para Program

Uninterrupted 90 Minute Reading Block

ELA 120 Minutes Instructional Plan- Third, Fourth, and Fifth Grades 90 Minutes Must Be Uninterrupted			
Core Instructional Resource: Benchmark Advance			
Range of Time	**Instructional Component**	**Instructional Routines**	**Progress Monitoring**
10 min (Whole Group)	Foundational Skills/ Word Study/ Grammar Grade Level Instruction (Phonics, Fluency)	Word Sorts, Blending and Building Words, Structural Analysis, Morphology, Spelling	• FAST Assessment (3x per year) • Benchmark Unit Assessments • District Q2 Benchmark Assessment
20 min (Whole Group)	Comprehension/Vocabulary Grade Level Instruction	Interactive Read Aloud, Shared Reading, Close Reading, Explicit Vocabulary Instruction	
60 min (Small Groups)	Differentiated Instruction/ Independent Literacy Practice	Guided Instruction in Phonics, Fluency, Vocabulary, Comprehension, i-Ready (Based on Student Data)	

Rule 6A-6.053

Tier 1- Core Reading Program

Instructional Materials

- Benchmark Advance
- On state approved instructional materials list for elementary ELA
- Explicit, systematic, multisensory foundational skills lessons in K-2
- Connects Reading and Writing
- Includes instructional supports for ELL and ESE students

Progress Monitoring

- FAST
- Benchmark Advance Unit Assessments
- District Writing Assessment for K-5th

Tier 2 Evidenced-Based Intervention Materials

Instructional Materials	Progress Monitoring
• Benchmark Advance Tier 2 Intervention Kit • Literacy Footprints K-1 • i-Ready Tools for Instruction (K-5) • SRA Corrective Reading (3-5) • Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL's)	• Star CBM (K-2) • DIBELS (3-5)

Rule 6A-6.053

Tier 3 Evidence-Based Intensive Intervention Materials

Instructional Materials	Progress Monitoring
• Benchmark Advance Tier 3 Phonics Intervention Kit • Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) • i-Ready Tools for Instruction • Imagine Language and Literacy- Teacher Action Lessons (ELL students with 2.9 or below ACCESS score OR new ELL's)	• Star CBM (K-2) • DIBELS (3-5)

Rule 6A-6.053

ELA Acceleration

- DBQ Project
- Benchmark Advance Research and Inquiry Projects
- District Developed Pacing Guides

2022-2023 3-5 ELA Acceleration PM1 to PM2

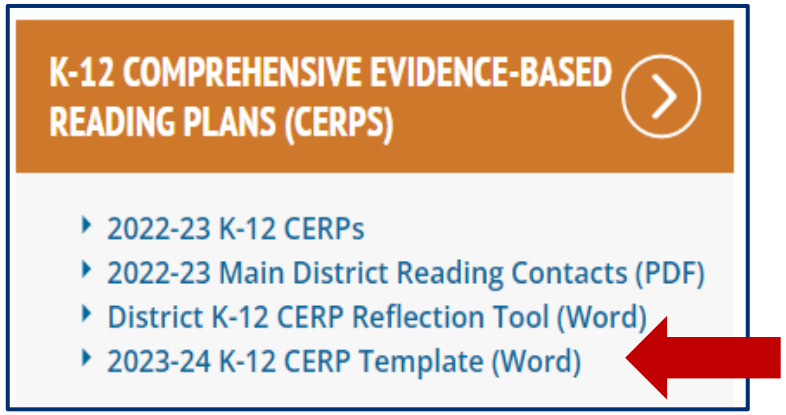
	ELA Acceleration	# of Students	ELA PM1 Proficiency # Students	ELA PM1 Proficiency %	ELA PM2 Proficiency # Students	ELA PM2 Proficiency %	PM1 to PM2 Change # Students	PM1 to PM2 Change %
3rd-5th Total		11946	3138	28%	3926	37%	+788	+9%
3rd	3rd Total	4331	835	20%	1204	31%	+369	+10%
	No	3317	332	11%	497	17%	+165	+6%
	Yes	1014	503	51%	707	71%	+204	+20%
4th	4th Total	3751	1065	30%	1357	40%	+292	+10%
	No	2783	463	18%	605	25%	+142	+7%
	Yes	968	602	63%	752	79%	+150	+16%
5th	5th Total	3864	1238	33%	1365	39%	+127	+6%
	No	2822	527	20%	583	24%	+56	+4%
	Yes	1042	711	69%	782	76%	+71	+7%

Tutoring and After School Programs

- Consistent academic plan in place for Big 10 after-school programs through the Boys and Girls Clubs and 21st Century
  - Lalilo/Freckle
  - Magnetic Reading K-2 (explicit, systematic phonics program)
  - SRA Corrective Reading
- Chapter One Tutoring for 23-24 School Year
  - K-1 classrooms at 4 schools
  - Focus on phonological awareness and phonics skills
  - Trained tutors meet one-on-one with students for 5-6 minutes per session

Comprehensive Evidence-Based Reading Plan (CERP)- Rule 6A-6.053

- Template located at: https://www.fldoe.org/academics/standards/just-read-fl/
- Submitted annually (due June 15th)
- Purpose of plan is to support increased student achievement and close achievement gaps
- Must be approved by school board (new language in rule)
- District allocations released by July 1st pending plan submission and budget must prioritize K-3 students with substantial deficiencies in reading
- Details the role of district and school level administration, professional learning, assessment, curriculum, and instruction in the improvement of student learning of B.E.S.T. ELA Standards

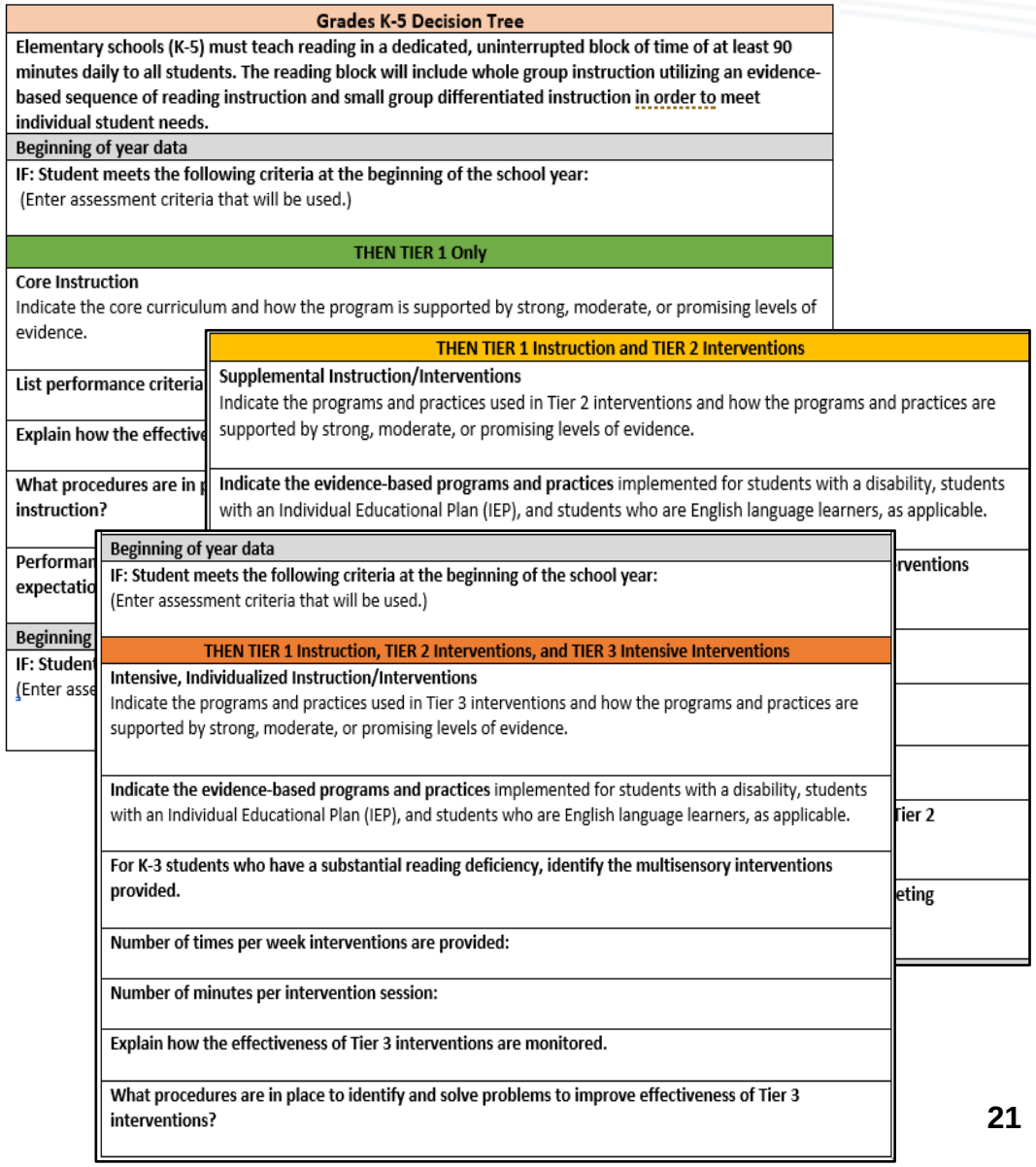


Rule 6A-6.053

Comprehensive Evidence-Based Reading Plan (CERP)- Rule 6A-6.053

Decision Trees

- Florida's Formula for Success: 6+4+T1+T2+T3
  - Six components of reading
  - Four types of assessments
  - Three tiers of instruction that are standards aligned
- Districts are required to develop Assessment/ Curriculum Decision Trees for K-12 to:
  - Demonstrate how data will be used
  - Determine specific reading instructional needs and interventions for **ALL** students
  - Part of CERP template



