



Hernando School District

School Board Workshop

Agenda - Final

Tuesday, October 22, 2024

2:00 PM

District Office-Board Room
919 N. Broad Street
Brooksville, FL

CALL TO ORDER

INFORMAL BOARD DISCUSSION

PRESENTATIONS

1. [25-2510](#) Update on Hardening, Florida Safe Schools Assessment Tool (FSSAT), updates to HB1473 and other School Safety Items. This discussion will be closed to the public in accordance with F.S. 119.071(3)(a) and 281.301.

Attachments: [Budget Sheet Sept 2021 Revised NO Financial Impact ACC](#)

2. [25-2189](#) Review and Tentative Approval of the Neola Policy - Special Update March 2024.

Attachments: [Special Update March 2024 Workshop](#)

[Budget Sheet Sept 2021 Revised NO Financial Impact ACC](#)

3. [25-2564](#) Review of the 2023-2028 Strategic Plan Priority 2 and Priority 3

Attachments: [Strategic Plan 2023-2028 - District Report 2024 Priority 2 and 3](#)
[Budget Sheet - NO Financial Impact](#)

GENERAL COUNSEL

ADDENDUM ITEMS

GOOD OF THE ORDER/BOARD DISCUSSION

School Board Comments

ADJOURNMENT

The next School Board Meetings are scheduled for November 19, 2024:
10:00 AM - Organizational and Regular Meeting

Mission Statement

The Hernando County School District Collaborates with students, parents and other community stakeholders to effectively prepare all students for a successful transition into a diverse and changing world.



Hernando School District

School Board Workshop

Agenda Item # 1. 25-2510

10/22/2024

Title and Board Action Requested

Update on Hardening, Florida Safe Schools Assessment Tool (FSSAT), updates to HB1473 and other School Safety Items. This discussion will be closed to the public in accordance with F.S. 119.071(3)(a) and 281.301.

Executive Summary

The Board will receive an update on Hardening, Florida Safe Schools Assessment Tool (FSSAT), changes to HB1473 and other School Safety items. Safety and Security priorities will be discussed as identified from the Districts Best Practices and FSSAT. This discussion will be closed to the public in accordance with F.S. 119.071 (3)(a) and 281.30.

My Contact

Brandon DeRespiris
Director of Safe Schools
352-797-7233

2023-28 Strategic Focus Area

Priority 3: Safe and Healthy Learning Environment

Financial Impact

See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

A. Item Currently Budgeted -

Account Name		<u>No Financial Impact</u>										
Account Number												
		Fund		Function		Object		Cost Center		Project		Sub Project
Original Approved Budget	+	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available		
\$		\$		\$		\$		\$		\$		

Account Name												
Account Number												
		Fund		Function		Object		Cost Center		Project		Sub Project
Original Approved Budget	+	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available		
\$		\$		\$		\$		\$		\$		

B. Item Currently Not Budgeted -**

Funding Source												
Account Name												
Account Number		Fund		Function		Object		Cost Center		Project		Sub Project
Amount	\$											

Funding Source												
Account Name												
Account Number		Fund		Function		Object		Cost Center		Project		Sub Project
Amount	\$											

C. History

Check one:

Prior Year Budget: ☐New for Current Year: ☐

Prior Year Approved Budget: \$

Prior Year Actual Spent: \$

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****



Hernando School District

School Board Workshop

Agenda Item # 2. 25-2189

10/22/2024

Title and Board Action Requested

Review and Tentative Approval of the Neola Policy - Special Update March 2024.

Executive Summary

The Assistant Superintendent of Business Services, on behalf of the Superintendent of Schools, hereby requests the Board to review and give tentative approval for the School Board policy updates. The updates include the following sections:

Section 1000 - Administration
Section 2000 - Program
Section 3000 - Instructional
Section 4000 - Support Staff
Section 5000 - Students
Section 8000 - Operations
Section 9000 - Community Relations

My Contact

Barbara Kidder
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2023-28 Strategic Focus Area

Priority 4: Community Connection

Financial Impact

See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.



Book	Policy Manual
Section	Special Update March 2024 REVISED
Title	PROFESSIONAL LEARNING
Code	po1242 am 4-6-24 PC 8/7/24 LC 9/10/24
Status	
Adopted	June 13, 2017
Last Revised	December 12, 2023

1242 - **PROFESSIONAL LEARNING F.A.C. 6A-5.069, F.A.C. 6A-5.071**

Professional Learning System

Pursuant to State law, the School District will work collaboratively with the Florida Department of Education (FLDOE), public postsecondary institutions, State education foundations, teachers, consortia, professional organizations, and business/community representatives in Florida to maintain a coordinated system of professional learning. Pursuant to Florida law, the term "professional learning" means learning that is aligned to Florida's standards for effective professional learning, educator practices, and leadership practices; incorporates active learning; is collaborative; provides models; and is sustained and continuous.

The purpose of the system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum and prepare students for continuing education in the workforce.

The District's comprehensive professional learning system will incorporate school improvement plans, ~~will~~ align with the **professional learning** standards adopted by the State, ~~which support the framework for standards adopted by Learning Forward,~~ and ~~will~~ align with the principal leadership training. Furthermore, the results of the performance evaluations of administrators conducted pursuant to State law and School Board Policy 1220 will be used when identifying areas for which professional learning is needed. As part of its effort to develop and refine its professional learning system, the District will review and monitor school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

The District's professional learning system shall include the following:

- A. **an overview of the system;**
- B. **a list of the collaborative partnerships established and a description of how a diverse group of stakeholders was consulted during development of the system;**
- C. **a description of the organizational structure of professional learning in the District;**
- D. **a list of the District- and school-based positions with the primary responsibility for planning, providing, implementing, and supporting, or evaluating professional learning, and a brief description of their roles related to professional learning;**
- E. **a description of the District's systems of professional learning programs and supports that enable instructional personnel and school administrators to continually develop throughout their career, and provide opportunities for**

- meaningful teacher leadership and the identification and preparation of aspiring school leaders;
- F. a description of how the District implements each of the professional learning standards outlined in State Board Rule;
- G. a list of the technology platforms and programs the District uses to manage, provide, or support professional learning, and a brief description of how they are utilized;
- H. a list of the funding sources and amounts allocated for the District's professional learning resources, and the percentage of the District's total operating expenses that is allocated for professional learning for each of the last three (3) school years; and,
- I. confirmation that the system meets the requirements of F.S. 1012.98.

The Board will provide funding for professional learning as required by State law and the General Appropriations Act and will authorize expenditures from other sources to continuously strengthen the District's system of professional learning. The plan will also provide for training for each teacher who will use materials that were purchased with funds allocated by the State for instructional materials, provide for in-service credit for the training, and document satisfactory completion of the training by each teacher.

The in-service activities for administrators shall focus on an analysis of student achievement data, the use of the Board-adopted evaluation program for instructional staff, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, and school safety.

The District shall also provide in-service activities and support targeted to the individual needs of new administrators participating in the professional learning certification and education competency program.

Additionally, the District may make available, on a space available basis, in-service activities to instructional personnel who are designated as administrators of nonpublic schools in the District and the State certified teachers who are not employed by the Board on a fee basis not to exceed the cost of the activity per all participants.

The Superintendent may establish and maintain an individual professional learning plan for each administrator assigned to a school as a seamless component to the school improvement plans developed pursuant to State law. The individual professional learning plan established by the Superintendent shall:

- A. define the in-service objectives and specific measurable improvements expected in student performance as a result of the in-service activity;
- B. include an evaluation component that determines the effectiveness of the professional learning plan;
- C. include in-service activities for school administrative personnel that address updated skills necessary for instructional leadership and effective school management;
- D. provide for systematic consultation with regional and State personnel designated to provide technical assistance and evaluation of local professional learning programs;
- E. provide for delivery of professional learning by distance learning and other technology-based delivery systems to reach more educators at lower costs;
- F. provide for the continuous evaluation of the quality and effectiveness of professional learning programs in order to eliminate ineffective programs and strategies and to expand effective ones. Evaluations must consider the impact of such activities on the performance of participating educators and their students' achievement and behavior.

Professional learning activities linked to student learning and professional growth for administrative staff will meet the following criteria:

- A. Utilize materials aligned to the State's educational leadership standards.
- B. Have clear, defined, and measurable outcomes for both individual in-service activities and multiple-day sessions.
- C. Employ multiple measurement tools for data on teacher growth, participants' use of new knowledge and skills, student learning outcomes, instructional growth outcomes, and leadership growth outcomes, as applicable.

- D. Utilize active learning and engage participants directly in designing and trying out strategies, providing participants with the opportunity to engage in authentic teaching and leadership experiences.
- E. Utilize artifacts, interactive activities, and other strategies to provide deeply embedded and highly contextualized professional learning.
- F. Create opportunities for collaboration.
- G. Utilize coaching and expert support to involve the sharing of expertise about content and evidence-based practices, focused directly on the needs of the role.
- H. Provide opportunities to think about, receive input on, and make changes to practice by facilitating reflection and providing feedback.
- I. Provide sustained duration with follow-up to have adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in practice.

By July 1st of each year and prior to the release of funds for instructional materials, pursuant to statutory requirements, the Superintendent will certify to the Commissioner of Education that the Board has approved a comprehensive professional learning system that requires fidelity of implementation of instructional materials that are in the first two (2) years of the adoption cycle. The report will also include verification that the training was provided.

The District shall submit its professional learning system to the FLDOE for review and approval in accordance with timelines adopted by the FLDOE and as set forth in F.A.C. 6A-5.069.

Professional Learning Catalog

A. Components

As part of its coordinated system of professional learning, the District will establish a Professional Learning Catalog (catalog) that outlines all professional learning opportunities, referred to as components, for all District employees from all funding sources. For each component, the catalog will include the following:

1. a title;
2. an identifying number assigned in accordance with the Florida Department of Education (FLDOE) Information Database Requirements: Volume II – Automated Staff Information System pursuant to F.S. 1008.385(2) and F.A.C. 6A-1.0014;
3. the maximum number of in-service points to be awarded for successful completion of the component, assigned in accordance with the specifications outlined in F.A.C. 6A-5.071(7);
4. a description of the specific objectives and activities to be completed; and,
5. the component evaluation criteria for determining the effectiveness of professional learning in:
 - a. addressing the specific objectives;
 - b. increasing educator knowledge and skills;
 - c. changing educator dispositions or practice in the educational setting; and,
 - d. improving student outcomes.

For each component for which in-service points will be awarded, the catalog will also include a description of any follow-up activities that will be required and support that will be provided to allow for successful completion of the component.

B. Review, Amendment, and Submission

Annually, the District shall conduct a review of the previous year's catalog program operations that results in a determination of its effectiveness in the educational setting as measured by changes in educator practice and student outcomes, and use this information to make decisions about which components to continue, modify, or eliminate.

Based on the results of the review, and by September 1st, annually, the catalog will be updated and approved by the Board.

By October 1st of each year, the District will submit a letter to the Commissioner of Education verifying that the Board has approved the District's catalog and that it meets the criteria set forth in F.A.C. 6A-5.071. Any components of the District's catalog developed or modified after the annual approval of the catalog will be approved as an amendment by the Board.

C. Record Maintenance and Data Reporting

The following information will be maintained for each component:

1. dates the component was delivered;
2. names of component leaders;
3. names of participants and performance records;
4. evaluation of the component; and,
5. criteria for successful completion.

The following information will be maintained for each component participant:

1. title and number of the component;
2. dates of participation;
3. satisfactory or unsatisfactory completion; and,
4. number of in-service points to be awarded, eligibility of the points to be used for certification, and expiration date of the educator's certificate(s), if applicable. All requirements for renewal of a Professional Certificate on the basis of completion of in-service points pursuant to F.S. 1012.585 and F.A.C. 6A-4.0051 shall be met.

The District shall submit its professional learning catalog to the FLDOE for review and approval as set forth in F.A.C. 6A-5.071.

The District will report data information for all approved professional learning components through the FLDOE's automated data reporting procedures.

Revised 2/27/18

Revised 8/27/19

Revised 12/12/23

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Legal	F.S. 1001.42
	F.S. 1011.62
	F.S. 1012.22
	F.S. 1012.34
	F.S. 1012.98
	F.S. 1012.985
	F.S. 1012.986
	F.A.C. 6A-5.069
	F.A.C. 6A-5.071

Last Modified by Maria Cain on October 3, 2024



Book	Policy Manual
Section	Special Update March 2024 REVISED
Title	USE OF PERSONAL PROPERTY AT SCHOOL
Code	po1281 am 4-5-24 Technical Correction MG 8-14-24
Status	
Adopted	June 13, 2017
Last Revised	February 5, 2019

1281 - **USE OF PERSONAL PROPERTY AT SCHOOL** **F.S. 1012.23**

Administrative staff members may wish to bring personal property to school either for reasons associated with professional responsibilities or for use during off-duty time. This practice is permitted provided it is understood that the School Board is not responsible for any loss, damage, or misuse of said property. Employees who bring personal property onto District premises for work-related purposes must notify his/her supervisor prior to bringing such property onto District premises. Except in extraordinary circumstances, the Board will provide all employees with the equipment and tools necessary to perform their assigned duties.

Board employees are permitted to possess personal communication devices (e.g., cellular telephones) at work in accordance with Policy 7530.01.

Other individuals may wish to bring personal property onto District premises. The owner of the personal property bears all responsibility and assumes all risk for loss, damage, or misuse of said personal property while it is on Board property. This provision applies, without limitation, to trespassers, invitees, visitors, and independent contractors.

The limitation of liabilities set forth in the previous paragraphs applies to all personal property, regardless of any benefit the Board receives from its use.

Revised 2/5/19

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Legal F.S. 1012.23

Last Modified by Maria Cain on September 23, 2024



Book	Policy Manual
Section	Special Update March 2024 REVISED
Title	ANTI-HARASSMENT
Code	po1362 am 4-5-24 MG 8-14-24
Status	
Adopted	June 13, 2017
Last Revised	July 20, 2021

1362 - **ANTI-HARASSMENT**

I. **General Policy Statement**

The policy of the School Board is to maintain an educational and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board. **Further, the Board prohibits the bullying of any employee as set forth in F.S. 1006.147.**

The Superintendent will vigorously enforce its prohibition against discriminatory harassment on the basis of race, (including anti-Semitism [as defined in Bylaw 0100]), ethnicity, color, national origin, sex (including sexual orientation, gender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law (collectively, "protected classes") (hereinafter referred to as unlawful harassment), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. The Superintendent will direct site/department administrators to investigate all allegations of unlawful harassment and in those cases where unlawful harassment is substantiated, immediate steps will be taken to end the harassment, prevent its reoccurrence, and remedy its effects. Employees who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

Further, nothing in this policy shall be construed to abridge the rights of ~~students or~~ school employees that are protected by the First Amendment to the Constitution of the United States.

II. **Other Violations of the Anti-Harassment Policy**

The Superintendent will also take immediate steps to impose disciplinary action on employees engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation.
- B. Filing a malicious or knowingly false report or complaint of unlawful harassment.
- C. Disregarding, failing to investigate adequately, or delaying the investigation of allegations of unlawful harassment, when responsibility for reporting and/or investigating unlawful harassment charges comprises

part of one's supervisory duties.

III. Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant is the individual who alleges, or is alleged, to have been subjected to unlawful harassment, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged harassment.

Respondent is the individual who has been alleged to have engaged in unlawful harassment, regardless of whether the reporting party files a formal complaint or is seeking an informal resolution to the alleged harassment.