Grades K-5 Decision Tree
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.)
THEN TIER 1 Only
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.
List performance criteria
Explain how the effective
What procedures are in p instruction?
Performan expectatio
Beginning
IF: Student (Enter asse

THEN TIER 1 Instruction and TIER 2 Interventions
Supplemental Instruction/Interventions Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.
Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.
rventions
Tier 2
eting

Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.)
THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions
Intensive, Individualized Instruction/Interventions Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.
Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.
For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.
Number of times per week interventions are provided:
Number of minutes per intervention session:
Explain how the effectiveness of Tier 3 interventions are monitored.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Rule 6A-6.053

AGENDA ITEM NO. III.3

School Board of Manatee County
April 28, 2023 - Workshop

Title
Review and Board Discussion of Proposed Amendments to School Board Policies

Executive Summary
The Board will review the proposed amendments to Bylaw and School Board Policies in advance of the May 9, 2023 Public Hearing.

Contact
Submitting Department: Administration
Initiated By: Kevin Chapman

Attachments:
Policies for May 9, 2023 Public Hearing

School Board Policies for May 9, 2023 Public Hearing

Policy 1210/3210/4210 - Standards of Ethical Conduct (Revised)

- The revisions to these policies are the result of new language included in F.A.C. Rule 6A-10.081. F.A.C. Rule 6A-10.081 now mandates that teaching certificate holders shall not intentionally provide classroom instruction to students in kindergarten through grade 3 on sexual orientation or gender identity. Moreover, the amendments to the rule expand the definition of discrimination to include subjecting any student to training or instruction that espouses, promotes, advances, inculcates, or compels such student to believe any of the concepts listed in F.S. 1000.05(4)(a).

Policy 1213 - Student Supervision and Welfare (Revised)

- The revisions to Policy 1213 are intended to clarify that administrators may withhold information about a student's mental, emotional, or physical health or well-being from a parent if a reasonably prudent person would believe that the disclosure would result in abuse, abandonment, or neglect, as those terms are defined in F.S. 39.01.

Policy 2111 - Parent and Family Involvement in the School Program (Revised)

- The technical revision to this policy relates to a citation to Title I.

Policy 2271 - Articulation and Access to Florida College System Institutions (Revised)

- Policy 2271 has been revised to update language regarding statutory eligibility for students to participate in postsecondary enrollment programs, rename "Collegiate High School Program" to "Early College Program" to remain consistent with Florida Statutes, delete outdated language, and add provisions addressing the benefits, risks, and consequences of participating in postsecondary programs.

Policy 2416 – Student Privacy and Parental Access to Information (Revised)

- The revisions to this policy are the result of amended Rule 6A-1.0955 F.A.C.

Policy 2520 - Selection and Adoption of Instructional Materials (Revised)

- The revisions to Policies 2520 are the result of SB 1048, SB 2524.

Policy 3120 - Employment of Instructional Personnel (Revised)

- F.S. 1012.57(1) requires that School Boards adopt rules to allow for the issuance of an adjunct teaching certificate to any applicant who fulfills the requirements of Florida law and who has expertise in the subject area to be taught.

Policy 6480 - Expenditures (Revised)

- The proposed revisions to Policy 6480 involve incorporating language from F.S. 106.113 (Expenditures by local governments) permitting School Districts and persons acting on behalf of a School District to report on official actions of the School Board/School District in an accurate, fair, and impartial manner.

Policy 8320 - **Records Management (Revised)**

- The proposed revisions to Policy 8320 (1) replace "Bureau of Archives and Records Management" with "Division of Library and Information Services in the Department of State" and (2) update language regarding the School Board's Records Retention Schedule.

Policy 8600 - **Transportation (Revised)**

- Policy 8600 has been revised to incorporate revisions to F.A.C. Rule 6A-3.0121 regarding Individualized Seizure Action Plans. Policy 8600 has also been updated to add language regarding statutorily-required CPR and first-aid training.

1210 - **STANDARDS OF ETHICAL CONDUCT**

For purposes of this policy, the term administrator means all certificated and non certificated administrators.

Administrators shall be guided by and adhere to the following ethical principles:

A. The administrator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.

B. The administrator's primary professional concern will always be for the student and for the development of the student's potential. The administrator will, therefore, strive for professional growth and will seek to exercise the best professional judgment and integrity.

C. The administrator strives to achieve and sustain the highest degree of ethical conduct because s/he is aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community.

District administrators shall comply with the following disciplinary principles. Violation of any of these principles shall subject the individual to revocation or suspension of the individual administrator's certificate, or the other penalties as provided by law, as well as disciplinary action, including but not limited to termination of employment.

A. An administrator's obligation to the District requires that the District administrator shall:

1. make a reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety;

2. not unreasonably restrain a student from independent action in pursuit of learning;

3. not unreasonably deny a student access to diverse points of view;

4. not intentionally suppress or distort subject matter relevant to a student's academic program;

5. not intentionally provide classroom instruction to students in kindergarten through grade 3 on sexual orientation or gender identity;

6. not intentionally expose a student to unnecessary embarrassment or disparagement;

7. not intentionally violate or deny a student's legal rights;

8. not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable efforts to assure that each student is protected from harassment or discrimination; discrimination on the basis of race, color, national origin, or sex includes subjecting any students to training or instruction that espouses, promotes, advances, inculcates, or compels such student to believes any of the concept listed in F.S. 1000.05(4)(a);

9. not exploit a relationship with a student for personal gain or advantage;

10. keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;

11. take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated;

12. not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression;

13. not use institutional privileges for personal gain or advantage; (see also Policy 1129, Conflict of Interest)

14. accept no gratuity, gift, or favor that might influence professional judgment; (see also Policy 1129, Conflict of Interest)

(NOTE: Pursuant to F.S. 112.313, no administrator shall solicit or accept anything of value including a gift (see F.S. 112.312), loan, reward, promise of future employment, favor, or service based upon an understanding that the vote, official action, or judgment of the administrator would be influenced thereby.)

15. offer no gratuity, gift, or favor to obtain special advantages; (see also Policy 1129, Conflict of Interest)

16. maintain honesty in all professional dealings;

17. not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization;

18. not interfere with a colleague's exercise of political or civil rights and responsibilities;

19. not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable efforts to assure that each individual is protected from such harassment or discrimination;

20. not make malicious or intentionally false statements about a colleague;

21. not use coercive means or promise special treatment to influence professional judgments of colleagues;

22. not misrepresent one's own professional qualifications;

23. not submit fraudulent information on any document in connection with professional activities;

24. not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position;

25. not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment;

26. provide upon the request of a certificated individual a written statement of the specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment;

27. not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these *Principles of Professional Conduct for the Education Profession in Florida* and other applicable Florida statutes and State Board of Education rules;

28. self-report within forty-eight (48) hours to appropriate authorities (as determined by the District) any investigations involving the Department of Children and Families and any arrests/charges a criminal offense other than a minor traffic violation;

    Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory.

    In addition, administrators shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of F.S. 943.0585(4)(c) and F.S. 943.059(4)(c).

29. report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795(1);

30. seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795(1);

31. comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice;

32. as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

B. No administrative staff member shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature that is in substantial conflict with the proper discharge of his/her duties in the public interest. (see also Policy 1129, Conflict of Interest)

C. All District administrative staff members shall adhere to the principles enumerated above.

All administrators shall be required to complete training on the standards established herein upon employment and annually thereafter.

Revised 2/13/18
Revised 12/11/18
Revised 9/28/21

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3210 - **STANDARDS OF ETHICAL CONDUCT**

Instructional staff members shall be guided by and adhere to the following ethical principles:

A. The instructional staff member values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.

B. The instructional staff member's primary professional concern will always be for the student and for the development of the student's potential. The instructional staff member will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.

C. The instructional staff member strives to achieve and sustain the highest degree of ethical conduct because s/he is aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community.

District instructional staff shall comply with the following disciplinary principles. Violation of any of these principles shall subject the individual to revocation or suspension of the individual's teaching certificate, or the other penalties as provide by law, as well as disciplinary action, including but not limited to termination of employment.

A. Obligation to the student requires that the District instructional staff member:

1. make a reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.

2. not unreasonably restrain a student from independent action in pursuit of learning.

3. not unreasonably deny a student access to diverse points of view.

4. not intentionally suppress or distort subject matter relevant to a student's academic program.

5. not intentionally expose a student to unnecessary embarrassment or disparagement.

6. not intentionally provide classroom instruction to students in kindergarten through grade 3 on sexual orientation or gender identity.

7. not intentionally violate or deny a student's legal rights.

8. not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable efforts to assure that each student is protected from harassment or discrimination. Discrimination on the basis of race, color, national origin, or sex includes subjecting any students to training or instruction that espouses, promotes, advances, inculcates, or compels such student to believe any of the concepts listed in F.S. 1000.05(4)(a).