School District community means students and Board employees (i.e., administrators, and professional and classified staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

A. Bullying

Bullying rises to the level of unlawful harassment when one or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more ~~students or~~ employees and that bullying is based upon sex, race, (including anti-Semitism) color, national origin, religion, or disability, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, ~~that is severe or pervasive enough to create~~ **creates** an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation. This unlawful harassment may include, but not be limited to, the following:

1. teasing;
2. **social exclusion;**
3. threats;
4. intimidation;
5. stalking;
6. cyberstalking;
7. cyberbullying;
8. physical violence;
9. theft;
10. sexual, religious, or racial harassment;
11. public **or private** humiliation; or
12. destruction of property;

B. "Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against ~~a student or~~ school employee that:

1. places a ~~student or~~ school employee in reasonable fear of harm to his/her person or damage to his/her property;
2. has the effect of substantially interfering with ~~a student's~~ an employee's educational performance, opportunities, or benefits; or
3. has the effect of substantially disrupting the orderly operation of a school.

"Bullying" and "harassment" also include:

4. Retaliation against a school employee by a student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
5. Perpetuation of conduct listed under the definitions of "bullying," "cyberbullying," or "harassment" by an individual or group with intent to demean, dehumanize, embarrass, or cause physical harm to a school employee by:
 - a. incitement or coercion;
 - b. accessing or knowingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system; or,
 - c. acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

6.

C. Sexual Harassment

For purposes of this policy and consistent with Title VII of the Civil Rights Act of 1964 "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

1. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity.
2. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.
3. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of any gender against a person of the same or another gender.

Sexual Harassment covered by Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266.

Prohibited acts that constitute sexual harassment under this policy may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

1. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
2. Unwanted physical and/or sexual contact.
3. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs,

activities or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.

4. Unwelcome verbal expressions, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, profanity, jokes, or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls or texts.
5. Sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings, or literature placed in the work or educational environment, that may reasonably embarrass or offend individuals.
6. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
7. Asking about, or telling about, sexual fantasies, sexual preferences, or sexual activities.
8. Speculations about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
9. Giving unwelcome personal gifts such as lingerie that suggest the desire for a romantic relationship.
10. Leering or staring at someone in a sexual way, such as staring at a person's breasts, buttocks, or groin.
11. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
12. Consensual sexual relationships where such a relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment.
13. Verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.
14. Inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based and gender-based conduct must be sufficiently severe, pervasive, ~~and~~ **or** persistent such that it adversely affects, limits, or denies an individual's employment, or such that it creates a hostile or abusive employment or educational environment.

NOTE: Any teacher, administrator, coach, or other school authority who engages in sexual conduct with a student may also be guilty of a crime.

D. Sexual Cyberharassment

Pursuant to Florida law, "sexual cyberharassment" means to publish to an Internet website or disseminate through electronic means to another person a sexually explicit image of a person that contains or conveys the personal identification information of the depicted person without the depicted person's consent, contrary to the depicted person's reasonable expectation that the image would remain private, for no legitimate purpose, with the intent of causing substantial emotional distress to the depicted person. Evidence that the depicted person sent a sexually explicit image to another person does not, on its own, remove his/her reasonable expectation of privacy for that image. Sexual cyberharassment may be a form of sexual harassment.

E. Race/Color Harassment (Including Anti-Semitism)

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Prohibited anti-Semitism harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's Jewish heritage and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is based upon a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of anti-Semitism directed toward a person, his/her property, or toward Jewish community institutions or religious facilities.

F. Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

G. National Origin Harassment

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, a manner of speaking, language, surnames, or ethnic slurs.

H. Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disability, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

I. Pregnancy Harassment

Prohibited pregnancy harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's pregnancy and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's pregnancy and condition of pregnancy.

IV. **Reports and Complaints of Harassing Conduct**

Members of the School District community and Third Parties, which includes all staff, are encouraged to promptly report incidents of unlawful harassing conduct to an administrator, supervisor, or a Compliance Officer, when the complaint is about the administrator or supervisor, so that the appropriate party (administrator, supervisor or compliance officer) may address the conduct before it becomes severe, pervasive, or persistent. Any administrator, supervisor, or Compliance Officer who receives such a report shall file it with the Professional Standards Office within five (5) business days for recording purposes. The appropriate party is responsible for addressing the concern and/or conducting an investigation when necessary. **Anonymous reports of an alleged act of bullying or harassment may be reported to an administrator, supervisor, or other School District official; however, formal disciplinary action may not be based solely on an anonymous report.**

Members of the School District community or third parties who believe they have been unlawfully harassed by another member of the School District community or a third party are entitled to utilize the Board's investigation and complaint process. Initiating a complaint, whether formally or informally, will not adversely affect the

Complainant's employment or participation in educational or extra-curricular programs unless the makes the complaint maliciously or with the knowledge that it is false. While there are no time limits for initiating complaints of harassment under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

A. Compliance Officers

The following individuals serve as "Compliance Officers" for the District and shall also serve as the District's Section 504 Compliance Officer/ADA Coordinator and Title IX Coordinators. They are hereinafter referred to as the "Compliance Officers".

Employee Related Equity Issues:

Matthew Goldrick, ~~Director of Human Resources~~ ~~Supervisor of Professional Standards~~
 Phone: 352-797-7000 ext. 451019
 919 N. Broad Street
 Brooksville, Florida 34601
 goldrick_m@hcsb.k12.fl.us

Student-Related Equity and 504 Issues:

Jill Kolasa, Director of Exceptional Student Support Services
 Phone 352-797-7022
 1036 Varsity Drive
 Brooksville, Florida 34601
 kolasa_j@hcsb.k12.fl.us

Staff ADA Coordinator:

~~Matthew Goldrick~~ ~~Ray Pinder~~, Director of Human Resources
 Phone: 352-797-7000 ext. 4515
 919 N. Broad Street
 Brooksville, Florida 34601
 goldrick_m ~~pinder_r~~@hcsb.k12.fl.us

B. Publication Required

The names, titles, and/or contact information of the persons presently serving as Compliance Officers may change from time to time, and such changes shall be deemed technical corrections within the meaning of Bylaw 0131.1 and shall be made pursuant to that bylaw.

C. Duties and Responsibilities

A Compliance Officer will be available during regular school/work hours to discuss concerns related to unlawful harassment, to assist staff, other members of the School District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the individual in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process.

Any Board employee who directly observes unlawful harassment of a student is obligated, in accordance with this policy, to report such observations to a site/department administrator within two (2) business days. Thereafter, policy 5517.01 Bullying and Harassment addresses the procedures to follow for this type of situation.

Compliance Officers are assigned to accept complaints of unlawful harassment directly from any member of the School District community or a visitor to the District or to receive complaints which are initially filed with a school building administrator. Upon receipt of a complaint either directly or through a school building administrator, the Compliance Officer will begin either an informal or formal process (depending on the request of the member of the School District community alleging harassment), or the Compliance Officer will designate a specific individual to conduct such a process. In either case, the Investigation and Complaint Procedures in section V below should be followed.

V. **Investigation and Complaint Procedure**

Any employee or other member of the School District community or Third Party who believes that they have been subjected to unlawful harassment may seek resolution of the complaint through the procedures as described below. Further, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of legally prohibited harassment or retaliation was substantiated are set forth below. The site/department administrator will be the first level of review for all formal complaints for that site/department unless they are the subject of the complaint at which point the first level will be their immediate supervisor.

Due to the sensitivity surrounding complaints of unlawful harassment or retaliation, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs while the facts are known and potential witnesses are available. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within thirty (30) days of the complaint being received). If further time is needed the site/department administrator must request an extension that can be granted for good cause by a Compliance Officer. If the Compliance Officer investigates then the extension must be granted by the Superintendent.

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of unlawful harassment or retaliation with the United States Department of Education, Office for Civil Rights (OCR), the Florida Commission on Human Relations (FCHR), and/or the Equal Employment Opportunity Commission (EEOC).

Formal Complaint Procedure

This formal complaint process is not intended to interfere with the rights of an employee, other member of the School District community, or third party to pursue a complaint of unlawful harassment with the United States Department of Education, Office for Civil Rights, the Florida Civil Rights Commission, or the Equal Employment Opportunity Commission.

The Complainant may file a formal complaint, either orally or in writing with an administrator, supervisor, principal &/or the Compliance Officer. Due to the sensitivity surrounding complaints of unlawful harassment and retaliation, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available.

All formal complaints must include the following information to the extent known: the identity of the Respondent a detailed description of the facts upon which the complaint is based; a list of potential witnesses; and the resolution sought by the complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the site/department administrator shall ask for such details in an oral interview. Thereafter the site/department administrator will prepare a written summary of the oral interview, and the complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the site/department administrator will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation including but not limited to a change of work assignment or schedule for the Complainant and/or the Respondent. In making such a determination, the site/department administrator should consult the Complainant to assess his/her agreement to any action deemed appropriate. If the complainant is unwilling to consent to any change that is deemed appropriate by the site/department administrator, the site/department administrator may still take whatever actions deemed appropriate in consultation with the Compliance Officer.

Within ten (10) business days of receiving a formal complaint, the site administrator or a designee will initiate a formal investigation to determine whether the complainant has been subjected to offensive conduct/harassment/retaliation.

Simultaneously, the site/department administrator will inform the Respondent that a formal complaint has been received. The respondent will be informed about the nature of the allegations and a copy of any relevant policies and the Board's anti-harassment policy shall be provided to the respondent at that time. The respondent must also be informed of the opportunity to submit a written response to the formal complaint within five (5) business days.

Although certain cases may require additional time, the site/department administrator or a designee will attempt to complete an investigation into the allegations of harassment/retaliation within fifteen (15) calendar days of receiving the formal complaint. The investigation will include:

- A. interviews with the Complainant;
- B. interviews with the Respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness which is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the site/department administrator or the designee shall compose a written report which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful harassment as provided in Board policy and State and Federal law as to whether the complainant has been subject to unlawful harassment. The site/department administrator's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if discriminatory harassment or retaliation occurred, a preponderance of evidence standard will be used. The report shall be submitted to the Compliance Officer for review with the Superintendent.

Absent extenuating circumstances, within five (5) business days of receiving the report, the Superintendent must either issue a final decision regarding whether or not the complaint of harassment has been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the complainant and the respondent.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within five(5) business days. At the conclusion of the additional investigation, the Superintendent must issue a final written decision as described above.

The decision of the Superintendent shall be final.

The Superintendent reserves the right to investigate and resolve a complaint or report of unlawful harassment regardless of whether the member of the School District community or Third Party alleging the unlawful harassment pursues the complaint. The Superintendent also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Superintendent.

The parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

VI. Privacy/Confidentiality

The School District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy and related administrative procedures shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided the Complainant's identity.

During the course of a formal investigation, the Compliance Officer or designee will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that is learned or provided during the course of the investigation.

All public records created as a part of an investigation of a complaint of harassment will be maintained by the Compliance Officer in accordance with the Board's records retention policy. Any records which are considered student records in accordance with the *Family Educational Rights and Privacy Act* will be maintained in a manner consistent with the provisions of the Federal and State laws.

VII. Sanctions and Monitoring

The Superintendent shall vigorously enforce the Board's prohibitions against unlawful harassment/retaliation and

bullying by taking appropriate action reasonably calculated to stop the harassment/retaliation and bullying and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee. Disciplinary action up to and including the discharge of an employee may occur if an employee is found to have wrongfully and intentionally accused another of an act of bullying or harassment. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where unlawful harassment is not substantiated, the Superintendent may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Superintendent becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

VIII. Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

IX. Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

State law requires any teacher or school employee who knows or suspects that a child under the age of eighteen (18) is a victim of child abuse or neglect to immediately report that knowledge or suspicion to the Department of Children and Family Services. If, during the course of a harassment investigation, the Compliance Officer or a designee has reason to believe or suspect that the alleged conduct reasonably indicates abuse or neglect of the complainant, a report of such knowledge must be made in accordance with State law and Board policy.

If the Compliance Officer or a designee has reason to believe that the complainant has been the victim of criminal conduct as defined under Florida law, such knowledge should be reported to local law enforcement.

Any reports made to the local child protection service or to local law enforcement shall not terminate the Compliance Officer's or a designee's obligation and responsibility to continue to investigate a complaint of harassment. While the Compliance Officers or a designee may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the Superintendent.

X. Mandatory Reporting of Misconduct by Certificated Employees

The Superintendent is required by State law and Board Policy 8141 to report alleged misconduct by certificated employees of the District that affects the health, safety, or welfare of a student. In accordance with Board policy and State law, the Superintendent shall investigate each allegation of such conduct and, if confirmed, shall report such misconduct pursuant to Policy 8141.

XI. Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent or designee shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate.

XII. Retention of Investigatory Records and Materials

The Compliance Officer(s) is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including, but not limited to:

- A. all written reports/allegations/complaints/statements;
- B. narratives of all verbal reports/allegations/complaints/statements;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities;
- E. written witness statements;
- F. narratives of, notes from, or audio, video, or digital recordings of witness statements;
- G. all documentary evidence;
- H. e-mails, texts, or social media posts pertaining to the investigation;
- I. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
- J. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
- K. dated written determinations to the parties;
- L. dated written descriptions of verbal notifications to the parties;
- M. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
- N. documentation of any supportive measures offered and/or provided to the Complainant and/or the Respondent, including no contact orders issued to both parties, the dates the no contact orders were issued, and the dates the parties acknowledged receipt of the no contact orders;
- O. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);
- P. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment; and
- Q. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy.

The information, documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal and/or State law (e.g., student records).

The information, documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

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Revised 2/11/20

Revised 7/20/21

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Legal

F.S. 110.1221

F.S. 250.481

F.S. 760.01

F.S. 760.10

F.S. 784.049

F.S. 1000.05

F.S. 1006.07

F.S. 1006.147

20 U.S.C. 1400 et seq., The Individuals with Disabilities Improvement Act of 2004, as amended (commonly known as the Individuals with Disabilities Act)

42 U.S.C. 2000d et seq.

42 U.S.C. 2000e et seq.

29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967

29 U.S.C. 794, Rehabilitation Act of 1973

29 C.F.R. Part 1635

29 U.S.C. 6101, The Age Discrimination Act of 1975

38 U.S.C. 4301 et seq., The Uniformed Services Employment and Reemployment Rights Act

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

20 U.S.C. 1681 et seq.

42 U.S.C. 1983

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

Last Modified by Maria Cain on October 3, 2024



Book	Policy Manual
Section	Special Update March 2024 REVISED
Title	CURRICULUM DEVELOPMENT
Code	po2210 am 5-21-24 JM 8/29/24 GM 9/10/24
Status	
Adopted	June 13, 2017
Last Revised	December 12, 2023

2210 - **CURRICULUM DEVELOPMENT**

The School Board recognizes its responsibility for the quality of the educational program of the schools. As the educational leader of the District, the Superintendent shall be responsible to the Board for the development and evaluation of **the** curriculum and the preparation of courses of study.

For purposes of this policy and consistent communication throughout the District, **the** curriculum shall be defined as:

- A. the courses of study, subjects, classes, and organized activities provided by the school;
- B. learning activities approved by the Board for individuals or groups of students and expressed in terms of specific instructional objectives or class periods;
- C. the plan for learning necessary to accomplish the educational goals of the District;
- D. all the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group, necessary to accomplish the educational goals of the District.

The Board directs that the curriculum of this District:

- A. provides instruction in courses required by statute and State Department of Education regulations;
- B. be consistent with the District's philosophy and goals and ensure the possibility of their achievement;
- C. allows for the development of individual talents and interests as well as recognize that learning styles of students may differ;
- D. provides for continuous and cumulative learning through effective articulation at all levels;
- E. utilizes a variety of learning resources to accomplish the educational goals;
- F. encourages students to utilize guidance and counseling services in their academic and career planning.

The Superintendent shall make progress reports to the Board annually.