9. not exploit a relationship with a student for personal gain or advantage.

10. keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

B. Obligation to the public requires that the District instructional staff member shall:

1. take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.

2. not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

3. not use institutional privileges for personal gain or advantage. (see also Policy 3129, Conflict of Interest)

4. accept no gratuity, gift, or favor that might influence professional judgment. (see also Policy 3129, Conflict of Interest)

(NOTE: Pursuant to F.S. 112.313, no instructional staff member shall solicit or accept anything of value including a gift (see F.S. 112.312), loan, reward, promise of future employment, favor, or service based upon an understanding that the vote, official action, or judgment of the administrator would be influenced thereby.)

5. offer no gratuity, gift, or favor to obtain special advantages.

C. Obligation to the profession of education requires that the District instructional staff member shall:

1. maintain honesty in all professional dealings.

2. not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.

3. not interfere with a colleague's exercise of political or civil rights and responsibilities.

4. not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable efforts to assure that each individual is protected from such harassment or discrimination.

5. not make malicious or intentionally false statements about a colleague.

6. not use coercive means or promise special treatment to influence professional judgments of colleagues.

7. not misrepresent one's own professional qualifications.

8. not submit fraudulent information on any document in connection with professional activities.

9. not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.

10. not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.

11. provide upon the request of a certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.

12. not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these *Principles of Professional Conduct for the Education Profession in Florida* and other applicable Florida statutes and State Board of Education rules.

13. self-report within forty-eight (48) hours to appropriate authorities (as determined by the District) any investigations involving the Department of Children and Families and any arrests/charges involving a criminal offense other than a minor traffic violation.

    Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, instructional staff members shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of F.S. 943.0585(4)(c) and 943.059(4)(c).

14. report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795(1).

15. seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795(1).

16. comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.

17. as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

D. No instructional staff member shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature which is in substantial conflict with the proper discharge of his/her duties in the public interest. (see also Policy 3129, Conflict of Interest)

All instructional staff members shall be required to complete training on the standards established herein upon employment and annually thereafter.

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Furthermore, the School Board hereby establishes the following as the standards of ethical conduct for all support staff members in the District who have direct access to students:

Support staff members shall be guided by and adhere to the following ethical principles:

A. The support staff member values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.

B. The support staff member's primary professional concern will always be for the student and for the development of the student's potential. The support staff member will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.

C. The support staff member strives to achieve and sustain the highest degree of ethical conduct because s/he is aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community.

District staff members shall comply with the following disciplinary principles. Violation of any of these principles shall subject the individual to other penalties as provide by law, as well as disciplinary action, including but not limited to termination of employment.

All District support staff members shall comply with the following disciplinary principles.

A. Obligation to the student requires that the District support staff member shall:

1. make a reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety;

2. not unreasonably restrain a student from independent action in pursuit of learning;

3. not unreasonably deny a student access to diverse points of view;

4. not intentionally suppress or distort subject matter relevant to a student's academic program;

5. not intentionally expose a student to unnecessary embarrassment or disparagement;

6. not intentionally provide classroom instruction to students in kindergarten through grade 3 on sexual orientation or gender identity;

7. not intentionally violate or deny a student's legal rights;

8. not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable efforts to assure that each student is protected from harassment or discrimination; discrimination on the basis of race, color, national origin, or sex includes subjecting any student to training or instruction that espouses, promotes, advances, inculcates, or compels such student to believe any of the concepts listed in F.S. 1000.05(4)(a);

9. not exploit a relationship with a student for personal gain or advantage.

B. Obligation to the public requires that the District support staff member shall:

1. take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated;

2. keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;

3. not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression;

4. not use institutional privileges for personal gain or advantage; (see also Policy 4129, Conflict of Interest)

5. accept no gratuity, gift, or favor that might influence judgment; (see also Policy 4129, Conflict of Interest)

   (NOTE: Pursuant to F.S. 112.313, no support staff member shall solicit or accept anything of value including a gift (see F.S. 112.312), loan, reward, promise of future employment, favor, or service based upon an understanding that the vote, official action, or judgment of the administrator would be influenced thereby.)

6. offer no gratuity, gift, or favor to obtain special advantages; (see also Policy 4129, Conflict of Interest)

C. Obligation to the profession of education requires that the District support staff member shall:

1. maintain honesty in all dealings;

2. not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization;

3. not interfere with a colleague's exercise of political or civil rights and responsibilities;

4. not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable efforts to assure that each individual is protected from such harassment or discrimination;

5. not make malicious or intentionally false statements about a colleague;

6. not use coercive means or promise special treatment to influence professional judgments of colleagues;

7. not misrepresent one's own professional qualifications;

8. not submit fraudulent information on any document in connection with professional activities;

9. not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position;

10. self-report within forty-eight (48) hours to appropriate authorities (as determined by the District) any investigations involving the Department of Children and Families and any arrests/charges involving a criminal offense other than a minor traffic violation;

    Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, District support staff members shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of F.S. 943.0585(4)(c) and 943.059(4)(c).

11. report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795(1);

12. seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795(1).

No support staff member shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature that is in substantial conflict with the proper discharge of his/her duties in the public interest. (see also Policy 4129, Conflict of Interest)

All District support staff members shall adhere to the principles enumerated above.

All support staff members shall be required to complete training on the standards established herein upon employment and annually thereafter.

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1213 - STUDENT SUPERVISION AND WELFARE

Each administrator shall maintain a standard of care for the supervision, control, and protection of students commensurate with their assigned duties and responsibilities which include, but are not limited to, the following:

A. An administrator shall report immediately any accidents or safety hazards about which s/he is informed or detects to his/her supervisor as well as to other authorities or District staff members as may be required by established policies and procedures.

B. An administrator shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, to their supervisor and any applicable local public safety agencies and/or school officials in accordance with Policy 8406 - *Reports of Suspicious and Potential Threats to Schools*.

C. An administrator shall require staff under his/her supervision to provide proper instruction in safety matters as presented in assigned course guides.

D. An administrator shall not send students on any nonschool-related errands.

E. An administrator shall encourage a student to discuss issues relating to the student's well-being with the student's parent, or shall facilitate the student's discussion of the issue with the parent.

F. An administrator shall notify the parent of a student if there is a change in the student's services or monitoring related to the student's mental, emotional, or physical health or well-being and in the school's ability to provide a safe and supportive learning environment for the student. Notice shall be made as soon as reasonably possible. The administrator shall make a good faith effort to speak with the parent either in person or by telephone, with follow-up written notice by e-mail or U.S. mail.

Exception - Withholding of Information

An administrator is permitted to withhold information about a student's mental, emotional, or physical health or well-being from the parent is a reasonably prudent person would believe that the disclosure would result in abuse, abandonment, or neglect, as those are defined in F.S. 39.01. When information is withheld from a parent on this basis, the specific circumstances should be documented in the student's record (F.S. 1001.42(8)(c)2.)

Regardless of whether an administrator withholds information set forth herein, pursuant of State law, any administrator who knows or has reasonable cause to suspect that a child or student has been abused, abandoned, or neglected by a parent, legal custodian, caregiver, adult, or other person responsible for the child's welfare, is required to report such knowledge or suspicion to the Florida Department of Children and Families via the central abused hotline at 1-800-96-ABUSE (1800-962-2873) or via face, web-based chat, or web-based report.

G. An administrator may not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being.

H. An administrator shall not inappropriately associate with students at any time in a manner which may give the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as drugs, alcohol, or tobacco. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and discipline up to and including termination of employment.

I. An administrator shall not knowingly distribute to a minor any material that is obscene and harmful to minors, as defined in F.S. 847.012, in any format and/or by any manner. An administrator who knowingly distributes any such material to a minor also commits a felony under State law and is subject to disciplinary action up to and including termination.

J. An administrator shall not disclose personally identifiable information about a student to third persons unless specifically authorized by law or the student's parent(s) to do so.

K. An administrator who is transporting a student should not do so unless accompanied by another adult.

L. A student shall not be required to perform work or services that may be detrimental to his/her health.

M. Administrators are discouraged from engaging students in social media and online networking media, including but not limited to such as Facebook, Twitter, Snapchat, Instagram, etc.

N. Administrators are expressly prohibited from posting any video or comment pertaining to any student on social network sites or similar forums, such as YouTube.

Since most information concerning a child in school is confidential under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State, each administrator shall report to the proper legal authorities immediately any sign of suspected child abuse, abandonment, or neglect.

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2111 - PARENT AND FAMILY INVOLVEMENT IN THE SCHOOL PROGRAM

The School Board recognizes and values parents and families as children's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism.

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), defines the term "parent" to include a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare). This definition in consistent with F.S. 1000.21, which defines the term "parent" as "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".

For purposes of this policy, the term "family" is used in order to include a child's primary caregivers, who are not their biological parents, such as foster caregivers, grandparents, and other family members and responsible adults who play a significant role in providing for the well-being of the child.

In cultivating partnerships with families and communities, the Board is committed to the following:

A. **Relationships with Families**

1. cultivating school environments that are welcoming, supportive, and student-centered;
2. providing professional development for school staff that helps build partnerships between families and schools; [2,3]
3. providing family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers; [2,3]
4. providing coordination, technical support, and other support to assist schools in planning and implementing family involvement activities. [3]

B. **Effective Communication**

1. providing information to families to support the proper health, safety, and well-being of their children;
2. providing information to families about school policies, procedures, programs, and activities; [2,3]
3. promoting regular and open communication between school personnel and students' family members;
4. communicating with families in a format and language that is understandable, to the extent practicable; [2,3]
5. providing information that will enable families to encourage and support their child(ren)'s academic progress, especially in the area of reading; [1]
6. providing information that will enable families to encourage and support their child(ren)'s citizenship, especially social skills and respect for others; [1]
7. providing information that will enable families to encourage and support their child(ren)'s realization of high expectations and setting life-long learning goals; [1]
8. providing information and involving families in monitoring student progress; [3]
9. providing families with timely and meaningful information regarding Florida's academic standards, State and local assessments, and pertinent legal provisions; [2,3]
10. preparing families to be involved in meaningful discussions and meetings with school staff. [2,3]

C. **Volunteer Opportunities**

1. providing volunteer opportunities for families to support their children's school activities; [1,3]

2. supporting other needs, such as transportation and child care, to enable families to participate in school-sponsored family involvement events. [3]

D. **Learning at Home**

1. offering training and resources to help families learn strategies and skills to support at-home learning and success in school; [1,2,3]

2. working with families to establish learning goals and help their children accomplish these goals; [1]

3. helping families to provide a school and home environment that encourages learning and extends learning at home. [1,2]

E. **Involving Families in Decision Making and Advocacy**

1. involving families as partners in the process of school review and continuous improvement planning; [3]

2. involving families in the development of its District-wide parent involvement policy and plan, and distributing the policy and plan to families. [2,3]

F. **Collaborating with the Community**

1. building constructive partnerships and connecting families with community-based programs and other community resources; [2,3]

2. coordinating and integrating family involvement programs and activities with District initiatives and community-based programs that encourage and support families' participation in their children's education, growth, and development. [2,3]

Implementation

The Superintendent will provide for a comprehensive plan to engage parents, families, and community members in a partnership in support of each student's academic achievement, the District's continuous improvement, and individual school improvement plans. The plan will provide for annual evaluation, with the involvement of parents and families, of the plan's effectiveness and identification of barriers to participation by parents and families. Evaluation findings will be used in the annual review of the Parent and Family Involvement policy and to improve the effectiveness of the District plan.

Pursuant to State law, the Superintendent shall develop and annually disseminate a parent guide to successful student achievement, consistent with the guidelines of FLDOE, which address what parents need to know about their child's educational progress and how parents can help their child(ren) achieve in school.

[1]Indicates Florida Statutory Requirements
[2]Indicates IDEA 2004 Section 650 & 644 parent involvement requirements
[3]Indicates Title I ~~Section 1118~~ parent involvement requirements in Subpart 1 - Basic Program Requirements

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2271 - **ARTICULATION AND ACCESS TO FLORIDA COLLEGE SYSTEM INSTITUTIONS**

Postsecondary Enrollment Programs

The School Board recognizes the value to students and to the District for students to participate in programs offered by accredited colleges and universities. The Superintendent will annually develop/revise articulation agreements jointly with postsecondary institutions to provide a comprehensive articulated acceleration program including, but not limited to, dual enrollment and early admission programs.

~~The Board will approve participation by high school students~~ Students in grades ~~11 and 12~~6 through 12 ~~who meet the State Board of Education's criteria, to~~ who meet eligibility criteria established under Florida law and by the State Board of Education may enroll in approved postsecondary programs while in attendance in the District. Secondary students participating in Career and Career Certificate Dual Enrollment will have the opportunity to earn industry certification. All Career Dual Enrollment courses under the Career Dual Enrollment Articulation Agreement will be weighted equally as Advanced Placement (AP) courses and will count towards high school graduation. (F.S. 1007.271(21)(c))

No minor student may participate without the written consent of their parent(s) and /or legal guardian(s). ~~parents and both the high school principal and postsecondary principal~~.

Annually, all secondary school students and their parents shall be informed of the options available to ~~the~~ students for all dual enrollment programs (as an educational option and mechanism for acceleration) and eligibility requirements.

~~The postsecondary education institution will assign~~Postsecondary institutions are responsible for assigning a letter grade for ~~the~~ each student's work in ~~the~~their enrolled course~~, and the~~ The District ~~will be~~is responsible for posting dual enrollment course grades as assigned by the postsecondary institution to ~~the~~ high school transcripts. The Superintendent shall also establish procedures for the proper entry on a student's transcript and other records of his/her participation in a postsecondary program.

The District may~~shall~~ deny high school credit for any portion of postsecondary courses which are taken during the period of a student's expulsion. Any District student who is expelled is not eligible for enrollment or continuation in postsecondary courses during the period of expulsion except as determined by mutual agreement between the District and the college or university. A student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.

~~Collegiate High School~~ Early College Program

The Board, in conjunction with Florida College System institutions, shall establish one (1) or more ~~collegiate~~ early college structured high school accelerated programs. When creating ~~a collegiate high school~~an early college program, the Board shall execute a contract with a local Florida College System institution that contains all the requirements set forth in F.S. 1007.273. The program shall be established a mutually agreeable location. Each contract must be executed by January 1st of each school year for implementation during the next school year.

The Board may execute a contract to establish ~~a collegiate high school~~an early college program with a State university or an institution that is eligible to participate in the William L. Boyd, IV, Florida Resident Access Grant Program, that is a nonprofit independent college or university located and chartered in this State, and that is accredited ~~by the Commission on Colleges of the Southern Association of Colleges and Schools~~an accrediting agency approved by the State Board of Education to grant baccalaureate degrees. Such university or institution must meet the requirements specified under F.S. 1007.273.

~~Collegiate high school programs in the District shall provide an option for participating public school students in grades 11 or 12 for at least one (1) full year to earn Career and Professional Education (CAPE) industry certifications pursuant to F.S. 1008.44 and to successfully complete thirty (30) credit hours through the dual enrollment program under F.S. 1007.271 toward the first year of college for an associate degree or baccalaureate degree while enrolled in the program.~~

Students participating in ~~a collegiate high school~~an early college program must enter into a student performance contract which must be signed by the student, the parent, and a representative of the District and the applicable Florida College System institution, State university, or other institution participating pursuant to State law. The performance contract shall include the schedule of courses, by semester, and industry certifications to be taken by the student, student attendance requirements, and course grade requirements.

Potential Benefits, Risks, and Consequences of Participation in Postsecondary Programs

The potential benefits of participating in postsecondary programs include the following:

A. expanded curriculum offerings;

B. opportunities to study in more depth those areas of special interest or need;

C. opportunities to earn college credits while still in high school;

D. opportunities for financial support for taking college courses while still in high school; and,

E. opportunities to experience college-level work and life prior to making final decisions about whether and/or where to attend college.

The potential risks of participation in postsecondary programs include the following:

A. increased student responsibility for learning because of less instructional guidance;

B. reduced opportunities to participate in high school co-curricular and extra-curricular activities;

C. increased financial obligations for tuition, books, materials, and fees, if college credit only is sought;

D. potential loss of after-school employment opportunities;

E. possible effect on grade point average and class standing;

F. possible delay of graduation;

G. increased time for travel, study, etc.; and,

H. exposure to mature subject matter and materials, including those of a graphic, explicit, violent, or sexual nature that will not be modified because of the student's participation.

Career Pathways Agreements Between Career Centers and Florida College System Institutions

Any career center operated by the Board with a service area that overlaps with another career center operated by a Florida college system institution will enter into a career pathways agreement. The career pathways agreement will:

A. outline certificate program completion requirements and any licenses or industry certifications that must be earned before enrolling in an associate degree program;

B. specify that articulated college credit will be awarded in accordance with the agreement upon initial enrollment in the associate degree program;

C. guarantee college credit toward an aligned associate degree program for students who graduate from a career center with a career or technical certificate and meet specified requirements in accordance with the terms of the agreement;

D. specify that regional agreements may not award less credit than the amount guaranteed through existing statewide articulation agreements.

On or before May 1st of each year, the Board will submit its career pathways agreements to the FLDOE.

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The School Board respects the privacy rights of parents and their children. No student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult or an emancipated minor) or, if an unemancipated minor, his/her parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

A. political affiliations or beliefs of the student or his/her parents;

B. mental or psychological problems of the student or his/her family;

C. sex behavior or attitudes;

D. illegal, anti-social, self-incriminating, or demeaning behavior;

E. critical appraisals of other individuals with whom respondents have close family relationships;

F. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;

G. religious practices, affiliations, or beliefs of the student or his/her parents; or

H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

The Superintendent shall establish procedures whereby parents may inspect any materials used in conjunction with any such survey, analysis, or evaluation.

Further, parents have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

Before administering a student well-being questionnaire or health screening form to a student in kindergarten through grade 3, the District will provide the questionnaire or form to the parent and obtain the permission of the parent.

Restricted student information shall routinely be redacted from any survey prior to public release.

Additionally, parents have the right to inspect, upon request, any instructional material used as part of the educational curriculum of the student or used in a research or experimentation program in which the student is engaged. The parent will have access to the instructional material within a reasonable period of time after the request is received by the building principal. The term instructional material means instructional content that is provided to a student, regardless of its format, including printed and representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or assessments.