System of Comprehensive Reading Instruction

The District will implement a system of comprehensive reading instruction for students enrolled in prekindergarten through grade 12 and certain students who exhibit a substantial deficiency in early literacy. Annually, the Superintendent will develop and submit to the Board for approval a detailed reading instruction plan that outlines the components of the District's comprehensive system of reading instruction in accordance with F.S. 1003.4201 and F.A.C. 6A-6.053.

The ~~plan~~ District's Comprehensive Evidence-Based Reading Plan (CERP) will include all District schools, including charter schools, unless a charter school elects to submit a plan independently from the District. The CERP shall also describe how the District prioritizes the assignment of highly effective teachers, as identified in F.S. 1012.34, to kindergarten through grade 2 and how reading coaches are assigned to individual schools. These two (2) provisions shall be approved by the Just Read, Florida Office. Once approved, ~~the reading instruction plan~~ CERP, and any approved CERPs for each charter school sponsored by the District, will be submitted ~~as required~~ to the Florida Department of Education and Just Read, Florida! by August 1st.

The District will annually evaluate the implementation of its CERP on the State-approved form after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions. The State-approved form shall be submitted as required by the Florida Department of Education to Just Read, Florida! by June 15th of each year.

Innovative Programs

The Superintendent may conduct such innovative programs as are deemed to be necessary to the continuing growth of the instructional program and to better ensure accomplishment of the District's educational goals.

The Superintendent shall report each such innovative program to the Board along with its objectives, evaluative criteria, and costs. See *Policy 2250, Innovative Programs*.

The Board encourages, where it is feasible and in the best interest of the District, participation in programs of educational research.

The Board encourages the Superintendent to consider State or Federally-developed programs for meeting local needs. This may also include consideration of outstanding programs from other districts in the State. The Board directs the Superintendent to pursue actively State and Federal aid in support of the District's innovative activities.

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Revised 12/12/23

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Legal	F.S. 1001.215
	F.S. 1001.41
	F.S. 1001.42
	F.S. 1003.4201
	F.S. 1001.51
	F.S. 1003.4201
	F.S. 1008.22
	F.S. 1008.34
	F.S. 1011.62
	Chapter I of Education Consolidation and Improvement Act of 1981
	P.L. 97-35
	F.A.C. 6A-6.053

Last Modified by Maria Cain on September 23, 2024



Book	Policy Manual
Section	Special Update March 2024 REVISED
Title	ARTICULATION AND ACCESS TO FLORIDA COLLEGE SYSTEM INSTITUTIONS
Code	po2271 Includes Vol. 25 #1 information am 5-21-24 BL 9/4/24 GM 9/10/24
Status	
Adopted	June 13, 2017
Last Revised	December 12, 2023

2271 - ARTICULATION AND ACCESS TO FLORIDA COLLEGE SYSTEM INSTITUTIONS March 2024 update and Vol. 25 #1 June 2024

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 **courses both in-person and online,** and early admission programs.

Students in grades 6 through 12 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 may also participate in career and career certificate dual enrollment that will enable them to earn industry certification. Students will be eligible to receive secondary credit for completing courses contained in any of these programs. Such credit will count toward graduation requirements. The District will pay for the cost of instructional materials for public high school students who are earning credit toward graduation under the dual enrollment program.

For students who are dual enrolled in a postsecondary institution, the Superintendent shall notify the institution within one (1) business day of receiving notification from law enforcement when a student is arrested.

No minor student may participate without the written consent of their parent(s) and/or legal guardian(s).

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

Postsecondary institutions are responsible for assigning a letter grade for each student's work in their enrolled course. The District is responsible for posting dual enrollment course grades as assigned by the postsecondary institution to 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 deny high school credit for any portion of postsecondary courses which are taken during the period of a student's expulsion. Any Hernando County Public School 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.

Early College Program

The Board, in conjunction with Florida College System institutions, shall establish one (1) or more early college-structured high school accelerated programs. When creating 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 an early college program with a State university or an institution that is eligible to participate in the William L. Boyd, IV, ~~Florida Resident~~ **Effective Access to Student Education** Grant Program, that is a nonprofit independent college or university located and chartered in this State, and that is accredited by 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.

Students participating in 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.

Revised 2/11/20

Revised 7/25/23

Revised 12/12/23

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Legal	F.S. 985.04
	F.S. 1007.233
	F.S. 1007.27
	F.S. 1007.271
	F.S. 1007.273
	F.S. 1008.44
	F.A.C. 6A-20.007

Last Modified by Maria Cain on September 23, 2024



Book	Policy Manual
Section	Special Update March 2024 REVISED
Title	CAREER AND TECHNICAL EDUCATION
Code	po2421 March update and Vol. 25 #1 update Options to select, blanks to fill in RD 9/4/24 BL 9/4/24 GM 9/10/24 am 5-21-24, 7-22
Status	
Adopted	June 13, 2017
Last Revised	December 12, 2023

2421 - **CAREER AND TECHNICAL EDUCATION March Update and Vol. 25 #1**

The School Board recognizes that education is a function of both knowledge and the application of knowledge. Education that ties abstract ideas to practical applications also prepares students to use their minds, as well as preparing them to be citizens, parents, and members of a civilized culture. Career and technical education and academic education are complementary, rather than exclusive.

Career and technical education will provide experiences that complement and reinforce academic concepts that are particularly amenable to contextualized learning in a distinct career area and provide occupationally specific skills.

The Board shall provide career and technical education program offerings that include, but are not limited to:

- A. job preparatory courses designed to provide students with the competencies necessary for effective entry into an occupation;
- B. exploratory courses designed to give students initial exposure to skills and attitudes associated with a broad range of occupations in order to assist them in making informed decisions regarding their future academic and occupational goals;
- C. practical arts courses designed to teach students practical generic skills which, although applicable in some occupations, are not designed to prepare students for entry into an occupation;
- D. career education instruction which is designed to strengthen and integrate basic academic skills and career/technical skills and occupational awareness;
- E. accelerated career and technical programs such as vocational dual enrollment designed to enable high school students to earn elective credit toward graduation and postsecondary credit toward an A.S. degree or a technical certificate.

Additionally, each high school in the District shall host a career fair during the school year and establish a process to provide students in grades 11 and 12 the opportunity to meet or interview with potential employers during the career fair. The career fair must be held on the campus of the high school, except that a group of high schools in the District or the District and other school districts may hold a joint career fair at an alternative location to satisfy this requirement. A joint career fair must be held at a location within reasonable driving distance for students at all participating schools. The career fair must be held during the school day and may use Florida's online career planning and work-based learning system as part of the career fair activities. **Alternatively, the District may consult with local workforce development boards, advisory committees, and business groups to determine free**

or cost-effective methods to provide other career and industry networking opportunities during the school day for secondary students, and exposure for elementary and secondary students to a representative variety of industries, business, and careers.

Any effort to recruit students to participate in a particular career and technical program shall follow applicable State and Federal laws regarding provision of information.

Once developed, the Superintendent shall annually submit the career and technical education curriculum to the Board for approval, and then submit it to the Department of Education. This curriculum shall be updated annually, submitted to the Board for approval, and then re-submitted to the Department of Education. If required, the curriculum shall thereafter be submitted to the Florida Department of Education (FLDOE) for approval.

Career and technical education program offerings are available to middle and high school and adult students without regard to race (including anti-Semitism), color, national origin, sex (including sexual orientation, transgender status, or gender identity), age, disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law. The Superintendent is to ensure that application forms for cooperative education programs contain a notice of nondiscrimination. The notice of nondiscrimination shall be part of the application forms provided to employers.

Procedures for program operation in accordance with applicable labor laws are incorporated in the Florida Department of Education, Curriculum Frameworks, and Student Performance Standards. Those documents are kept on file in the Superintendent's office.

Career and Professional Academies; Career-Themed Courses

The District shall offer career and professional academies at the middle and high school levels, and at least two (2) career-themed courses. A "career and professional academy" is a research-based program that integrates a rigorous academic curriculum with an industry-specific curriculum aligned directly to priority workforce needs established by the regional workforce board or the Department of Economic Development. Students completing career and professional academy programs must receive a standard high school diploma, the highest available industry certification, and opportunities to earn postsecondary credit if the academy partners with a postsecondary institution approved to operate in the State.

A "career-themed course" is a course, or a course in a series of courses, that leads to an industry certification identified in the CAPE Industry Certified Funding List pursuant to rules adopted by the State Board of Education. Career-themed courses have industry-specific curriculum aligned directly to priority workforce needs established by the regional workforce board or the Department of Economic Development. Students completing a career-themed course will be provided opportunities to earn postsecondary credit if the credit for the career-themed course can be articulated to a postsecondary institution approved to operate in the State.

The Board expects career and professional academies offered in the District's high schools to provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and provide students with the opportunity to receive a standard high school diploma, the opportunity to earn industry certification, the opportunity to attain the Florida Gold Seal Vocational Scholars award, and the opportunity to earn postsecondary credit.

The Board further expects that provides the opportunity for middle school students who successfully complete the curriculum of the Career and Professional Academies professional academies or a career-themed course to transfer to a high school career and professional academy or a career-themed course currently operating within the District. that are established Students who complete such courses at the middle school level will must have the opportunity to earn an industry certificate, high school credit, and participate in career planning, job shadowing, and business leadership development activities. The District shall inform students and parents during course selection for middle school of the career and professional academy or career-themed courses available within the District.

The Board encourages the Superintendent to forge partnerships with local businesses in the development of career and professional academies. These partnerships will help prepare students for the State's workforce needs, as well as help attract, expand, and retain targeted, high-value industry and jobs in the community.

The District's career and professional academies should increase student academic achievement and graduation rates through integrated academic and career curriculum. Each middle school career exploration program, middle and high school career, and professional academies leading to industry certification, and high school graduation requirements shall be aligned.

Each career and professional academy and career-themed course at the high school level must:

- A. provide a rigorous standards-based academic curriculum integrated with a career curriculum; consider multiple styles of student learning; promote learning by doing through application and adaptation; maximize relevance of the subject matter; enhance each student's capacity to excel; and include an emphasis on work habits and work ethics.
- B. include one or more partnerships with postsecondary institutions, businesses, industry, employers, economic development organizations, or other appropriate partners from the local community. Such partnerships with postsecondary institutions shall be delineated in articulation agreements and include any career and professional academy courses or career-themed courses that earn postsecondary credit. Such agreements may include articulation between the secondary school and public or private two (2) year and four (4) year postsecondary institutions and technical centers. Such partnerships must provide opportunities for:
 - 1. instruction from highly skilled professionals who possess industry-certification credentials for courses they are teaching;
 - 2. internships, externships, and on-the-job training;
 - 3. a postsecondary degree, diploma, or certificate;
 - 4. the highest available level of industry certification;
 - 5. maximum articulation of credits pursuant to F.S. 1007.23 upon program completion.
- C. promote and provide opportunities for students enrolled in a career and professional academy or a career-themed course to attain, at minimum, the Florida Gold Seal Vocational Scholars award pursuant to F.S. 1009.536.
- D. provide instruction in careers designated as high-skill, high-wage, and high-demand by the regional workforce development board, the chamber of commerce, economic development agencies, or the Department of Economic Opportunity.
- E. deliver academic content through instruction relevant to the career, including intensive reading and mathematics intervention required by F.S. 1003.428, with an emphasis on strengthening reading for information skills.
- F. offer applied courses that combine academic content with technical skills.
- G. provide instruction resulting in competency, certification, or credentials in workplace skills, including, but not limited to, communication skills, interpersonal skills, decision-making skills, the importance of attendance and timeliness in the work environment, and work ethics.

Each career and professional academy at the middle school level must:

- A. lead to careers in occupations designated as high-skill, high-wage, and high-demand in the CAPE Industry Certified Funding List approved under rules adopted by the State Board of Education.
- B. integrate content from core subject areas.
- C. integrate career and professional academy or career-themed course content with intensive reading and mathematics pursuant to F.S. 1003.428.
- D. coordinate with high schools to maximize opportunities for middle school students to earn high school credit.
- E. provide access to virtual instruction courses provided by virtual education providers legislatively authorized to provide part-time instruction to middle school students. The virtual instruction courses must be aligned to State curriculum standards for middle school career and professional academy courses or career-themed courses, with priority given to students who have required course deficits.
- F. provide instruction from highly skilled professionals who hold industry certificates in the career area in which they teach.
- G. provide personalized student advisement that includes a parent-participation component.

An adult student who is enrolled in an apprenticeship program that is registered with the Department of Education in accordance with F.S. Chapter 446, Job Training, is exempt from the provisions of F.S. 1004.91 relating to career preparatory instruction.

High School Credit for Career and Technical Student Organization Participation

Students in grades 6 through 12 may earn one (1) high school credit upon providing their school with verifiable documentation showing an accumulation of at least 135 hours of participation in career and technical student organization activities that occur outside of regular class time. The 135 hour threshold may be accumulated over the course of one (1) or more academic years.

- A. "Career and technical education program" means a comprehensive program of secondary instruction for which a curriculum framework has been adopted in accordance with F.A.C. 6A-6.0571.
- B. "Career and technical student organizations" or "CTSOs" are organizations for students enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program to develop knowledge and skills by participating in activities, events, and competitions.

CTSO experiences and activities may count toward a high school credit if they provide the opportunity for students to apply academic and technical content to career experiences. These activities may include events, projects, competitions, and workshops, including preparation or practice time for such activities, supervised agricultural experiences, or any other activity that meets the definition of work-based learning under F.S. 446.0915, that is related to a CTSO.

To apply for a high school credit, a student, including a transfer student, must provide CTSO Lead Advisor _____ with the following forms of verifiable documentation of demonstrable CTSO participation no later than _____:

- A. dates/times the student participated in a career or technical student organization activity outside of regular class time;
- B. the name of the student organization;
- C. ☐ time sheets, sign-in sheets, or other time reports;
- D. ☐ a signed statement from the administrator or supervisor of the student organization verifying that the student has completed the reported number of hours;
- E. ☐ _____

Within ☐ thirty (30) school days ☐ _____ **[END OF OPTION]** of receipt of the student's documents related to CTSO participation, the District's _____ Supervisor of College and Career Programs will review the documentation and notify the student if the student's CTSO participation meets the requirements of F.A.C. 6A-1.09442 and this policy.

CTSO advisors, CTSO teachers, and other relevant District personnel will be provided training on the requirements to award credit for CTSO participation.

Industry Certification in Industry-Certified Career Education Programs

Post-secondary and secondary schools offering career-themed courses, career and professional academies and post-secondary adult vocational courses shall enable students in such programs to earn industry certification in an industry that is:

- A. within an industry that addresses a critical local or Statewide economic need;
- B. linked to an occupation that is included in the workforce system's targeted occupation list; or
- C. linked to an occupation that is identified as emerging.

To earn industry certification, the student must demonstrate the required proficiency on an assessment evaluated by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies.

Collection of and Accounting for Expenditure of Block Tuition and Other Fees for Career Centers

Secondary Career and Technical Education Course Fee

Career and technical course fee, as listed in the Board-approved fee schedule, is \$30 per year for middle school and \$50 per year for high school per program. This is the maximum allowable fee. The student, upon registering, is expected to agree to pay the fee. These fees may be used to cover the cost of materials, supplies, and dues. Students who are unable to pay the fees may submit a request to the school asking for a fee waiver.

The annual per student activity fee may not cover all expenses associated with student participation in individual activities; therefore, additional fees to cover expenses, including (but not limited to) materials, supplies, equipment, travel, membership dues, and other purchased services may be assessed by school principals.

Post-Secondary

The standard tuition of \$2.44 per contact hour for residents and nonresidents and the out-of-state fee shall be \$9.78 per contact hour. For adult general education programs, block tuition of \$45.00 per half year or \$30.00 per term shall be assessed.