The Board will not allow the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

The Superintendent is directed to provide notice directly to parents of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the Superintendent is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the administration of any survey by a third party that contains one or more of the items described in A through H above are scheduled or expected to be scheduled.

Parents have the right to inspect, upon request, any instrument used in the collection of personal information before the instrument is administered or distributed to the student. The parent will have access to the instrument within a reasonable period of time after the request is received by the building principal.

The term "personal information" means individually identifiable information including: a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; and a Social Security identification number.

This section does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following: (1) college or other postsecondary education recruitment, or military recruitment; (2) book clubs, magazines, and programs providing access to low-cost

literary products; (3) curricular and instructional materials used by elementary and secondary schools; (4) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments; (5) the sale by students of products or services to raise funds for school-related or education-related activities; and (6) student recognition programs.

For purposes of this policy, the term "parent" includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).

The Florida State Board of Education amended Rule 6A-1.0955 F.A.C. and it became effective November 22, 2022. The purpose of these amendments is to protect student privacy when students are required to use online educational services or when school districts or charter schools contract with third-party vendors or service providers. The rule requires school districts to adopt procedures to review any online educational service that students or their parents are required to use as part of a school activity whether or not there is a written agreement governing students use, and whether or not the online educational service is free.

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Legal

F.S. 1002.22

20 U.S.C. 1232g

20 U.S.C. 1232h

34 C.F.R. Part 98

2520 - SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS

The School Board adopts courses of study pursuant to State law. When adopting courses of study, State law also requires the Board to adopt and provide adequate instructional materials to students enrolled in the District.

"Adequate instructional materials" means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hard-backed or soft-backed textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serves as the basis for instruction for each student in the core courses of mathematics, language arts, social studies, science, reading, and literature.

Furthermore, Federal law requires the Board to provide accessible instructional materials as specified in a student's Individualized Education Program (IEP). Such accessible instructional materials may be of a type or in a format as specified in the definition of adequate instructional materials in this policy.

As required by State law, instructional materials adopted and used in the District shall be consistent with the goals and objectives in the District's adopted course of study and with the course descriptions established by State Board rule. The Board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school library, or included on a reading list. Upon written request, an individual will be provided access to material or books specified in the written request that are maintained in a District library if such material or books are available for review. The school principal shall arrange for a convenient time to provide such access.

The Superintendent shall develop administrative procedures that set forth a process to involve staff in the review and evaluation of instructional materials. The staff involved in this process shall recommend to the Superintendent for submission to the Board for adoption the instructional materials that address the goals and objectives for adopted courses of study and the course descriptions established by State Board rule. The instructional materials shall be from the State-adopted instructional materials list if there has been a State adoption or from publishers and other resources if there has not been a State adoption. A meeting of a committee for the purpose of ranking, eliminating, or selecting **instructional core materials** (as defined in F.S. 1003.42) for recommendation to the Board must be noticed and open to the public in accordance with F.S. 286.011. A committee convened for such purposes must include parents of District students.

The Superintendent's procedures shall also prescribe the process for the acquisition, management, use, accountability, and reporting requirements of all instructional materials.

Adoption of Instructional Materials

Prior to submitting a recommendation to the Board regarding the recommended instructional materials, those materials will be accessible for review online for at least twenty (20) calendar days prior to the open publicly noticed meeting at which a public hearing will be held so that the Board can receive comment, if any, about the instructional material under consideration for adoption. The Superintendent shall establish reasonable safeguards against the unauthorized use, reproduction, and distribution of the instructional material under consideration.

Following the public hearing, the Board may act upon the Superintendent's recommendation to adopt the instructional materials. The Board will select, approve, and adopt all **instructional core materials** as a separate line item on the regular (non-consent) agenda and will provide a reasonable opportunity for public comment.

At an open publicly noticed meeting following the meeting at which the instructional material is adopted, the Board shall consider a recommendation to approve an annual instructional materials plan that identifies any instructional materials to be purchased pursuant to the instructional materials review process described herein.

The Superintendent shall maintain a list of all adopted instructional materials.

Publication on Website

The Board will publish on its website, in a searchable format, a list of all instructional core materials, including those used to provide required instruction under Florida law.

Purchase of Instructional Materials

Following adoption by the Board, requisitions shall be issued to purchase current instructional materials from the State-adopted instructional materials list so that each student in kindergarten through grade 12 will have a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature. Any materials purchased shall be free of pornography and material prohibited under F.S. 847.012, suited to student needs and their ability to comprehend the material presented, and appropriate for the grade level and age group for which the materials are used or made available. **The Board will purchase all instructional core materials as a separate line item on the regular (non- consent) agenda and will provide a reasonable opportunity for public comment.**

Requisitions shall also be issued to purchase instructional materials that will be the major tool of instruction for subjects in the State Course Code Directory for which the Board has adopted courses of study, but for which there are no materials on the State-adopted instructional materials list.

The Superintendent shall approve these purchases.

In any year in which the total instructional materials allocation for District has not been expended or obligated prior to June 30th, the unobligated amount shall be carried forward and added to the next year's allocation.

The District shall maintain on its website a current list of instructional materials, by grade level, purchased by the District.

Presentations to Students

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

Achieving Desired Results from Instructional Materials

To achieve the desired results, the instructional materials must conform to the following:

A. be used as designed, including the recommended protocols of the time required;

B. support the current Florida State standards and District curriculum;

C. be culturally relevant;

D. be used in such a way that appropriate instructional practices meet the needs of all students, included ESE (Exceptional Student Education), ELL (English Language Learners), and gifted;

E. be the most current materials whether adopted, non-adopted, or ancillary;

F. contribute to achieving the District's mission and strategic objectives;

G. be included as part of teachers' lesson plans.

Criteria for Evaluation of Instructional Materials

As an inherent condition of employment, all instructional personnel must ensure that any materials used with student meet the criteria as follows:

A. support or contribute to achieving the School District's mission, core values, and strategic objectives;

B. provide an accurate portrayal of ethic, socioeconomic, cultural, and racial diversity in our society;

C. are accurate, objective, current, age-appropriate, and suited to the academic needs, reading levels, and comprehension levels of students, including ESE, ELL, and gifted;

D. meet the State and District standards;

E. are free of pornography or materials that are otherwise prohibited by Florida statute.

Use of Electronic Media

A. Instructional staff are required to be knowledgeable of the current School District's procedures regarding the Motion Picture Association of America (MPAA) Rating System for DVDs and other commercially produced non-print electronic media.

B. The MPAA Rating System is defined as follows:

1. G – Movie suitable for all ages

2. PG – Parental guidance suggested – Contains mature themes, may not be suitable for young children.

3. PG 13 – Parents strongly cautioned – Contains mature themes, may not be suitable for children under thirteen (13) years old.

4. R – Restricted – Contains mature themes (usually sex, violence, or profanity). Children under seventeen (17) not admitted without an adult.

5. NC17 – No children under seventeen (17) admitted.

C. Instructional staff must adhere to rules for using DVDs and other commercially produced electronic medial in the District. The use of electronic media must be relevant to the District curriculum and reflected in the lesson plan.

1. If films having a rating other than G are to be used at the elementary school level, the principal must approve the use and parental permission forms signed by the parent or legal guardian must be on file for each electronic medial title prior to its showing. Teachers will offer parents an opportunity to preview the materials.

2. If films having a rating other than G or PG are to be used at the middle school level, the principal must approve the use and parental permission forms signed by the parent or legal guardian must be on file for each electronic media title prior to its showing. Teachers will offer parents an opportunity to preview the materials.

3. If films having a rating other than G, PG, or PG-13 are to be used at a high school level, the principal must approve the use and parental permission forms signed by the parent or legal guardian must be on file for each electronic media title prior to its showing. Teachers will offer parents an opportunity to preview the materials.

Inventory of Adopted and District-Wide Instructional Materials

A. An annual inventory of all State adopted and District approved instructional materials and related teacher support materials for those items (not including consumables) shall be completed by each school site. This inventory includes materials purchased for use in place of State adopted
items. The annual instructional materials inventory shall be completed through the District's approved software program for textbook inventory.

B. Each school shall complete and submit reports showing "0" quantity of unaccounted titles along with a list of lost/unaccounted materials to the District Instructional Materials Office to substantiate that the school's instructional materials inventory is complete. Items marked as "unaccounted for" shall remain marked as such in the inventory record for the duration of the adoption for the subject.

Accountability

A. Each District school is accountable to the Board for the replacement or reimbursement of all lost State adopted and District recommended instructional materials.

B. If a student fails to pay for lost or damaged instructional materials either through monetary payment or community service, the principal may suspend the student from participating in extra- curricular activities until the obligation is satisfied.

C. All instructional materials purchased with District or school funds remain the property of the School District and must be retained at the site. Teachers to whom materials are checked out must return these materials before transferring to another school or leaving the District. Teachers will be required to pay for lost or damaged materials. If they do not make adequate restitution, they will be subject to disciplinary action. Materials lost by students or teachers will be replaced by the purchase of a duplicate copy in good condition for the first two (2) years after being marked lost or until the end of the adoption whichever comes first or payment of 100% of the original cost. This obligation shall remain open and active until satisfied.