All funds received from block tuition shall be used only for adult general education programs as per the ~~Suncoast Technical Education Center~~ **Wilton Simpson Technical College** Handbook.

The determination of resident status for tuition purposes in career centers shall be made in accordance with State law.

Waiver of Tuition and Fees for Certain Individuals

Certain individuals may qualify for a waiver of tuition and/or other fees. The following consist of the Board's tuition and other fee waivers.

- A. Tuition shall be waived for undergraduate college credit programs and career certificate programs for each recipient of a Purple Heart or another combat decoration superior in precedent who meets the requirements of State law. Similarly, tuition and fees shall be waived for eligible disabled veterans pursuant to F.S. 1009.21.
- B. Out-of-state fees for career centers for the following:
 1. Students who are undocumented for Federal immigration purposes and:
 - a. attended a secondary school in Florida for three (3) consecutive years immediately before graduating from a high school in Florida;
 - b. apply for enrollment in an institution of higher education within twenty-four (24) months after high school graduation; and
 - c. submit an official Florida high school transcript as evidence of attendance and graduation.
 2. An honorably discharged veteran of the United States Armed Forces, the United States Reserve Forces, or the National Guard who physically resides in Florida while enrolled in the career center; or entitled to and uses educational assistance provided by the United States Department of Veterans Affairs for a quarter, semester, or term beginning after July 1, 2015, who physically resides in Florida while enrolled in the career center.
 3. A person who is an active duty member of the Armed Forces of the United States residing or stationed outside of Florida. Tuition and fees charged to a student who qualifies for this out-of-state waiver may not exceed tuition and fees charged to a resident student.
- C. Transcript fees shall be waived for any individual who is an active duty member or an honorable discharged veteran of the United States Armed Forces. Transcript fees shall also be waived for such individual's spouse and dependents.
- D. All registration, tuition, laboratory, and examination fees for a student participating in the Graduation Alternative to Traditional Education (GATE) Program as set forth under F.S. 1004.933. A waiver provided under this subparagraph after a student's first term shall be provided after State aid pursuant to F.S. 1009.895 is applied. Instructional materials assigned for use under the GATE Program will be made available to GATE Program students free of charge. No criteria to determine a student's eligibility to receive a waiver shall differ from F.S. 1004.933.

The District shall report to the FLDOE all students enrolled in the GATE Program during the fall, spring, or summer terms within thirty (30) days after the end of regular registration. For each eligible student, the District shall report the total reimbursable expenses by category.

Career centers shall report to the State Board of Education the number and value of fee waivers granted annually.

Any career center operated by the Board shall, within the nonresident student enrollment systemwide, prioritize the enrollment of a veteran who is granted an out-of-state fee waiver pursuant hereinabove over any other student who is granted an out-of-state fee waiver under this policy.

Dual Enrollment Agreements Between District Career Centers and District High Schools

Any career center operated by the Board shall enter into a dual enrollment agreement with each high school in any District it serves. The agreement will:

- A. identify the courses and programs that are available to students through career dual enrollment and the clock hour credits that students will earn upon completion of each course and program;
- B. delineate the high school credit earned for the completion of each career dual enrollment course;
- C. identify any college credit articulation agreements associated with each clock hour program;
- D. describe how students and parents will be informed of career dual enrollment opportunities and related workforce demand, how students can apply to participate in a career dual enrollment program and register for courses through his/her high school, and the postsecondary career education expectations for participating students;
- E. establish any additional eligibility requirements for participation and a process for determining eligibility and monitoring the progress of participating students;
- F. delineate costs incurred by each entity and determine how transportation will be provided for students who are unable to provide their own transportation.

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

Strategic Plan to Address Local and Regional Workforce Demands

Florida statutes require each Board to develop, in collaboration with regional workforce boards, economic development agencies, and postsecondary institutions approved to operate in the state, a strategic three (3) year plan to address and meet local and regional workforce demands. If involvement of a regional workforce board or an economic development agency in the strategic plan development is not feasible, the Board, with the approval of the Department of Economic Development, shall collaborate with the most appropriate regional business leadership board.

The Board authorizes the Superintendent to collaborate with one (1) or more neighboring counties in the development of the strategic plan, and, upon approval of the plan, to offer career-themed courses, as defined in F.S. 1003.493(1)(b), or a career and professional academy as a joint venture.

The strategic plan must describe in detail provisions for the efficient transportation of students, the maximum use of shared resources, access to courses aligned to State curriculum standards through virtual education providers legislatively authorized to provide part-time instruction to middle school students, and an objective review of proposed career and professional academy courses and other career-themed courses to determine if the courses will lead to the attainment of industry certifications included on the CAPE Industry Certified Funding List pursuant to rules adopted by the State Board of Education.

The strategic three (3) year plan shall be constructed and based upon the elements set forth in F.S. 1003.491. Each strategic plan shall be reviewed, updated, and jointly approved every three (3) years by the School District, regional workforce boards, economic development agencies, and State-approved postsecondary institutions.

Maintenance of Records for Workforce Education Programs Funded with State Appropriations

If the District receives ~~state~~ State appropriations for workforce education, it will maintain adequate and accurate records including a system to record District workforce education funding and expenditures, to maintain the separation of postsecondary workforce education expenditures and secondary workforce education expenditures. These records will be submitted to the FLDOE in accordance with rules of the State Board of Education.

Florida Law Enforcement Academy Scholarship Program Florida Law Enforcement Academy First Responder Scholarship Program

The District offers a ~~law enforcement officer basic recruit~~ **Florida First Responder** training program that is approved by the Criminal Justice Standards Commission within the Florida Department of Law Enforcement ("Commission"). ~~Trainees participating in the program may be eligible for a Law Enforcement Academy Scholarship ("LEA Scholarship") if they meet the following requirements:~~ The program is open to those individuals interested in a career as a ☐ law enforcement officer, ☐ emergency medical technician, ☐ paramedic, ☐ or firefighter **[END OF OPTIONS]**. Trainees participating in the program may be eligible for a Florida First Responder Scholarship ("FFR Scholarship") if they meet the following requirements:

- A. the trainee must enroll at Wilton Simpson Technical College;
- B. the trainee must be enrolled: ~~in the District's law enforcement officer basic recruit training program; and,~~
- C. ☐ for law enforcement trainees - the District's ~~law enforcement officer~~ **Commission-approved** basic recruit training program for the purposes of meeting the minimum qualifications under F.S. 943.13 for employment or appointment as a law enforcement officer; ~~and,~~
- D. ☐ for emergency medical technician trainees - the District's medical training program under F.S. 401.2701 that is approved by the Department of Health as equivalent to the most recent Emergency Medical Technician-Basic National Standard Curriculum or the National EMS Education Standards of the United States Department of Transportation, or,
- E. ☐ for paramedics - the District's paramedic training program under F.S. 401.2701 that is approved by the Department of Health as equivalent to the most recent EMT-Paramedic National Standard Curriculum of the National EMS Education Standards of the United States Department of Transportation, or,
- F. ☐ for firefighters - the District's Firefighter Minimum Standards Course training program approved by the Division of State Fire Marshal for the purpose of meeting the minimum qualifications under F.S. 633.408;
- G.
- H. the trainee must not be:
- I. ~~for law enforcement trainees - sponsored by an employing agency under F.S. 943.10(4) to pay the cost of tuition and other fees and expenses authorized under F.S. 1009.896(6) of a basic recruit training program; or,~~
- J. for emergency medical technician trainees, paramedic trainees, and firefighter trainees - sponsored by an employer that is already covering the cost of the training program.
- K.

~~sponsored by an employing agency to pay the cost of tuition and other fees and expenses authorized under F.S. 1009.896(6);~~

~~The amount of the LEA Scholarship will not exceed the cost of tuition, fees, and eligible expenses described in F.S. 1009.896(6), less all other Florida and Federal financial assistance and any financial assistance provided by a trainee's employing agency for the cost of tuition and other expenses covered under F.S. 1009.896(6). The amount of the LEAFFR Scholarship will not exceed the cost of tuition, fees, and eligible expenses described in F.S. 1009.896(6), less all other Florida and Federal financial assistance and any financial assistance provided by a trainee's employing agency for the cost of tuition and other expenses covered under F.S. 1009.896(6). shall be as set forth in F.S. 1009.896.~~

Trainees selected for an **LEAFFR** Scholarship will receive the award for the fiscal year (July 1 through June 30). A trainee's award will automatically be renewed for the new fiscal year to cover remaining eligible expenses incurred for the same program in which the trainee was enrolled in the prior fiscal year.

To apply for an **LEAFFR** Scholarship, trainees must contact the Administrative Office to obtain an **LEAFFR** Scholarship application form. The LEA Scholarship application period will open on July 1st. Applications will not be accepted prior to the opening of the application period. Applications must be submitted to Tanesha Brown via email. Scholarships are on a first come, first served basis.

Applications will be reviewed by Wilton Simpson Technical College to determine whether, preliminarily, the applicant meets the eligibility requirements set forth herein. Incomplete applications or applicants who do not meet the eligibility requirements herein will be contacted and afforded an opportunity to resubmit an application if the initial application is received by May 15th.

Applications will be prioritized on a first-come, first-served basis based on the date a trainee's application is determined to be complete.

LEAFFR Scholarship award notices will be provided to selected trainees no later than 15 days prior to the start of the term. The award notice will list the fund amounts awarded to the trainee, including the amounts for tuition, fees, and expenses as described in F.S. 1009.896(6). Trainees not selected for a scholarship may appeal to the Florida Department of Education (FLDOE) pursuant to the provisions of F.A.C. 6A-20.0284(7)(d).

Within thirty (30) days of the end of the regular drop/add period for each term, the District will report to the FLDOE the following information:

- A. the social security number and amount awarded to each trainee; and,
- B. the social security number of each trainee who is eligible for the scholarship but who was not awarded funds.

The District will remit refunds with accompanying documentation to the FLDOE within thirty (30) days of the drop/add period for trainees who are not enrolled after the drop/add deadline or who no longer meet the eligibility requirements for the **LEAFFR** Scholarship and by July 15 for all other funds not disbursed within the award period in order that funds be utilized to provide the most scholarship awards.

The District's **LEAFFR** Scholarship Program will adhere to the duties relating to State financial aid established for postsecondary institutions enumerated in F.S. 1009.46.

Armed Services Vocational Aptitude Battery (ASVAB)

The District shall provide opportunities to students in grades 11 and 12 to take the Armed Services Vocational Aptitude Battery (ASVAB) during normal school hours and, if requested by a student, the opportunity to consult with a military recruiter.

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 Revised 2/23/21
 Revised 3/8/22
 Revised 7/25/23
 Revised 12/12/23

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Legal	F.S. 1009.711
	F.S. 1004.933
	F.S. 1003.41
	F.S. 445.004
	F.S. 445.006
	F.S. 446 et seq.
	F.S. 450.081
	F.S. 1000.05
	F.S. 1001.42
	F.S. 1001.43
	F.S. 1003.01
	F.S. 1003.4156

F.S. 1003.4282
F.S. 1003.491
F.S. 1003.492
F.S. 1003.4935
F.S. 1004.096
F.S. 1004.91
F.S. 1004.92
F.S. 1007.271
F.S. 1009.21
F.S. 1009.22
F.S. 1009.26
F.S. 1009.536
F.S. 1011.62
F.S. 1011.80
F.A.C. 6A-1.09442
29 U.S.C. 201
29 U.S.C. 202
29 U.S.C. 203
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29 U.S.C. 216
29 U.S.C. 216b
29 U.S.C. 217
29 U.S.C. 218
29 U.S.C. 218b
29 U.S.C. 218c
29 U.S.C. 219

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Book	Policy Manual
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3242 - **PROFESSIONAL LEARNING**

Professional Learning System

Pursuant to State law, the School District will work collaboratively with the Florida Department of Education (FLDOE), public postsecondary institutions, State education foundations, teachers, consortia, professional organizations, and business/community representatives in Florida to maintain a coordinated system of professional learning.

Pursuant to Florida law, the term "professional learning" means learning that is aligned to Florida's standards for effective professional learning, educator practices, and leadership practices; incorporates active learning; is collaborative; provides models; and is sustained and continuous.

The purpose of the system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.

The District's comprehensive professional learning system will incorporate school improvement plans and ~~will~~ align with the professional learning standards adopted by the State, ~~which support the framework for standards adopted by Learning Forward.~~ Furthermore, the results of the performance evaluations of instructional staff members conducted pursuant to State law and Board Policy 3220 will be used when identifying the areas for which professional learning is needed. As part of its effort to develop and refine its professional learning system, the District will review and monitor school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

The District's professional learning system shall include the following:

- A. an overview of the system;
- B. a list of the collaborative partnerships established and a description of how a diverse group of stakeholders was consulted during development of the system;
- C. a description of the organizational structure of professional learning in the District;
- D. a list of the District- and school-based positions with the primary responsibility for planning, providing, implementing, and supporting, or evaluating professional learning, and a brief description of their roles related to professional learning;
- E. a description of the District's systems of professional learning programs and supports that enable instructional personnel and school administrators to continually develop throughout their career, and provide opportunities for

- meaningful teacher leadership and the identification and preparation of aspiring school leaders;
- F. a description of how the District implements each of the professional learning standards outlined in State Board Rule;
- G. a list of the technology platforms and programs the District uses to manage, provide, or support professional learning, and a brief description of how they are utilized;
- H. a list of the funding sources and amounts allocated for the District's professional learning resources, and the percentage of the District's total operating expenses that is allocated for professional learning for each of the last three (3) school years; and,
- I. confirmation that the system meets the requirements of F.S. 1012.98.

The Board will provide funding for professional learning as required by State law and the General Appropriations Act and will authorize expenditures from other sources to continuously strengthen the District's system of professional learning. The plan will also provide for training for each teacher who will use materials that were purchased with funds allocated by the State for instructional materials, provide for in-service credit for the training, and document satisfactory completion of the training by each teacher.

The in-service activities for instructional personnel shall focus on analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, school safety, and other identified areas listed in the master in-service plan. Additionally, in-service activities will be made available for instructional personnel of nonpublic schools in the District and the State certified teachers who are not employed by the Board on a fee basis not to exceed the cost of the activity per all participants for those identified schools receiving services.

The District shall also provide in-service activities and support targeted to the individual needs of new teachers participating in the professional learning certification and education competency program.

School principals may, but are not required to, establish and maintain an individual professional learning plan for each instructional employee assigned to the school. The individual professional learning plan must:

- A. be related to specific performance data for the students to whom the teacher is assigned;
- B. define the in-service objectives and specific measurable improvements expected in student performance as a result of the in-service activity;
- C. include an evaluation component that determines the effectiveness of the professional learning plan;

Professional learning activities linked to student learning and professional growth for instructional staff will meet the following criteria:

- A. Utilize materials aligned to the State's educational leadership standards.
- B. Have clear, defined, and measurable outcomes for both individual in-service activities and multiple-day sessions.
- C. Employ multiple measurement tools for data on teacher growth, participants' use of new knowledge and skills, student learning outcomes, instructional growth outcomes, and leadership growth outcomes, as applicable.
- D. Utilize active learning and engage participants directly in designing and trying out strategies, providing participants with the opportunity to engage in authentic teaching and leadership experiences.
- E. Utilize artifacts, interactive activities, and other strategies to provide deeply embedded and highly contextualized professional learning.
- F. Create opportunities for collaboration.
- G. Utilize coaching and expert support to involve the sharing of expertise about content and evidence-based practices, focused directly on the needs of the role.
- H. Provide opportunities to think about, receive input on, and make changes to practice by facilitating reflection and providing feedback.

- I. Provide sustained duration with follow-up to have adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in practice.

Certification of an Approved Comprehensive Professional Learning System

By July 1st of each year and prior to the release of funds for instructional materials, pursuant to statutory requirements, the Superintendent will certify to the Commissioner of Education that the Board has approved a comprehensive professional learning system that requires fidelity of implementation of instructional materials that are in the first two (2) years of the adoption cycle. The report will also include verification that the training was provided.

The District shall submit its professional learning system to the FLDOE for review and approval in accordance with timelines adopted by the FLDOE and as set forth in F.A.C. 6A-5.069.

Professional Learning Catalog

A. Components

As part of its coordinated system of professional learning, the District will establish a Professional Learning Catalog (catalog) that outlines all professional learning opportunities, referred to as components, for all District employees from all funding sources. For each component, the catalog will include the following:

1. a title;
2. an identifying number assigned in accordance with the FLDOE Information Database Requirements: Volume II – Automated Staff Information System pursuant to F.S. 1008.385(2) and F.A.C. 6A-1.0014;
3. the maximum number of in-service points to be awarded for successful completion of the component, assigned in accordance with the specifications outlined in F.A.C. 6A-5.071(7);
4. a description of the specific objectives and activities to be completed; and,
5. the component evaluation criteria for determining the effectiveness of professional learning in:
 - a. addressing the specific objectives;
 - b. increasing educator knowledge and skills;
 - c. changing educator dispositions or practice in the educational setting; and,
 - d. improving student outcomes.

For each component for which in-service points will be awarded, the catalog will also include a description of any follow-up activities that will be required and support that will be provided to allow for successful completion of the component.

B. Review, Amendment, and Submission

Annually, the District shall conduct a review of the previous year's catalog program operations that results in a determination of its effectiveness in the educational setting as measured by changes in educator practice and student outcomes, and use this information to make decisions about which components to continue, modify, or eliminate.

Based on the results of the review, and by September 1st, annually, the catalog will be updated and approved by the Board.

By October 1st of each year, the District will submit a letter to the Commissioner of Education verifying that the Board has approved the District's catalog and that it meets the criteria set forth in F.A.C. 6A-5.071. Any components of the District's catalog developed or modified after the annual approval of the catalog will be approved as an amendment by the Board.

C. Record Maintenance and Data Reporting

The following information will be maintained for each component:

1. dates the component was delivered;
2. names of component leaders;
3. names of participants and performance records;
4. evaluation of the component; and,
5. criteria for successful completion.

The following information will be maintained for each component participant:

1. title and number of the component;
2. dates of participation;
3. satisfactory or unsatisfactory completion; and,
4. number of in-service points to be awarded, eligibility of the points to be used for certification, and expiration date of the educator's certificate(s), if applicable. All requirements for renewal of a ~~professional certificate~~ **Professional Certificate** on the basis of completion of in-service points pursuant to F.S. 1012.585 and F.A.C. 6A-4.0051 shall be met.

The District shall submit its professional learning catalog to the FLDOE for review and approval as set forth in F.A.C. 6A-5.071.

The District will report data information for all approved professional learning components through the FLDOE's automated data reporting procedures.

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Revised 8/27/19

Revised 12/12/23

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Legal	F.S. 1001.42
	F.S. 1011.62
	F.S. 1011.67
	F.S. 1012.22
	F.S. 1012.34
	F.S. 1012.56
	F.S. 1012.98
	F.S. 1012.985
	F.S. 1012.986
	F.A.C. 6A-5.069
	F.A.C. 6A-5.071

Last Modified by Maria Cain on October 3, 2024



Book	Policy Manual
Section	Special Update March 2024 REVISED
Title	USE OF PERSONAL PROPERTY AT SCHOOL
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Status	
Adopted	June 13, 2017
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3281 - USE OF PERSONAL PROPERTY AT SCHOOL
Technical Correction F.S. 1012.23

Employees may wish to bring personal property to school either for reasons associated with professional responsibilities or for use during off-duty time. This practice is permitted provided it is understood that the School Board is not responsible for any loss, damage, or misuse of said property. Employees who bring personal property onto District premises for work-related purposes must notify the building principal prior to bringing such property onto District premises. Except in extraordinary circumstances, the Board will provide all employees with the equipment and tools necessary to perform their assigned duties.

Board employees are permitted to possess personal communication devices (e.g., cellular telephones) at work in accordance with Policy 7530.01.

Other individuals may wish to bring personal property onto District premises. The owner of the personal property bears all responsibility and assumes all risk for loss, damage, or misuse of said personal property while it is on Board property. This provision applies, without limitation, to trespassers, invitees, visitors, and independent contractors.

The limitation of liabilities set forth in the previous paragraphs applies to all personal property, regardless of any benefit the Board receives from its use.

Employees in bargaining units shall refer to the collective bargaining agreement.

Revised 2/5/19

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Legal F.S. 1012.23

Last Modified by Maria Cain on September 23, 2024



Book	Policy Manual
Section	Special Update March 2024 REVISED
Title	ANTI-HARASSMENT
Code	po3362 am 5-21-24 MG 8-14-24
Status	
Adopted	June 13, 2017
Last Revised	July 20, 2021

3362 - **ANTI-HARASSMENT**

I. General Policy Statement

The policy of the School Board is to maintain an educational and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board. **Further, the Board prohibits the bullying of any employee as set forth in F.S. 1006.147.**

The Superintendent will vigorously enforce its prohibition against discriminatory harassment on the basis of race (including anti-Semitism [as defined in Bylaw 0100]), ethnicity, color, national origin, sex (including sexual orientation, gender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law (collectively, "protected classes") (hereinafter referred to as unlawful harassment), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. The Superintendent will direct site/departments administrators to investigate all allegations of unlawful harassment and in those cases where unlawful harassment is substantiated, immediate steps will be taken to end the harassment, prevent its reoccurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

Further, nothing in this policy shall be construed to abridge the rights of students or school employees that are protected by the First Amendment to the Constitution of the United States.

II. Other Violations of the Anti-Harassment Policy

The Superintendent will also take immediate steps to impose disciplinary action on employees engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation.
- B. Filing a malicious or knowingly false report or complaint of unlawful harassment.
- C. Disregarding, failing to investigate adequately, or delaying the investigation of allegations of unlawful harassment, when responsibility for reporting and/or investigating unlawful harassment charges comprises part of one's supervisory duties.

III. Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant is the individual who alleges, or is alleged, to have been subjected to unlawful harassment, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged harassment.

Respondent is the individual who has been alleged to have engaged in unlawful harassment, regardless of whether the reporting party files a formal complaint or is seeking an informal resolution to the alleged harassment.

School District community means students and Board employees (i.e., administrators, and professional and classified staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

A. Bullying

Bullying rises to the level of unlawful harassment when one or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more ~~students or~~ employees and that bullying is based upon sex, race (including anti-Semitism), color, national origin, religion, or disability, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that ~~is severe or pervasive enough to create~~ **creates** an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation. This unlawful harassment may include, but not be limited to, the following:

1. teasing;
2. **social exclusion**;
3. threats;
4. intimidation;
5. stalking;
6. cyberstalking;
7. cyberbullying;
8. physical violence;
9. theft;
10. sexual, religious, or racial harassment;
11. public **or private** humiliation; or
12. destruction of property.

B. **"Harassment"** means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a ~~student or~~ school employee that:

1. places a ~~student or~~ school employee in reasonable fear of harm to his/her person or damage to his/her property;
 2. has the effect of substantially interfering with ~~a student's~~ **an employee's** educational performance, opportunities, or benefits; or
 3. has the effect of substantially disrupting the orderly operation of a school.
- C. **"Bullying" and "harassment" also include:**
- D. **Retaliation against a school employee by a student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.**
- E. **Perpetuation of conduct listed under the definitions of "bullying," "cyberbullying," or "harassment" by an individual or group with intent to demean, dehumanize, embarrass, or cause physical harm to a school employee by:**
- a. **incitement or coercion;**
 - b. **accessing or knowingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system; or,**
 - c. **acting in a manner that has an effect substantially similar to the effect of bullying or harassment.**

F. Sexual Harassment

For purposes of this policy and consistent with Title VII of the Civil Rights Act of 1964 "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

1. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity.
2. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.
3. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of any gender against a person of the same or another gender.

Sexual Harassment covered by Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266.

Prohibited acts that constitute sexual harassment under this policy may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

1. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
2. Unwanted physical and/or sexual contact.
3. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs, activities or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.
4. Unwelcome verbal expressions, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, profanity, jokes,

or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls or texts.

5. Sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings, or literature placed in the work or educational environment, that may reasonably embarrass or offend individuals.
6. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
7. Asking about, or telling about, sexual fantasies, sexual preferences, or sexual activities.
8. Speculations about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
9. Giving unwelcome personal gifts such as lingerie that suggest the desire for a romantic relationship.
10. Leering or staring at someone in a sexual way, such as staring at a person's breasts, buttocks, or groin.
11. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
12. Consensual sexual relationships where such a relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment.
13. Verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.
14. Inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based and gender-based conduct must be sufficiently severe, pervasive, and or persistent such that it adversely affects, limits, or denies an individual's employment, or such that it creates a hostile or abusive employment or educational environment.

NOTE: Any teacher, administrator, coach, or other school authority who engages in sexual conduct with a student may also be guilty of a crime.

D. Sexual Cyberharassment

Pursuant to Florida law, "sexual cyberharassment" means to publish to an Internet website or disseminate through electronic means to another person a sexually explicit image of a person that contains or conveys the personal identification information of the depicted person without the depicted person's consent, contrary to the depicted person's reasonable expectation that the image would remain private, for no legitimate purpose, with the intent of causing substantial emotional distress to the depicted person. Sexual cyberharassment may be a form of sexual harassment.

E. Race/Color Harassment (Including Anti-Semitism)

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

F. Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an

educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

Prohibited anti-Semitism harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's Jewish heritage and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is based upon a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of anti-Semitism directed toward a person, his/her property, or toward Jewish community institutions or religious facilities.

G. National Origin Harassment

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, the manner of speaking, language, surnames, or ethnic slurs.

H. Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disability, such as negative comments about speech patterns, movement, physical impairments, or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

I. Pregnancy Harassment

Prohibited pregnancy harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's pregnancy and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's pregnancy and condition of pregnancy.

IV. **Reports and Complaints of Harassing Conduct**

Members of the School District community and Third Parties, which includes all staff, are encouraged to promptly report incidents of unlawful harassing conduct to an administrator, supervisor, or a Compliance Officer, when the complaint is about the administrator or supervisor, so that the appropriate party (administrator, supervisor or compliance officer) may address the conduct before it becomes severe, pervasive, or persistent. Any administrator, supervisor, or Compliance Officer who receives such a complaint shall file it with the Professional Standards office within five (5) business days for recording purposes. The appropriate party is responsible for addressing the concern and/or conducting an investigation when necessary. **Anonymous reports of an alleged act of bullying or harassment may be reported to an administrator, supervisor, or other School District official; however, formal disciplinary action may not be based solely on an anonymous report.**

Members of the School District community and Third Parties who believe they have been unlawfully harassed by another member of the School District community or a Third Party are entitled to utilize the Board's Investigation and Complaint process. Initiating a complaint, whether formally or informally, will not adversely affect the Complainant's employment or participation in educational or extra-curricular programs unless the Complainant makes the complaint maliciously or with the knowledge that it is false. While there are no time limits for initiating complaints of harassment under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

A. Compliance Officers

The following individuals serve as "Compliance Officers" for the District and shall also serve as the District's Section 504 Compliance Officer/ADA Coordinator and Title IX Coordinators. They are hereinafter referred to as the "Compliance Officers".

Employee Related Equity Issues:

Matthew Goldrick, ~~Director of Human Resources~~ ~~Supervisor of Professional Standards~~
 Phone: 352-797-7000 ext. 45119
 919 N. Broad Street
 Brooksville, Florida 34601
 goldrick_m@hcsb.k12.fl.us

Student-Related Equity and 504 Issues:

Jill Kolasa, Director of Exceptional Student Support Services
 Phone 352-797-7022
 1036 Varsity Drive
 Brooksville, Florida 34601
 kolasa_j@hcsb.k12.fl.us

Staff ADA Coordinator:

~~Matthew Goldrick~~ ~~Ray Pinder~~, Director of Human Resources
 Phone: 352-797-7000 ext. 4515
 919 N. Broad Street
 Brooksville, Florida 34601
 goldrick_m ~~pinder_r~~@hcsb.k12.fl.us

B. Publication Required

The names, titles, and/or contact information of the persons presently serving as Compliance Officers may change from time to time, and such changes shall be deemed technical corrections within the meaning of Bylaw 0131.1 and shall be made pursuant to that bylaw.

C. Duties and Responsibilities

A Compliance Officer will be available during regular school/work hours to discuss concerns related to unlawful harassment, to assist staff, other members of the School District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the individual in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process.

Any Board employee who directly observes unlawful harassment of a student is obligated, in accordance with this policy, to report such observations to a site/department administrator within two (2) business days. Thereafter, Policy 5517.01 Bullying and Harassment addresses the procedures to follow for this type of situation.

Compliance Officers are assigned to accept complaints of unlawful harassment directly from any member of the School District community or a visitor to the District or to receive complaints which are initially filed with a school building administrator. Upon receipt of a complaint either directly or through a school building administrator, the Compliance Officer will begin either an informal or formal process (depending on the request of the member of the School District community alleging harassment), or the Compliance Officer will designate a specific individual to conduct such a process. In either case, the Investigation and Complaint Procedures in section V below should be followed.

V. Investigation and Complaint Procedure

Any employee or other member of the School District community or Third Party who believes that they have been subjected to unlawful harassment may seek resolution of the complaint through the procedures as described below. Further, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of legally prohibited harassment or retaliation was substantiated are set forth below. The site/department administrator will be the first level of review for all formal complaints for that site/department unless they are the subject of the complaint at which point the first level will be their immediate supervisor.

Due to the sensitivity surrounding complaints of unlawful harassment or retaliation, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs while the facts are known and potential witnesses are available. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within thirty (30) days of the complaint being received). If further time is needed, the site/department administrator must request an extension that can be granted for good cause by a compliance officer. If the compliance officer investigates, then the extension must be granted by the Superintendent.

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of unlawful harassment or retaliation with the United States Department of Education, Office for Civil Rights, the Florida Civil Rights Commission, and/or the Equal Employment Opportunity Commission.

Formal Complaint Procedure

This formal complaint process is not intended to interfere with the rights of an employee, other member of the School District community, or third party to pursue a complaint of unlawful harassment with the United States Department of Education, Office for Civil Rights, the Florida Civil Rights Commission, or the Equal Employment Opportunity Commission.

The Complainant may file a formal complaint, either orally or in writing with an administrator, supervisor, principal &/or the Compliance Officer. Due to the sensitivity surrounding complaints of unlawful harassment and retaliation, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available.

All formal complaints must include the following information to the extent known the identity of the Respondent; a detailed description of the facts upon which the complaint is based; a list of potential witnesses; and the resolution sought by the complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the site/department administrator shall ask for such details in an oral interview. Thereafter, the site/department administrator will prepare a written summary of the oral interview, and the complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the site/department administrator will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation including but not limited to a change of work assignment or schedule for the Complainant and/or the Respondent. In making such a determination, the site/department administrator should consult the Complainant to assess his/her agreement to any action deemed appropriate. If the Complainant is unwilling to consent to any change that is deemed appropriate by the site/department administrator, the site/department administrator may still take whatever actions deemed appropriate in consultation with the compliance officer.

Within ten (10) business days of receiving a formal complaint, the site/department administrator or a designee will initiate a formal investigation to determine whether the complainant has been subjected to offensive conduct/harassment/retaliation.