D. Each school principal shall provide information regarding responsibility about and the value of loaned instructional materials to parents, students, and teachers. The District's "Code of Student Conduct" will include reference to the student's responsibility for lost books. The school will ensure that the school's teacher handbook includes reference to the teacher's responsibility regarding instructional materials loaned to them for use.

E. The following Florida statute should be included in both student and teacher handbooks. Responsibility of students and parents for instructional materials are as follows:

1. All instructional materials purchased under the provisions of this part are the property of the District. When distributed to the students, these instructional materials are on loan to the students while they are pursuing their courses of study and are to be returned at the direction of the school principal or the teacher in charge. Each parent of a student to whom or for whom instructional materials have been issued, is liable for any loss or destruction of, or unnecessary damage to, the instructional materials or for failure of the student to return the instructional materials when directed by the school principal or the teacher in charge and shall pay for such loss, destruction, or unnecessary damage as provided by law.

2. Nothing in this part shall be construed to prohibit parents from exercising their right to purchase instructional materials from the School District.

Sale of Instructional Materials

A. The Board does not keep an inventory of instructional materials used in the District's schools for loan or sale to community members.

B. Those wishing to purchase copies of the textbooks used by the students in the School District should contact the Board Instructional Materials Office where assistance in procuring the appropriate materials will be provided.

Obsolete, Unserviceable or Surplus Instructional Materials

A. Instructional materials may become obsolete, unserviceable, or surplus as follows:

1. when they are replaced by newly adopted materials;

2. when the condition of the materials makes them unwanted.

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

B. District or schools may sell their unwanted instructional materials that are out of adoption to used book dealers, recycling plants, pulp mills, or other persons, firms, or corporations upon such terms as most economically advantageous to the School District.

Replacement and Purchase of Instructional Materials by Students/Parents

Students shall be held responsible for the cost of replacing any instructional materials lost, destroyed, or unnecessarily damaged. Failure to provide payment for the damage or loss may result in the suspension of the student from participation in extra-curricular activities, or the debt may be satisfied by the student performing community service activities at the school site as determined by the school principal.

A student or their parent(s) may purchase a copy of the designated course instructional materials, regardless of format, for the District's purchase price, including shipping, plus ten percent (10%).

Cost of materials may be charged for materials used in those activities beyond the basic curriculum in which a student elects to participate, particularly in activities where the product becomes the property of the student.

Process for Parents and Residents to Contest Adoption of Instructional Materials

The following individuals may file an objection to the adoption of a specific instructional material:

A. parents of students in the District; and

B. residents of the county.

For purposes of this policy, "resident" means a resident of the county who has maintained his/her residence in Florida for the preceding year, has purchased a home that is occupied by him/her as his/her residence, or has established a domicile in Florida pursuant to F.S. 222.17.

Filing a Petition

A parent or resident must file a petition with the Board within thirty (30) calendar days after the Board's adoption of specific instructional material on a form provided by the Board. The petition form shall be publicly available by visiting any school in person or by accessing the link on the Board's website. The petition must be signed by the parent or resident, include the required contact information, and state the objection to the instructional material based on the criteria set forth in F.S. 1006.31(2) or 1006.40(3)(d).

Timeframe for Hearing

When the thirty (30) calendar day period following Board adoption of the instructional material in question has expired, the Board will conduct at least one (1) open public hearing before an unbiased and qualified hearing officer for all timely petitions received.

Hearing Officers

Hearing officers are not employees or agents of the District with the exception of any agreement entered into for purposes of conducting the hearings set forth herein. Hearing officers shall be selected annually by the Board from a list of candidates provided by the Superintendent.

Procedures for Hearings

Petitioners will have an adequate and fair opportunity to be heard and present evidence to the hearing officer. Hearings shall be conducted as follows:

A. The petitioner may make an opening statement.

B. The District's representative may make an opening statement.

C. The petitioner may present evidence (including documents and testimony from witnesses) that instructional material does not meet the criteria of F.S. 1006.31(2) or 1006.40(3)(d) if it was selected for use in a course or otherwise made available to students in the School District but was not subject to the public notice, review, comment, and hearing procedures under F.S. 1006.283(2)(b)8., 9., and 11.

D. The District representative may present evidence (including documents and testimony from witnesses) that the instructional material does meet the criteria of F.S. 1006.31(2) or 1006.40(3)(d) if it was selected for use in a course or otherwise made available to students in the School District but was not subject to the public notice, review, comment, and hearing procedures under F.S. 1006.283(2)(b)8., 9., and 11.

E. The petitioner may make a closing statement.

F. The District representative may make a closing statement.

Within fourteen (14) days of the date of the hearing, the hearing officer shall submit a recommended order to the Board. The Board shall consider the recommended order and enter a final order at a publicly noticed Board meeting. If the petitioner proves that instructional material does not meet the criteria required under F.S. 1006.28, or contains prohibited material under that statute, it shall be removed in accordance with Florida law. The Board's decision is final and not subject to further petition or review.

Hearings under this policy are not subject to the provisions of F.S. Chapter 120.

Parent and Resident Objections to Instructional Material Used in Classrooms, Made Available in a School Library, or Included on a Reading List

Parents and residents of the county may object to the use of a specific instructional material in the classroom, made available in a school library, or included on a reading list based on the criteria set forth in F.S. 1006.28(2)(a)2. or F.S. 1014.05(1)(c).

For purposes of this policy, "resident" means a resident of the county who has maintained their residence in Florida for the preceding year, has purchased a home that is occupied them as their residence, or has established a domicile in Florida pursuant to F.S. 222.17.
Parents and residents of the county should make any such objection in writing to the principal identifying the specific instructional material and stating the basis for the objection.

The principal will review the objection and may meet with the teacher or objector, or both, in an attempt to resolve the objection, which may include using an alternative instructional material. If the objection is not resolved to the objector's satisfaction, the principal shall refer the matter to the appropriate District-level curriculum supervisor.

The District-level curriculum supervisor will meet with the objector and attempt to resolve the objection. If the objection is still not resolved to the objector's satisfaction, the matter will be referred for a hearing, using the hearing procedures set forth in Policy 2520.

If the Board finds that the instructional material does not meet the criteria under F.S. 1006.28(2)(a)2.a. or that any other material contains prohibited content under F.S. 1006.28(2)(a)2.b., the district will discontinue use of the material for any grade level or age group for which such use is inappropriate or unsuitable. The decision of the Board shall be final.

Free School-Related Instructional Materials

Free instructional materials may be accepted for classroom and school purposes under conditions that meet all the following criteria:

A. The initiative for securing the materials should be of the type that teachers seek rather than materials forwarded to them to promote the interests of an outside agency.

B. The materials should fill a legitimate purpose of the school curriculum.

C. The advertising feature of the materials should be minimized.

D. Educational films should contain a minimum amount of commercial advertising.

Equipment or Instructional Materials Vendors

The principal may permit vendors to demonstrate and show only that equipment and instructional materials which can be used to improve the instructional program and which are under consideration for purchase by the school.

New Worlds Reading Initiative

The New Worlds Reading Initiative, created by the Florida Department of Education, provides high-quality, free books directly to K-5 students who are reading below grade level and to improve the literacy skills of students in K-12~~score below a level 3 in the preceding year's statewide English Language Arts Assessment (ELA), or having a substantial reading deficiency~~. The District ~~school district~~ must notify parents of eligible students upon enrollment and at the beginning of each school year options for specific book topics or genres in order to maximize student interest in reading~~in writing and provide them with the application form, which must allow for the selection of specific book topics or genres for the student~~. The dDistrict must coordinate monthly book deliveries with the program administrator beginning no later than October and continuing through at least June. ~~However, for the 2021-2022 school year only, delivery may begin no later than December 31, 2021.~~ The dDistrict must participate in the initiative by partnering with local nonprofit organizations and raising awareness by using marketing materials provided by the program administrator. A student's eligibility for the initiative continues until promotion to grade 6 or until the parent opts out of the initiative.

The District shall coordinate with each charter school it sponsors for the purposes of identifying eligible students, notifying parents, coordinating book deliveries, providing the opportunity to annually select book topics and genres, and raising awareness of the initiative.

School Library Media Centers and Reading Lists

Effective July 1, 2022, each book newly made available to students through a school library media center or included in a recommended or assigned school or grade level reading list must be selected and approved by a District employee who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated or otherwise made available to students.

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1/25/22
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3120 - **EMPLOYMENT OF INSTRUCTIONAL STAFF**

The School Board recognizes that it is vital to the successful operation of the District that positions created by the Board be filled with certified and competent personnel.

For purposes of this policy, instructional staff is defined as written in F.S. 1012.01.

The Superintendent shall also conduct employment history checks of all candidates for instructional staff positions. The employment history check shall include, but not be limited to, contacting any previous employer, reviewing each affidavit of separation from previous employers pursuant to FS 1012.31, and screening the candidate through the use of the screening tools described in State law. If contact with (a) previous employer(s) cannot be made, the Superintendent shall document the efforts made to do so.

Any instructional staff member's misstatement of fact material to qualification for employment or the determination of salary shall be considered to constitute grounds for dismissal.

A candidate shall be disqualified from employment in any position that requires direct contact with students if the candidate is ineligible for such employment under F.S. 1012.315, or if the candidate has been terminated or resigned in lieu of termination for sexual misconduct with a student.