Simultaneously, the site/department administrator will inform the Respondent that a formal complaint has been received. The respondent will be informed about the nature of the allegations and a copy of any relevant policies and the Board's anti-harassment policy shall be provided to the respondent at that time. The respondent must also be informed of the opportunity to submit a written response to the formal complaint within five (5) business days.

Although certain cases may require additional time, the site/department administrator or a designee will attempt to complete an investigation into the allegations of harassment/retaliation within fifteen (15) calendar days of receiving the formal complaint. The investigation will include:

- A. interviews with the complainant;
- B. interviews with the respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness which is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the site/department administrator or the designee shall compose a written report which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful harassment as provided in Board policy and State and Federal law as to whether the complainant has been subject to unlawful harassment. The site/department administrator's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if discriminatory harassment or retaliation occurred, a preponderance of evidence standard will be used. The report shall be submitted to the Compliance Officer for review with the Superintendent.

Absent extenuating circumstances, within five (5) business days of receiving the report, the Superintendent must either issue a final decision regarding whether or not the complaint of harassment has been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the complainant and the respondent.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) business days. At the conclusion of the additional investigation, the Superintendent must issue a final written decision as described above.

The decision of the Superintendent shall be final.

The Superintendent reserves the right to investigate and resolve a complaint or report of unlawful harassment regardless of whether the member of the School District community or Third Party alleging the unlawful harassment pursues the complaint. The Superintendent also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Superintendent.

The parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

VI. Privacy/Confidentiality

The School District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy and related administrative procedures shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided the Complainant's identity

During the course of a formal investigation, the Compliance Officer or designee will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that is learned or provided during the course of the investigation.

All public records created as a part of an investigation of a complaint of harassment will be maintained by the Compliance Officer in accordance with the Board's records retention policy. Any records which are considered student records in accordance with the *Family Educational Rights and Privacy Act* will be maintained in a manner consistent with the provisions of the Federal and State laws.

VII. Sanctions and Monitoring

The Superintendent shall vigorously enforce the Board's prohibitions against unlawful harassment and bullying/retaliation by taking appropriate action reasonably calculated to stop the harassment/retaliation/bullying and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee. Disciplinary action up to and including the discharge of an employee may occur if an employee is found to have wrongfully and intentionally accused another of an act of bullying or harassment. ~~A~~ All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where unlawful harassment is not substantiated, the Superintendent may consider whether the alleged conduct nevertheless warrants discipline in

accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Superintendent becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

VIII. Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

IX. Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

State law requires any teacher or school employee who knows or suspects that a child under the age of eighteen (18) is a victim of child abuse or neglect to immediately report that knowledge or suspicion to the Department of Children and Family Services. If, during the course of a harassment investigation, the Compliance Officer or a designee has reason to believe or suspect that the alleged conduct reasonably indicates abuse or neglect of the complainant, a report of such knowledge must be made in accordance with State law and Board policy.

If the Compliance Officer or a designee has reason to believe that the complainant has been the victim of criminal conduct as defined under Florida law, such knowledge should be reported to local law enforcement.

Any reports made to the local child protection service or to local law enforcement shall not terminate the Compliance Officer's or a designee's obligation and responsibility to continue to investigate a complaint of harassment. While the Compliance Officers or a designee may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the Superintendent.

X. Mandatory Reporting of Misconduct by Certificated Employees

The Superintendent is required by State law and Board Policy 8141 to report alleged misconduct by certificated employees of the District that affects the health, safety, or welfare of a student. In accordance with Board policy and State law, the Superintendent shall investigate each allegation of such conduct and, if confirmed, shall report such misconduct pursuant to Policy 8141.

XI. Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent or designee shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate.

XII. Retention of Public Records, Student Records, and Investigatory Records and Materials

The Compliance Officer(s) is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including, but not limited to:

- A. all written reports/allegations/complaints/statements;

- B. narratives of all verbal reports/allegations/complaints/statements;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities;
- E. written witness statements;
- F. narratives of, notes from, or audio, video, or digital recordings of witness statements;
- G. all documentary evidence;
- H. e-mails, texts, or social media posts pertaining to the investigation;
- I. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
- J. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
- K. dated written determinations to the parties;
- L. dated written descriptions of verbal notifications to the parties;
- M. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
- N. documentation of any supportive measures offered and/or provided to the Complainant and/or the Respondent, including no contact orders issued to both parties, the dates the no contact orders were issued, and the dates the parties acknowledged receipt of the no contact orders;
- O. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);
- P. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment; and
- Q. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy.

The information, documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal and/or State law (e.g., student records).

The information, documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

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F.S. 1006.07

F.S. 1006.147

20 U.S.C. 1400 et seq., The Individuals with Disabilities Improvement Act of 2004, as amended (commonly known as the Individuals with Disabilities Act)

20 U.S.C. 1681 et seq

29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967

29 U.S.C. 794, Rehabilitation Act of 1973

29 C.F.R. Part 1635

29 U.S.C. 6101, The Age Discrimination Act of 1975

38 U.S.C. 4301 et seq., The Uniformed Services Employment and Reemployment Rights Act

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

42 U.S.C. 2000d et seq.

42 U.S.C. 2000e et seq

42 U.S.C. 1983

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

Last Modified by Maria Cain on October 3, 2024



Book	Policy Manual
Section	Special Update March 2024 REVISED
Title	STAFF DEVELOPMENT
Code	po4242 USE THIS ONE 6-20-24 PC 8/7/24 LC 9/10/24
Status	
Adopted	June 13, 2017
Last Revised	August 27, 2019

4242 - **STAFF DEVELOPMENT**

Professional Development System

The School Board believes that training is a prerequisite for continued growth of staff and, therefore, pursuant to State law, requires support staff members to participate in in-service and other training programs when space is available.

In addition to requiring training about the fidelity of instructional materials for those support staff who may use them, incorporating school improvement plans, and aligning with principal leadership training, the District's staff development plan shall require necessary and appropriate training for the various classifications of support staff, including, but not limited to, job-specific skills training, training related to the School Safety and Security Plan, and any other training required by State or Federal law .

The Superintendent shall annually report to the Board on the implementation of the District's staff development plan.

Professional Learning Catalog

A. Components

As part of its coordinated system of professional ~~development~~ **learning**, the District will establish a Professional Learning Catalog (catalog) that outlines all professional learning opportunities, referred to as components, for all District employees from all funding sources. For each component, the catalog will include the following:

1. a title;
2. an identifying number assigned in accordance with the ~~FLDOE~~ **Florida Department of Education (FLDOE)** Information Database Requirements: Volume II - Automated Staff Information System pursuant to F.S. 1008.385(2) and F.A.C. 6A-1.0014;
3. the maximum number of in-service points to be awarded for successful completion of the component, assigned in accordance with the specifications outlined in F.A.C. 6A-5.071(7);
4. a description of the specific objectives and activities to be completed; and,
5. the component evaluation criteria for determining the effectiveness of professional learning in:
 - a. addressing the specific objectives;
 - b. increasing employee knowledge and skills;

- c. changing employee dispositions or practice in the educational setting; and,
- d. improving student outcomes.

For each component for which in-service points will be awarded, the catalog will also include a description of any follow-up activities that will be required and support that will be provided to allow for successful completion of the component.

B. Review, Amendment, and Submission

Annually, the District shall conduct a review of the previous year's catalog program operations that results in a determination of its effectiveness in the educational setting as measured by changes in educator practice and student outcomes, and use this information to make decisions about which components to continue, modify, or eliminate.

Based on the results of the review, and by September 1st, annually, the catalog will be updated and approved by the Board.

By October 1st of each year, the District will submit a letter to the Commissioner of Education verifying that the Board has approved the District's catalog and that it meets the criteria set forth in F.A.C. 6A-5.071. Any components of the District's catalog developed or modified after the annual approval of the catalog will be approved as an amendment by the Board.

C. Record Maintenance and Data Reporting

The following information will be maintained for each component:

1. dates the component was delivered;
2. names of component leaders;
3. names of participants and performance records;
4. evaluation of the component; and,
5. criteria for successful completion.

The following information will be maintained for each component participant:

1. title and number of the component;
2. dates of participation;
3. satisfactory or unsatisfactory completion; and,
4. number of in-service points to be awarded, eligibility of the points to be used for certification, and expiration date of the educator's certificate(s), is applicable. All requirements for renewal of a professional certificate on the basis of completion of in-service points pursuant to F.S. 1012.585 and F.A.C. 6A-4.0051 shall be met.

The District will report data information for all approved professional learning components through the FLDOE's automated data reporting procedures.

Revised 8/27/19

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Legal F.S. 1012.22
F.S. 1012.98
F.S. 1012.985
F.A.C. 6A-5.069
F.A.C. 6A-5.071

Last Modified by Maria Cain on September 23, 2024



Book	Policy Manual
Section	Special Update March 2024 REVISED
Title	USE OF PERSONAL PROPERTY AT SCHOOL
Code	po4281 am 5-21-24 TECHNICAL CORRECTION MG 8/14/24
Status	
Adopted	June 13, 2017
Last Revised	February 5, 2019

4281 - **USE OF PERSONAL PROPERTY AT SCHOOL**

Technical Correction F.S. 1012.23

Employees may wish to bring personal property to school either for reasons associated with classified responsibilities or for use during off-duty time. This practice is permitted provided it is understood that the School Board is not responsible for any loss, damage, or misuse of said property. Employees who bring personal property onto District premises for work-related purposes must notify the building principal prior to bringing such property onto District premises. Except in extraordinary circumstances, the Board will provide all employees with the equipment and tools necessary to perform their assigned duties.

Board employees are permitted to possess personal communication devices (e.g., cellular telephones) at work in accordance with Policy 7530.01.

Other individuals may wish to bring personal property onto District premises. The owner of the personal property bears all responsibility and assumes all risk for loss, damage, or misuse of said personal property while it is on Board property. This provision applies, without limitation, to trespassers, invitees, visitors, and independent contractors.

The limitation of liabilities set forth in the previous paragraphs applies to all personal property, regardless of any benefit the Board receives from its use.

Employees in bargaining units shall refer to the collective bargaining agreement.

Revised 2/5/19

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Legal F.S. 1012.23

Last Modified by Maria Cain on September 23, 2024



Book	Policy Manual
Section	Special Update March 2024 REVISED
Title	ANTI-HARASSMENT
Code	po4362 am 5-21-24 MG 8-14-24
Status	
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Last Revised	July 20, 2021

4362 - **ANTI-HARASSMENT**

I. General Policy Statement

The policy of the School Board is to maintain an educational and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property or at another location if such conduct occurs during an activity sponsored by the Board. **Further, the Board prohibits the bullying of any employee as set forth in F.S. 1006.147.**

The Superintendent will vigorously enforce its prohibition against discriminatory harassment on the basis of race (including anti-Semitism [as defined in Bylaw 0100]), ethnicity, color, national origin, sex (including sexual orientation gender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law (collectively, "protected classes") (hereinafter referred to as unlawful harassment), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. The Superintendent will direct site/departments administrators to investigate all allegations of unlawful harassment and in those cases where unlawful harassment is substantiated, immediate steps will be taken to end the harassment, prevent its reoccurrence, and remedy its effects. Employees who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

Further, nothing in this policy shall be construed to abridge the rights of ~~students or~~ school employees that are protected by the First Amendment to the Constitution of the United States.

II. Other Violations of the Anti-Harassment Policy

The Superintendent will also take immediate steps to impose disciplinary action on employees engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation.
- B. Filing a malicious or knowingly false report or complaint of unlawful harassment.
- C. Disregarding, failing to investigate adequately, or delaying the investigation of allegations of unlawful harassment, when responsibility for reporting and/or investigating unlawful harassment charges comprises part of one's supervisory duties.

III. Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant is the individual who alleges, or is alleged, to have been subjected to unlawful harassment, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged harassment.

Respondent is the individual who has been alleged to have engaged in unlawful harassment, regardless of whether the reporting party files a formal complaint or is seeking an informal resolution to the alleged harassment.

School District community means students and Board employees (i.e., administrators, and professional and classified staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

A. Bullying

Bullying rises to the level of unlawful harassment when one or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more ~~students or~~ employees and that bullying is based upon sex, race (including anti-Semitism), color, national origin, religion, or disability, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that ~~is severe or pervasive enough to create~~ **creates** an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation. This unlawful harassment may include, but not be limited to, the following:

1. teasing;
2. **social exclusion**;
3. threats;
4. intimidation;
5. stalking;
6. cyberstalking;
7. cyberbullying;
8. physical violence;
9. theft;
10. sexual, religious, or racial harassment;
11. public **or private** humiliation; or
12. destruction of property.

B. **"Harassment"** means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against ~~a student or~~ school employee that:

1. places ~~a student or~~ school employee in reasonable fear of harm to his/her person or damage to his/her property;
 2. has the effect of substantially interfering with ~~a student's~~ **an employee's** educational performance, opportunities, or benefits; or
 3. has the effect of substantially disrupting the orderly operation of a school.
- C. **"Bullying" and "harassment" also include:**
- D. **Retaliation against a school employee by a student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.**
- E. **Perpetuation of conduct listed under the definitions of "bullying," "cyberbullying," or "harassment" by an individual or group with intent to demean, dehumanize, embarrass, or cause physical harm to a school employee by:**
- a. **incitement or coercion;**
 - b. **accessing or knowingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system; or,**
 - c. **acting in a manner that has an effect substantially similar to the effect of bullying or harassment.**
- F. Sexual Harassment

For purposes of this policy and consistent with Title VII of the Civil Rights Act of 1964 "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

1. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity.
2. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.
3. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of any gender against a person of the same or another gender.

Sexual Harassment covered by Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266.

Prohibited acts that constitute sexual harassment under this policy may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

1. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
2. Unwanted physical and/or sexual contact.
3. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs, activities, or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.
4. Unwelcome verbal expressions, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, profanity, jokes, or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls or

texts.

5. Sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings, or literature, placed in the work or educational environment, that may reasonably embarrass or offend individuals.
6. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
7. Asking about, or telling about, sexual fantasies, sexual preferences, or sexual activities.
8. Speculations about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
9. Giving unwelcome personal gifts such as lingerie that suggest the desire for a romantic relationship.
10. Leering or staring at someone in a sexual way, such as staring at a person's breasts, buttocks, or groin.
11. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
12. Consensual sexual relationships where such a relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment.
13. Verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.
14. Inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based and gender-based conduct must be sufficiently severe, pervasive, ~~or and~~ persistent such that it adversely affects, limits, or denies an individual's employment, or such that it creates a hostile or abusive employment or educational environment.

NOTE: Any teacher, administrator, coach, or other school authority who engages in sexual conduct with a student may also be guilty of a crime.

D. Sexual Cyberharassment

Pursuant to Florida law, "sexual cyberharassment" means to publish to an Internet website or disseminate through electronic means to another person a sexually explicit image of a person that contains or conveys the personal identification information of the depicted person without the depicted person's consent, contrary to the depicted person's reasonable expectation that the image would remain private, for no legitimate purpose, with the intent of causing substantial emotional distress to the depicted person. Evidence that the depicted person sent a sexually explicit image to another person does not, on its own, remove his/her reasonable expectation of privacy for that image. Sexual cyberharassment may be a form of sexual harassment.

E. Race/Color Harassment (Including Anti-Semitism)

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Prohibited anti-Semitism harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's Jewish heritage and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is based upon a certain

perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of anti-Semitism directed toward a person, his/her property, or toward Jewish community institutions or religious facilities.

F. Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

G. National Origin Harassment

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, the manner of speaking, language, surnames, or ethnic slurs.

H. Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disability, such as negative comments about speech patterns, movement, physical impairments, or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

I. Pregnancy Harassment

Prohibited pregnancy harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's pregnancy and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's pregnancy and condition of pregnancy.

IV. **Reports and Complaints of Harassing Conduct**

Members of the School District community and Third Parties, which includes all staff, are encouraged to promptly report incidents of unlawful harassing conduct to an administrator, supervisor or a Compliance Officer, when the complaint is about the administrator or supervisor, so that the appropriate party (administrator, supervisor or compliance officer) may address the conduct before it becomes severe, pervasive, or persistent. Any administrator, supervisor, or Compliance Officer who receives such a report shall file it with the Professional Standards office within five (5) business days for recording purposes. The appropriate party is responsible for addressing the concern and/or conducting an investigation when necessary. **Anonymous reports of an alleged act of bullying or harassment may be reported to an administrator, supervisor, or other School District official; however, formal disciplinary action may not be based solely on an anonymous report.**

Members of the School District community and Third Parties who believe they have been unlawfully harassed by another member of the School District community or a Third Party are entitled to utilize the Board's Investigation and Complaint process. Initiating a complaint, whether formally or informally, will not adversely affect the Complainant's employment or participation in educational or extra-curricular programs unless the Complainant makes the complaint maliciously or with the knowledge that it is false. While there are no time limits for initiating complaints of harassment under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

A. Compliance Officers

The following individuals serve as "Compliance Officers" for the District and shall also serve as the District's Section 504 Compliance Officer/ADA Coordinator and Title IX Coordinators. They are hereinafter referred to as the "Compliance Officers".

Employee Related Equity Issues:

Matthew Goldrick, ~~Director of Human Resources~~ ~~Supervisor of Professional Standards~~
 Phone: 352-797-7000 ext. 45119
 919 N. Broad Street
 Brooksville, Florida 34601
 goldrick_m@hcsb.k12.fl.us

Student-Related Equity and 504 Issues:

Jill Kolasa, Director of Student Services
 Phone 352-797-7022
 1036 Varsity Drive
 Brooksville, Florida 34601
 kolasa_j@hcsb.k12.fl.us

Staff ADA Coordinator:

~~Matthew Goldrick~~ ~~Ray Pinder~~, Director of Human Resources
 Phone: 352-797-7000 ext. 4515
 919 N. Broad Street
 Brooksville, Florida 34601
 goldrick_m ~~pinder_r~~@hcsb.k12.fl.us

B. Publication Required

The names, titles, and/or contact information of the persons presently serving as Compliance Officers may change from time to time, and such changes shall be deemed technical corrections within the meaning of Bylaw 0131.1 and shall be made pursuant to that bylaw.

C. Duties and Responsibilities

A Compliance Officer will be available during regular school/work hours to discuss concerns related to unlawful harassment, to assist staff, other members of the School District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the individual in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process.

Any Board employee who directly observes unlawful harassment of a student is obligated, in accordance with this policy, to report such observations to a site/department administrator within two (2) business days. Thereafter, policy 5517.01 Bullying and Harassment addresses the procedures to follow for this type of situation.

Compliance Officers are assigned to accept complaints of unlawful harassment directly from any member of the School District community or a visitor to the District or to receive complaints which are initially filed with a school building administrator. Upon receipt of a complaint either directly or through a school building administrator, the Compliance Officer will begin either an informal or formal process (depending on the request of the member of the School District community alleging harassment), or the Compliance Officer will designate a specific individual to conduct such a process. In either case, the Investigation and Complaint Procedures in section V below should be followed.

V. Investigation and Complaint Procedure

Any employee or other member of the School District community or Third Party who believes that they have been subjected to unlawful harassment may seek resolution of the complaint through the procedures as described below. Further, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of legally prohibited harassment or retaliation was substantiated are set forth below. The site/department administrator will be the first level of review for all formal complaints for that site/department

unless they are the subject of the complaint at which point the first level will be their immediate supervisor.

Due to the sensitivity surrounding complaints of unlawful harassment or retaliation, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs while the facts are known and potential witnesses are available. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within thirty (30) days of the complaint being received). If further time is needed the site/department administrator must request an extension that can be granted for good cause by a compliance officer. If the compliance officer investigates then the extension must be granted by the Superintendent.

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of unlawful harassment or retaliation with the United States Department of Education, Office for Civil Rights, the Florida Civil Rights Commission, and/or the Equal Employment Opportunity Commission.

Formal Complaint Procedure

This formal complaint process is not intended to interfere with the rights of an employee, other member of the School District community, or third party to pursue a complaint of unlawful harassment with the United States Department of Education, Office for Civil Rights, the Florida Civil Rights Commission, or the Equal Employment Opportunity Commission.

The Complainant may file a formal complaint, either orally or in writing with an administrator, supervisor &/or the Compliance Officer. Due to the sensitivity surrounding complaints of unlawful harassment and retaliation, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available.

All formal complaints must include the following information to the extent known: the identity of the Respondent a detailed description of the facts upon which the complaint is based; a list of potential witnesses; and the resolution sought by the complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the site/department administrator shall ask for such details in an oral interview. Thereafter, the site/department administrator will prepare a written summary of the oral interview, and the complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the site/department administrator will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation including but not limited to a change of work assignment or schedule for the Complainant and/or the Respondent. In making such a determination, the site/department administrator should consult the Complainant to assess his/her agreement to any action deemed appropriate. If the complainant is unwilling to consent to any change that is deemed appropriate by the site/department administrator, the site/department administrator may still take whatever actions deemed appropriate in consultation with the compliance officer.

Within ten (10) business days of receiving a formal complaint, the site/department administrator or a designee will initiate a formal investigation to determine whether the complainant has been subjected to offensive conduct/harassment/retaliation.

Simultaneously, the site/department administrator will inform the Respondent that a formal complaint has been received. The respondent will be informed about the nature of the allegations and a copy of any relevant policies and the Board's anti-harassment policy shall be provided to the respondent at that time. The respondent must also be informed of the opportunity to submit a written response to the formal complaint within five (5) business days.

Although certain cases may require additional time, the site/department administrator or a designee will attempt to complete an investigation into the allegations of harassment/retaliation within fifteen (15) calendar days of receiving the formal complaint. The investigation will include:

- A. interviews with the Complainant;
- B. interviews with the Respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;

- D. consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness which is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the site/department administrator or the designee shall compose a written report which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful harassment as provided in Board policy and State and Federal law as to whether the complainant has been subject to unlawful harassment. The site/department administrator's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if discriminatory harassment or retaliation occurred, a preponderance of evidence standard will be used. The report shall be submitted to the Compliance Officer for review with the Superintendent.

Absent extenuating circumstances, within five (5) business days of receiving the report, the Superintendent must either issue a final decision regarding whether or not the complaint of harassment has been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the complainant and the respondent.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) business days. At the conclusion of the additional investigation, the Superintendent must issue a final written decision as described above.

The decision of the Superintendent shall be final.

The Superintendent reserves the right to investigate and resolve a complaint or report of unlawful harassment regardless of whether the member of the School District community or Third Party alleging the unlawful harassment pursues the complaint. The Superintendent also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Superintendent.

The parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

VI. Privacy/Confidentiality

The School District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy and related administrative procedures shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided the Complainant's identity.

During the course of a formal investigation, the Compliance Officer or designee will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that is learned or provided during the course of the investigation.

All public records created as a part of an investigation of a complaint of harassment will be maintained by the Compliance Officer in accordance with the Board's records retention policy. Any records which are considered student records in accordance with the Family Educational Rights and Privacy Act will be maintained in a manner consistent with the provisions of the Federal and State laws.

VII. Sanctions and Monitoring

The Superintendent shall vigorously enforce the Board's prohibitions against unlawful harassment/**bullying/retaliation** by taking appropriate action reasonably calculated to stop the harassment/**retaliation/bullying** and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee. **Disciplinary action up to and including the discharge of an employee may occur if an employee is found to have wrongfully and intentionally accused another of an act of bullying or harassment.** All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter,

including the ages and maturity levels of those involved. In those cases where unlawful harassment is not substantiated, the Superintendent may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Superintendent becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

VIII. Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

IX. Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

State law requires any teacher or school employee who knows or suspects that a child under the age of eighteen (18) is a victim of child abuse or neglect to immediately report that knowledge or suspicion to the Department of Children and Family Services. If, during the course of a harassment investigation, the Compliance Officer or a designee has reason to believe or suspect that the alleged conduct reasonably indicates abuse or neglect of the complainant, a report of such knowledge must be made in accordance with State law and Board policy.

If the Compliance Officer or a designee has reason to believe that the complainant has been the victim of criminal conduct as defined under Florida law, such knowledge should be reported to local law enforcement.

Any reports made to the local child protection service or to local law enforcement shall not terminate the Compliance Officer's or a designee's obligation and responsibility to continue to investigate a complaint of harassment. While the Compliance Officers or a designee may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the Superintendent.

X. Mandatory Reporting of Misconduct by Certificated Employees

The Superintendent is required by State law and Board Policy 8141 to report alleged misconduct by certificated employees of the District that affects the health, safety, or welfare of a student. In accordance with Board policy and State law, the Superintendent shall investigate each allegation of such conduct and, if confirmed, shall report such misconduct pursuant to Policy 8141.

XI. Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent or designee shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate.

XII. Retention of Investigatory Records and Materials

The Compliance Officer(s) is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including, but not limited to:

- A. all written reports/allegations/complaints/statements;
 - B. narratives of all verbal reports/allegations/complaints/statements;
 - C. a narrative of all actions taken by District personnel;
 - D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities;
 - E. written witness statements;
 - F. narratives of, notes from, or audio, video, or digital recordings of witness statements;
 - G. all documentary evidence;
 - H. e-mails, texts, or social media posts pertaining to the investigation;
 - I. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
 - J. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
 - K. dated written determinations to the parties;
 - L. dated written descriptions of verbal notifications to the parties;
 - M. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
 - N. documentation of any supportive measures offered and/or provided to the Complainant and/or the Respondent, including no contact orders issued to both parties, the dates the no contact orders were issued, and the dates the parties acknowledged receipt of the no contact orders;
 - O. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);
 - P. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment; and
 - Q. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy.
- The information, documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal and/or State law (e.g., student records).

The information, documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

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 Revised 2/5/19
 Revised 8/27/19
 Revised 2/11/20
 Revised 7/20/21

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Legal

F.S. 110.1221

F.S. 250.481

F.S. 760.01

F.S. 760.10

F.S. 784.049

F.S. 1000.05

F.S. 1006.07

F.S. 1006.147

20 U.S.C. 1400 et seq., The Individuals with Disabilities Improvement Act of 2004, as amended (commonly known as the Individuals with Disabilities Act)

20 U.S.C. 1681 et seq.

29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967

29 U.S.C. 794, Rehabilitation Act of 1973

29 C.F.R. Part 1635

29 U.S.C. 6101, The Age Discrimination Act of 1975

38 U.S.C. 4301 et seq., The Uniformed Services Employment and Reemployment Rights Act

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

42 U.S.C. 2000d et seq.

42 U.S.C. 2000e et seq.

42 U.S.C. 1983

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

Last Modified by Maria Cain on October 3, 2024



Book	Policy Manual
Section	Special Update March 2024 REVISED
Title	PROMOTION, ACCELERATION, PLACEMENT, AND RETENTION
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Adopted	June 13, 2017
Last Revised	May 14, 2024

5410.01 - **PROMOTION, ACCELERATION, PLACEMENT, AND RETENTION March update and Vol. 25 #1 update**

The School Board recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

The Board shall provide for the placement, acceleration, and progression of students through adopted student progression plans. The District student progression plan includes the standards for evaluating each student's performance, including how well s/he masters the performance standards approved by the State Board of Education. A student will be promoted to the succeeding grade level when s/he has demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade.

Parents may request student participation in Academically Challenging Curriculum to Enhance Learning (ACCEL) options, including whole grade promotion, midyear promotion, or subject matter acceleration. If the parent selects one of these ACCEL options and the student meets eligibility and procedural requirements in the student progression plan, the student will have the opportunity to participate in the ACCEL option.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. (F.S. 1008.25(6)(a))

Progress Monitoring Plans and Remediation

Each student must participate in the Statewide, standardized assessment program that is required by F.S. 1008.22. Each student who does not achieve a Level 3 or above on Statewide, standardized English language arts assessment; the Statewide, standardized mathematics assessment; or the Algebra I end-of-course (EOC) assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.

Beginning in the 2022-2023 school year, the end-of-year comprehensive progress monitoring assessment administered pursuant to F.S. 1008.25(8)(b)2. is the Statewide standardized English Language Arts assessment for students in grades 3 through 10 and the Statewide standardized Mathematics assessment for students in grades 3 through 8.

A student who is not meeting the District or State requirements for satisfactory performance in English language arts and mathematics must be covered by one (1) of the following plans:

- A. a Federally required student plan such as an individual education plan;
- B. a schoolwide system of progress monitoring for all students, except a student who scores Level 3 or above on the English language arts and mathematics assessments may be exempted from participation by the principal; or

C. an individualized progress monitoring plan.

Any student who has a substantial reading and/or substantial mathematics deficiency as described in F.S. 1008.25 must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan, or both, as necessary. The individualized progress monitoring plan shall include, at a minimum, the following: shall be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available. The plan shall include, at a minimum, include the following:

- A. the student's specific, identified reading or mathematics skill deficiency;
- B. goals and benchmarks for student growth in reading or mathematics;
- C. a description of the specific measures that will be used to evaluate and monitor the student's reading or mathematics progress;
- D. for a substantial reading deficiency, the specific evidence-based will receive;
- E. strategies, resources, and materials that will be provided to the student's parent to support the student to make reading or mathematics progress; and
- F. any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development.

Substantial Reading Deficiencies/Characteristics of ~~Dyslexia~~ Dyslexia and Parental Notification

Any student in a Voluntary Prekindergarten Education Program provided by the District who exhibits a substantial deficiency in early literacy skills and any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading, or the characteristics of dyslexia, based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency or the characteristics of dyslexia to address his or her specific deficiency or dyslexia. A Voluntary Prekindergarten Education Program student is deemed to exhibit a substantial deficiency in early literacy skills based upon the results of the midyear or final administration of the coordinated screening and progress monitoring required pursuant to Florida law.

The District shall implement reading intervention programs approved by the Florida Department of Education in addition to the comprehensive core reading instruction that is provided to all students in the general education classroom. Dyslexia-specific interventions, as defined by rule of the State Board of Education, shall be provided to students who have the characteristics of dyslexia. The reading intervention programs implemented by the District shall do all of the following:

- A. provide explicit, direct instruction that is systematic, sequential, and cumulative in language development, phonological awareness, phonics, fluency, vocabulary, and comprehension, as applicable.
- B. provide daily targeted small group reading interventions based on student need in phonological awareness, phonics including decoding and encoding, sight words, vocabulary, or comprehension.
- C. be implemented during regular school hours.

A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan under this policy is developed to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. In addition, a school may not wait until an evaluation conducted pursuant to F.S. 1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional.

A student's reading proficiency must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the District, which may include achieving a Level 3 on the Statewide, standardized English Language Arts assessment.

Determination of whether a student in a Voluntary Prekindergarten Education Program has a deficiency in early literacy and kindergarten through grade 3 has a substantial deficiency in reading shall be in accordance with State Board of Education guidelines.

The parent of any student who exhibits a substantial deficiency in reading, as described in the above paragraph, must be **immediately** notified in writing of the following:

- A. that their child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading;
- B. a description of the current services that are provided to the child;
- C. a description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency;
- D. **the student progression requirements and** that if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless s/he is exempt from mandatory retention for good cause;
- E. strategies, including multisensory strategies and programming, through a read-at-home plan for parents to use in helping their child succeed in reading;

The read-at-home plan must provide access to the resources identified in F.S. 1008.25.