A person is ineligible for educator certification or employment in any position that requires direct contact with students if the person is on the disqualification list maintained by the department pursuant to F.S. 1001.10(4)(b), is registered as a sex offender as described in 42 U.S.C. 9858f(c)(1)(C), would be ineligible for an exemption under F.S. 435.07(4)(c), or has been convicted or found guilty of, has had adjudication withheld for, or has pled guilty or nolo contendere to any of the felony offenses listed in F.S. 1012.315.

The Board shall approve employment, upon recommendation of the Superintendent.

Upon Board approval of employment, each instructional staff member shall execute a written contract as required by State law and Policy 3128 - Contracts: Instructional Personnel.

INSTRUCTIONAL PERSONNEL

Qualifications of instructional personnel shall be as required by law and Florida Administrative Code. To be eligible for appointment in any position in the District, a person must be of good moral character; must have attained the age of eighteen (18) years; and must, when required by law, hold a certificate or license issued under rules of the state Board of Education or the Department of Children and Family Services, except when employed pursuant to F.S. 1012.55 or under the emergency provisions of F.S. 1012.24. Previous residence in this State shall not be required in any school of the state as a prerequisite for any person holding a valid Florida certificate or license to serve in an instructional capacity.

Any employee who does not achieve a passing score on any subtest of the general knowledge examination will be provided information regarding the availability of State-level and District-level supports and instruction to assist him/her in achieving a passing score. Such information will include, but is not limited to, State-level test information guides, School District preparation resources, and preparation courses offered by State universities and Florida college system institutions.

CERTIFICATION

A. State Certification

For purposes of this policy, "primary instructor" refers to any instructional employee of a Florida public school district who provides direct support in the learning process by planning, delivering, and evaluating instruction, including through virtual or blended environments, for all students during the entire class period.

Teachers who teach in classes for which FEFP funds are earned shall be certified teachers as defined in F.S. 1012.56 and the Florida State Board of Education Administrative Rule, F.A.C. 6A-1.0503 and 6A-1.0502.

B. In-Field

To be considered "in-field", a primary instructor must meet one of the following qualifications:

1. the teacher is assigned to a course covering subject matter for which the teacher holds a certificate per F.S. 1012.55; or

2. demonstrates sufficient subject matter expertise as determined by F.A.C. 6A-1.0503 (2ah).

F.S. 1012.42

C. District Certification

Nondegreed Vocational Certificate: It is the intent of the Board that nondegreed vocational instructional personnel possess the credentials, knowledge, and/or expertise necessary to provide quality education in the School District. The purpose of District certification is to provide evidence of instructional qualifications in order to protect the interest of students, parents, and the public. The requirements for District certification may be found in the Board Nondegreed Vocational Employment and Certification Procedures.

D. Adjunct Teaching Certificate:

The District may issue an adjunct teaching certificate to an instructional applicant who meets the requirements of s. 1012.56 (2) (a)-(f) and (10) and who has expertise in the subject area to be taught as evidenced by passing a subject area test.

Each adjunct teaching certificate is valid through the term of the annual contact between the educator and the District. An additional annual certification and an additional contract may be awarded by the District at the District's discretion but only if the applicant is rated effective or highly effective during each year of teaching under the adjunct teaching certificate.

The District ~~may~~shall issue an adjunct teaching certificate to any applicant who fulfills the requirements of State law and who has subject-area expertise in the subject to be taught. An applicant will be considered to have expertise in the subject matter to be taught if the applicant demonstrates sufficient subset-area mastery through passage of a subject - area test. An adjunct teaching certificate may be for a part-time or full-time teaching position; however, an adjunct teaching certificate issued for a full-time teaching position is valid for no more than three (3) years and is nonrenewable.

The District will post requirements on its website for the issuance of an adjunct teaching certificate, including the subject area test through which an applicant demonstrates subject area mastery, and shall annually report to the FLDOE the number of adjunct teaching certificates issued for part-time and full-time teaching positions pursuant to this provision.

The Board may revoke a District certificate for cause. The application fee for the District Vocational Certificate and the Adjunct Teaching Certificate shall be the same as a State-issued Educator's Certificate.

CERTIFICATED PERSONNEL

Any person employed in a position requiring certification shall possess a valid certificate issued pursuant to Florida law or issued by the Board and shall file said certificate with the Superintendent.

ALTERNATIVE CERTIFICATION

The alternative certification program is a competency-based program designed to expand the pool of educators to include non-education majors committed to making a positive impact on student achievement. The procedures for this program may be found in the District Alternative Certification Program.

LICENSED PERSONNEL

Speech pathologists, occupational therapists, physical therapists, and audiologists will receive contracts, salary, and benefits. To be eligible for employment these individuals must hold a license to practice in the State of Florida.

ADDITIONAL REQUIREMENTS FOR CORE AREA TEACHERS

All core area teachers employed by the District shall be certified in field. Core area teachers are defined in State and Federal law to include English, reading or language arts, mathematics, science, foreign languages, civic and government, economics, arts, history, and geography. This also includes Exceptional Student Education teachers who teach core area subjects.

Pursuant to Federal law, the specific requirements to attain in-field certification are established by the Florida Department of Education and are set forth in AP 3120.

The District must have a plan and show annual progress towards meeting these teacher qualification requirements.

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Revised 12/13/22

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6480 - **EXPENDITURES**

Expenditures from District and all other funds available for the public school program shall be authorized by law and procedures prescribed by the School Board. The Board may permit expenditures to exceed the amount budgeted by function and object, provided the expenditure complies with F.S. 1011.09(4). Such an expenditure may be approved so long as the Board amends the budget and provides a full explanation of any amendments at the next scheduled Board meeting.

Furthermore, pursuant to State law, the District, or any person acting on behalf of the District, may not expend public funds (that is, any funds under the jurisdiction or control of the District) for a political advertisement or any other communication sent to electors concerning an issue, referendum, or amendment, including State questions, that is subject to a vote of the electors.

This statutory prohibition applies to a communication initiated by the District, irrespective of whether the communication is limited to factual information or advocates for the passage or defeat of an issue, referendum, or amendment.

However, F.S. 106.113(2) permits the District, and any person acting on behalf of the District, to:

a. report on official actions of the Board/District in an accurate, fair, and impartial manner;

b. post factual information on the District's website or in printed materials;

c. host and provide information at a public forum;

d. provide factual information in response to an inquiry; and,

e. provide information as otherwise authorized or required by law.

Accounts Payable

The payment of purchase orders, contracts, invoices, and utilities shall be made in accordance with the approved budget and pursuant to State statutes.

Payroll

1. No payment shall be made except to properly authorized and approved personnel and shall begin at the time employment is authorized.

2. Payments shall be based upon a Board-adopted salary schedule for each position.

3. Employees shall be paid in accordance to their work calendar and the payroll schedule.

4. Salary adjustments shall be paid on a subsequent payroll period.

5. Principals and department heads shall be responsible for submitting accurate payroll records in accordance with established time schedules and procedures.

6. Employees shall be paid by direct deposit.

Overtime Payment
Authorization to work overtime must be by prior approval of the department head or principal.

If any financial conditions exist as set forth in Policy 6233, the Board will not make expenditures for travel outside of the District or for cellular phones, cellular phone service, personal digital assistants, or any other mobile wireless communication device or service, including text messaging, whether through purchasing, leasing, contracting, or any other method, while the financial conditions exist.

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8320 - **RECORDS MANAGEMENT**

The Superintendent is the officer charged by law with the responsibility of maintaining the office having public records and is the custodian thereof.

The ~~Bureau of Archives and Records Management~~Division of Library and Information Services

The ~~Bureau of Archives and Records Management~~Dicision of Library and Information Services in the Department of State (Division) establishes standards for controlling, retaining, destroying, and preserving public records. The Superintendent must adhere to these standards.

Records Management Responsibilities

The Superintendent has the responsibility to comply with State statutes, and designate a Records Management Liaison Officer (RMLO) for the District. The Records Management Liaison Officer functions as the primary point of contact between the District and the ~~Bureau of Archives and Records Management~~Division.

Records Retention Schedule

~~Each School District is required by law to submit a request for records retention to the Bureau of Archives and Records Management for all record series being used by the District~~The Superintendent will comply with applicable general records schedule(s) established by the Division. For any record series that is not covered by a general records schedule, the Superintendent will request from the Division a records retention schedule. Each records retention ~~schedule~~ request is analyzed by the ~~Bureau~~ Division to determine the document value and thus establish a period of time for which the documents are to be retained. In addition, the records retention ~~schedule~~ request is reviewed to determine whether the records merit further retention by the State in the Florida State Archives. Once approved by the ~~Bureau~~Division, the records retention schedule becomes the submitting District's official retention schedule for the record. The Records Management Liaison Officer has the responsibility of maintaining existing records retention schedules and submitting new and updated requests to the ~~Bureau~~Division.

Records Disposition/Destruction

The Superintendent shall develop administrative procedures regarding records disposition and destruction.

Report and Form Control Management Systems

The Superintendent shall also establish a reports and forms control management system. The designated Records Management Liaison Officer shall develop and operate the records and forms control management system. The School District's report control management system shall have a procedure for reviewing and disseminating reports to appropriate District staff; and the form control management system shall have a functional and current forms listing.

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8600 - **TRANSPORTATION**

It is the policy of the School Board to provide transportation for those students whose distance from their school makes this service necessary within the limitations established by State law and the regulations of the State of Florida. Such laws and rules shall govern any question not covered by this policy.

Provisions for reciprocal agreements with contiguous school districts for school bus transportation services, inspections, and screening requirements shall be in accordance with Florida statute.

School buses shall be purchased, housed, and maintained by the District for the transportation of resident students between their home areas and the schools of the District to which they are assigned.

Students living more than two (2) miles from their home school will be eligible for District provided bus transportation. Students who attend school out of their home school zone will not be eligible for District provided transportation. Students shall board the bus at the nearest designated stop and will not enter or leave the bus at any other designated stop, except upon approval of the principal or principal's designee.

Students living within two (2) miles of school may be provided District bus transportation under the following conditions:

A. Permanently disabled students, whose Individual Education Plan requires special transportation.

B. Temporarily disabled students upon request and verification of disability and length of time of disability.

C. Elementary students in kindergarten through sixty grade who must walk through an area that meets the State criteria for hazardous walking conditions or area designated by the Board.

D. Elementary students residing within two (2) miles of their school may be provided bus transportation at the discretion of the Superintendent. This transportation will only be provided if seats are available on existing buses serving the school and the student gets to an established bus stop.

Parents of students who become or are determined to be non-eligible for school bus transportation shall be notified.

Bus routes shall be established so that an authorized bus stop is available within reasonable walking distance of the home of every resident student entitled to transportation services. The Superintendent is authorized to make any necessary changes in the approved route.

The Board authorizes the installation and use of video recording devices in the school buses to assist the drivers in providing for the safety and well being of the students while on a bus.

Duties and Responsibilities of the Director of Transportation

A. Counsel with school bus operators regarding safety and efficiency of service to schools and to make recommendations to them for improvement in service.

B. Recommend to the Superintendent the initial or continued employment of bus operators, and other transportation personnel.

C. Instruct school bus operators in procedures to be followed in conducting school bus emergency evacuation drills and confer with each Principal regarding scheduling, conducting, and documenting school bus evacuation drills. These procedures shall include a requirement that all operators of school buses transporting students, teachers, or chaperones on field and activity trips instruct all passengers in the locations and proper use of school bus emergency exits prior to each such trip.

D. Counsel with bus operators regarding operator responsibility and authority, as well as job performance.

The Director of Transportation shall consider the knowledge, skills, and abilities related to student

management techniques, as well as the characteristics of students with disabilities, when selecting or assigning operators and attendants for routes serving ESE students.

Duties and Responsibilities of the Principal

A. Assume responsibility under the direction of the Superintendent for all student disciplinary cases that arise in connection with transportation in accordance with Florida statutes, Florida State Board Rule, and the Student Code of Conduct.

B. Instruct students as a part of their safety program on the rules pertaining to student transportation, walking to and from school, bicycle, and other vehicle operations.

C. Develop at the school a parking policy for the safety of students, visitors, and staff while operating or parking personal vehicles on campus.

D. Conduct, at a minimum, during the first six (6) weeks of each semester, school bus evacuation drills, and maintain documentation for these drills.

E. Develop a plan for the supervision of transported students who arrive early or remain late.

F. Designate places for students to get on and off school buses at the school site, and provide supervision of the loading/unloading zone.

G. Provide instruction for all transported students in safe practices on and off the bus during the first six (6) weeks of the first semester of the school year.

H. Request authority in writing for transportation of students on field trips and activity trips, or other special trips, and to plan such trips in accordance with policies approved by the Board.

Duties and Responsibilities of the Bus Operator

A. Pass all required physical examinations and meet such requirements as may be prescribed by State law, State Board rules, or Board policy.

B. Be clean and neat in appearance, and to refrain from wearing shoes that are not securely held on the foot.

C. Refrain from use of tobacco while operating the bus, as well as the use of profane language in the presence of the students. Operators shall not use or be under the influence of alcohol, illicit drugs, or any substance that may impair the operator's alertness or performance while on duty. Operators shall not carry firearms while on Board property.

D. Prescribe, in cooperation with the Principal, the seating arrangements of students.

E. Report needed changes in school bus transportation to the Director of Transportation including, but not limited to, bus loads, bus deficiencies, road hazards, routes, and schedules.

F. Study and observe all laws, rules of the State Board, and policies of the Board relating to transportation.

G. Attend and participate in conferences and training classes for school bus operators, and be prepared at any time to pass successfully a reasonable examination concerning traffic laws, State and local transportation rules, and driving skills.

H. Require that transported students observe all rules prescribed by law, State Board rule, and the policies of the Board.

I. Maintain order and discipline, under the direction of the Principal, on the part of every passenger.

J. Permit students to leave the bus only at their assigned stop, except upon written authorization of the Principal.

K. Observe all procedures incorporated in the Florida Department of Education Basic School Bus Operator's Curriculum.

L. Instruct transported students in safe riding practices.

M. Require all passengers to remain seated and to keep aisles and exits clear.

N. Participate in emergency evacuation drills at least once each school semester under the direction of the Principal.

O. Use the bus, if it is publicly owned, only to transport students to and from school, except upon specific direction of the Superintendent or the Principal upon written authorization by the Superintendent.

P. Prepare immediately after every accident involving the bus or a school bus passenger an accident report to be filed with the Director of Transportation.

Q. Ascertain and ensure that all persons are off the bus before filling fuel tank.

R. Drive always at a safe speed and never in excess of the legally posted speed limit in business or residential districts, or fifty-five (55) miles per hour outside business or residential districts.

S. Cooperate with duly authorized school officials, mechanics and other personnel in the mechanical maintenance and repair of the bus, and in overcoming hazards that threaten the safety or efficiency of service.

T. Inspect the bus daily prior to the beginning of the first daily trip, and report any defect affecting safety or economy of operation immediately to authorized service personnel. The inspection shall include all items identified in the procedures related to the mandatory daily inspection in the Basic School Bus Operator Curriculum.

U. Keep the bus clean and neat at all times and not affix any stickers or other unauthorized items to the interior or exterior of buses.

V. Prepare reports, keep all records required, and otherwise assist school officials in mapping bus routes, planning schedules and in obtaining information for a continuous study of all phases of transportation service.

W. Wear a seat belt at all times when the bus is in operation.

X. Use roof-mounted white flashing strobe lights, if the bus is so equipped, whenever headlights are required to be used due to reduced visibility conditions pursuant to F.S. 316.217(1)(b), except that insufficient light due only to the time of day or night shall not require use of the strobe light.

Y. Report the following immediately to the Director of Transportation, Principal, or other designated officials:

1. misconduct on the part of any student while on the bus or under the operator's immediate supervision;

2. complaints requiring attention of school authorities;

3. any hazards arising that would offer either an actual or a potential threat to the safety of students in the operator's care;

4. causes for failure to maintain school bus time schedule; and

5. overloaded conditions on the bus that exceed the rated capacity of the bus.

Z. Perform a complete interior inspection of each bus after each run and trip to ensure no students are left on board.

AA. Maintain as far as practicable by patient and considerate treatment of parents a feeling of security in the safety of students transported.

The Superintendent shall require that bus operators, and attendants if used, are instructed as to their responsibilities for students who are transported at public expense as follows:

A. The operator or attendant of a bus transporting students shall remain with the bus so that students aboard will be under supervision at all times, except to call for assistance in case of an emergency or accident involving the students or bus.

B. In cases where a student with physical disabilities is unable to leave the area of a student stop without assistance, the school bus operator shall not assume responsibility for such assistance except in an emergency that threatens the safety of such student or students.

C. The operator and attendant (if used) shall be provided certified cardiopulmonary resuscitation (CPR) and first aid training ~~related to~~along with other required pre-service training prior to transporting students, and shall receive CPR and first aid refresher in-service training at least biennially; however, the operator and attendant (if used) shall not give medicine and shall limit ~~his/her~~their assistance to that which may normally be expected of a reasonable, prudent person or as specified in the student's Individual Educational Plan or Individualized Seizure Action Plan.

D. School bus operators and attendants (if used) shall receive information regarding each affected student's Individualized Seizure action Plan and appropriate training regarding how to provide recommended care if the student shows symptoms of the epilepsy or seizure disorder, in accordance with F.S. 1006.062. The student's parent and emergency contact information will also be provided to bus operators and attendants.

The Superintendent shall also require that bus operators and attendants are provided instructions, in writing, as to any special conditions or non-medical care which a student may need while on the bus.

Parents, guardians, and students shall be informed at least annually in writing of their responsibilities for the following:

A. to ensure the safe travel of their students during the portions of each trip to and from school and home when the students are not under the custody and control of the District, including during each trip to and from home and the assigned bus stop when the District provides bus transportation;

B. to ensure that students ride only on their assigned school buses and get off only at assigned bus stops, except when the District has approved, upon the request of the parent or guardian, alternative buses or arrangements;

C. to ensure students are aware of and follow the District's adopted Code of Student Conduct while the students are at school bus stops and provide necessary supervision during times when the bus is not present; and

D. to ensure that, when the physical disability of the student renders the student unable to get on and off the bus without assistance, the parent or guardian provides the necessary assistance to help the student get on and off at the bus stop, as required by District policy or the student's individual educational plan.

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