- F. that the Statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the School District in knowing when a child is reading at or above grade level and ready for grade promotion;
- G. the District's specific criteria and policies for a portfolio as provided in F.S. 1008.22 and the evidence required for a student to demonstrate mastery of Florida's academic standards for English language arts;

Schools must begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention of upon the request of the parent, whichever occurs first.

- H. the District's specific criteria and policies for midyear promotion;

Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

- I. information about the student's eligibility for the New Worlds Reading Initiative under F.S. 1003.485 and the New Worlds Scholarship Accounts under F.S. 1002.411 and information on parent training modules and other reading engagement resources available through the initiative.

After initial notification, schools shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communication will be in writing and explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement. **Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or supports, and earlier implementation of the additional interventions or supports described in the initial notification.**

To be promoted to grade 4, a student must score a Level 2 or higher on the Statewide, standardized English language arts assessment required under F.S. 1008.22 for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the Statewide, standardized assessment required under F.S. 1008.22 for grade 3, the student must be retained.

A student who has been retained in third grade due to a reading deficiency shall be promoted mid-year if the student has demonstrated mastery of the State-mandated requirements in grade 4 reading.

A student may be eligible for a waiver of retention criteria for acceptable good cause as outlined in the student progression plan.

A student may be retained at the same grade level/course(s) when s/he has not demonstrated satisfactory mastery of the State-mandated requirements in the required subject areas. Parents must be informed in advance of the possibility of retention of a student at a grade level.

Substantial Mathematics Deficiencies/Characteristics of Dyscalculia and Parental Notification

Any student in a Voluntary Prekindergarten Education Program provided by the District who exhibits a substantial deficiency in early mathematics skills and any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, or assessment data; Statewide assessments; or teacher observations must:

- A. immediately following the identification of the mathematics deficiency, be provided systematic and explicit mathematics instruction to address their specific deficiencies through either:
 1. daily targeted small group mathematics intervention based on student need; or
 2. supplemental, evidence-based mathematics interventions before or after school, or both, delivered by a highly qualified teacher of mathematics or a trained tutor.
- B. the performance of a student receiving mathematics instruction under Paragraph A must be monitored and instruction must be adjusted based on the student's need.

A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan under this policy is developed to identify the student as having a substantial mathematics deficiency and initiate intensive mathematics interventions. In addition, a school may not wait until an evaluation conducted pursuant to F.S. 1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under Chapter 490 which demonstrates that the student has been diagnosed with dyscalculia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional.

The mathematics proficiency of a student receiving additional mathematics supports must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the Statewide, standardized Mathematics assessment. Determination of whether a student in a Voluntary Prekindergarten Education Program has a deficiency in early mathematics skills or a student in Kindergarten through grade 4 has a substantial deficiency in mathematics will be made in accordance with State Board of Education guidelines. A Voluntary Prekindergarten Education Program student is deemed to exhibit a substantial deficiency in mathematics skills based upon the results of the midyear or final administration of the coordinated screening and progress monitoring pursuant to Florida law.

The parent of any student who exhibits a substantial deficiency in mathematics, as described in the above paragraph, must be immediately notified in writing of the following:

- A. that their child has been identified as having a substantial deficiency in mathematics, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in mathematics;
- B. a description of the current services that are provided to the child;
- C. a description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency;
- D. strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping their child succeed in mathematics. The home-based plan must provide access to the resources identified in F.S. 1008.25.

After the initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or supports, and earlier implementation of the additional interventions or supports described in the initial notification.

The District shall incorporate into a home-based plan provided to the parent of a student who is identified as having a substantial mathematics deficiency the resources compiled by the Florida Department of Education and the Florida Center for Mathematics and Science Education Research. The resources will be made available online in an electronic format or, at the request of a parent, in a hardcopy format.

Middle Grades Promotion

In order for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete the following courses:

A. Three (3) middle grades or higher courses in English Language Arts (ELA).

B. Three (3) middle grades or higher courses in mathematics.

1. Each school that includes middle grades must offer at least one (1) high school-level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra I or Geometry course is not contingent upon the student's performance on the Statewide standardized end-of-course (EOC) assessment.
2. To earn high school credit for Algebra I, a middle grades student must take the Statewide standardized Algebra I EOC assessment and pass the course, and in addition, a student's performance on the Algebra I EOC assessment constitutes thirty percent (30%) of the student's final course grade.
3. To earn high school credit for a Geometry course, a middle grades student must take the Statewide standardized Geometry EOC assessment, which constitutes thirty percent (30%) of the student's final course grade, and earn a passing grade in the course.

C. Three (3) middle grades or higher courses in social studies.

1. One (1) of these courses must be at least a one (1) semester civics education course that includes the roles and responsibilities of Federal, State, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.
2. Each student's performance on the Statewide standardized EOC assessment in civics education required under F.S. 1008.22 constitutes thirty percent (30%) of the student's final course grade.
3. A middle grade student who transfers in from out of country, out of state, a private school, a personalized education program, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three (3) courses in social studies or two (2) year-long courses in social studies that include coverage of civics education.

D. Three (3) middle grades or higher courses in science.

1. Successful completion of a high school level Biology I course is not contingent upon the student's performance on the Statewide, standardized EOC assessment required under F.S. 1008.22.
2. However, to earn high school credit for a Biology I course, a middle grade student must take the Statewide, standardized Biology I EOC assessment, which constitutes thirty percent (30%) of the student's final course grade, and earn a passing grade in the course.

E. One course in career and education planning to be completed in grades 6, 7, or 8, which may be taught by any member of the instructional staff. The course must be Internet-based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals. The course must result in a completed personalized academic and career plan for the student, which must use, when available, Florida online career planning and work-based learning coordination system. The course must teach each student how to access and update the plan and encourage the student to access and update the plan at least annually as the student progresses through middle school and high school. The personalized academic and career plan must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under F.S. 445.07 and other State career planning resources.

1. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the following:
 - a. requirements for earning a high school diploma designation under F.S. 1003.4285 and the career and technical education pathway to earn a standard high school diploma under F.S. 1003.4282;
 - b. requirements for each scholarship in the Florida Bright Futures Scholarship Program;

- c. State university and Florida college system institution admission requirements;
- d. available opportunities to earn college credit in high school, including Advanced Placement courses;
- e. the International Baccalaureate Program;
- f. the Advanced International Certificate of Education Program;
- g. dual enrollment, including career dual enrollment;
- h. work-based learning opportunities, including internships and preapprenticeship and apprenticeship programs; and
- i. career education courses, including career-themed courses, and course sequences that lead to industry certification pursuant to F.S. 1003.492 or 1008.44.

2. The course may be implemented as a stand-alone course or integrated into another course or courses.

Notification of Acceleration, Academic, and Career Planning Options

At the beginning of each school year, the District shall notify students in or entering high school and the students' parents, in a language that is understandable to students and parents, of the opportunity and benefits of the following:

- A. advanced placement, International Baccalaureate, Advanced International Certificate of Education, and dual enrollment courses;
- B. career and professional academies;
- C. career-themed courses;
- D. the career and technical education pathway to earn a standard high school diploma under F.S. 1003.4282;
- E. work-based learning opportunities, including internships and apprenticeship and preapprenticeship programs;
- F. foundational and soft-skill credentialing programs under F.S. 445.06;
- G. Florida Virtual School courses;
- H. options for early graduation under F.S. 1003.4281; and
- I. guidance on accessing and using Florida's online career planning and work-based learning coordination system and the contact information of a certified school counselor who can advise students and parents of the options set forth hereinabove.

Retention of Students with Disabilities

Retention and assignment of a student with disability will be determined by the student's Individual Education Plan (IEP) Team and follow the requirements of Florida law. The assignment of and services to be provided to a student with a disability will be documented on the student's IEP. Extended school year services may be provided for any student who would severely regress in his/her skills and overall functioning as demonstrated by supporting documentation and determined necessary by the student's IEP team.

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F.A.C. 6A-1.094222

F.A.C. 6A-6.0533

Last Modified by Maria Cain on September 23, 2024



Book Policy Manual

Section Special Update March 2024 REVISED

Title CREDITS FROM OTHER SCHOOLS

Code po5463 am 5-28-24 JM 8/29/24 GM 9/10/24

Status

Adopted June 13, 2017

5463 - CREDITS FROM OTHER SCHOOLS

Recognizing its responsibility to uphold the minimum educational standards of the State of Florida, the following shall be the School Board's policy regarding the transfer of credits from other schools.

The Principal shall determine whether or not a transfer student will be required to take the appropriate Statewide, standardized end-of- course (EOC) assessment to earn credit in a course for which an EOC assessment is required. The Principal shall use the criteria established in State Board rule to make such determination.

Acceptance of transfer grades or credits for students in grades 9-12 shall be in accordance with State Board rule ~~and the Standards of the Commission of Secondary Schools, Southern Association of Colleges and Schools,~~ and shall be based in all cases on official transcripts. Transfer grades and/or credits from schools accredited by another state or by one (1) of the five (5) regional accrediting agencies shall be accepted at face value. The Board shall also accept high school grades and credits awarded by the Florida Virtual School, as well as from post secondary dual enrollment programs.

Credits from out of country or out of state schools, non-accredited schools, a private school, or home school shall be validated according to the transfer credit procedures outlined in State Board rule.

Transfer students seeking the award of high school credit for participation in a career and technical student organization prior to transferring in to the District must comply with the timelines and process set forth in Policy 2421 - Career and Technical Education.

Students who enter a District high school at the 11th or 12th grade from out-of-state or out-of-country shall not be required to spend additional time in a Florida public school in order the meet the high school course requirements if the student has met all requirements of the school district, state, or country from which s/he is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the required assessments.

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Legal F.A.C. 6A-1.09442

F.S. 1003.25

F.S. 1003.413

F.S. 1003.433

F.S. 1003.436

F.S. 1007.24

State Uniform Transfer of High School Credits, F.A.C. 6A-1.09941

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Book	Policy Manual
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Last Revised	December 12, 2023

5517.01 - **BULLYING AND HARASSMENT**

The School Board is committed to providing an educational setting and workplace that is safe, secure, and free from bullying and harassment for all students and employees.

The Board will not tolerate unlawful bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited:

- A. during any education program or activity conducted by the District;
- B. during any school-related or school-sponsored program or activity or on a District school bus, or at a District school bus stop;
- C. through the use of data or computer software that is accessed through a computer, computer system, or computer network within the scope of the District, meaning regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school-sponsored program or activity; or
- D. through the use of data or computer software that is accessed at a nonschool-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by the District or school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by the District or school or substantially disrupts the education process or orderly operation of a school. This paragraph does not require a school to staff or monitor any nonschool-related activity, function, or program.

This policy has been developed in consultation with District students, parents, teachers, administrators, school staff, school volunteers, community representatives, and local law enforcement agencies as prescribed in F.S. 1006.147 and in conformity with the Florida Department of Education (FLDOE) Revised Model Policy (April 2016).

Pursuant to State law, District students, parents, teachers, administrators, school staff, school volunteers, community representatives, and local law enforcement agencies shall be involved in the review of this policy every three (3) years.

The Superintendent shall develop a comprehensive plan intended to prevent bullying and harassment and to cultivate the school climate so as to appropriately identify, report, investigate, and respond to situations of bullying and harassment as they may occur on school grounds, at school-sponsored events, and through school computer networks. Implementation of the plan by each principal will be ongoing throughout the school year and will be integrated with the school curriculum, District disciplinary policies, and violence prevention efforts.

Bullying and harassment of school employees shall be addressed in accordance with Policy 1362, Policy 3362, and Policy 4362 - *Anti-Harassment*.

Definitions

"Bullying" includes "cyberbullying" and means systematically and chronically inflicting physical hurt or psychological distress on one (1) or more students or employees. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that creates an intimidating, hostile, or offensive educational environment; causes discomfort or humiliation; or unreasonably interferes with the individual's school performance or participation; and may involve:

- A. teasing;
- B. threats;
- C. intimidation;
- D. stalking;
- E. cyberstalking;
- F. physical violence;
- G. theft;
- H. sexual, religious, or racial harassment;
- I. public or private humiliation; or
- J. destruction of property; and
- K. social exclusion.

"Cyberbullying" means bullying against one (1) or more students or employees, through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one (1) person or the posting of material on an electronic medium that may be accessed by one (1) or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

"Cyberstalking" means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:

- A. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
- C. has the effect of substantially disrupting the orderly operation of a school.

"Bullying" and "harassment" also encompass:

- A. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.

B. Perpetuation of conduct listed in the definition of bullying and/or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:

1. incitement or coercion;
2. accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system; or
3. acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

"Harassment" also means electronically transmitted acts (i.e., internet, e-mail, cellular telephone, personal digital assistance (PDA), or wireless hand-held device) that a student(s) or a group of students exhibits toward another particular student(s) or employee(s) and the behavior both causes mental and physical harm to the other student(s) or employee(s) and creates an intimidating, threatening, or abusive educational environment for the other student(s).

Sexual Cyberharassment

Pursuant to Florida law, "sexual cyberharassment" means to publish a sexually explicit image of a person that contains or conveys the personal identification information of the depicted person to an Internet website without the depicted person's consent, for no legitimate purpose, with the intent of causing substantial emotional distress to the depicted person. Sexual cyberharassment may be a form of sexual harassment.

"Within the scope of the District" means regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school-sponsored program or activity.

Expected Behavior

The District expects students to conduct themselves in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

Such behavior is essential in maintaining an environment that provides each student the opportunity to obtain a high-quality education in a uniform, safe, secure, efficient, and high-quality system of education.

The standards for student behavior shall be set cooperatively through interaction among students, parents/guardians, staff, and community member, producing an atmosphere that encourages students to grow in self-discipline. The development of such an atmosphere requires respect for self and others, as well as for District and community property on the part of students, staff, and community members. School administrators, faculty, staff, and volunteers serve as role models for students and are expected to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying.

Students are expected to conform to reasonable standards of socially acceptable behavior; respect the person, property, and rights of others; obey constituted authority; and respond to those who hold that authority.

Consequences

Consequences and appropriate remedial action for students who commit acts of bullying or harassment or found to have wrongfully and intentionally accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.

Consequences and appropriate remedial action for a school employee found to have committed an act of bullying or harassment or found to have wrongfully and intentionally accused another as a means of bullying or harassment shall include discipline in accordance with District policies, administrative procedures, and the collective bargaining agreement. Egregious acts of harassment by certified educators may result in a sanction against an educator's State-issued certificate. (See the Principles of Professional Conduct of the Education Profession in Florida - F.A.C. 6A-10.081)

Consequences and appropriate remedial action for a visitor or volunteer found to have committed an act of bullying or harassment or found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

Procedure for Reporting

The Board designates the principal as the person responsible for receiving all alleged acts of bullying. Any student or student's parent/guardian who believes s/he has been or is the victim of bullying or harassment should immediately report the situation to the school principal. Complaints against the principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board Chair.

All school employees are required to report alleged violations of this policy and alleged acts of bullying and harassment to the principal or as described above. The alleged violations and acts must be reported by school employees to the Principal within twenty-four (24) hours. Refer to Policy 1362, Policy 3362, and Policy 4362 for District staff allegations and procedures.

All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the principal or as described above.

Written and oral reports shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The principal shall establish and prominently publicize to students, staff, volunteers, and parents the procedure for reporting bullying and how such a report will be acted upon. A victim of bullying and/or harassment, anyone who witnessed the act, and anyone who has credible information that an act of bullying and/or harassment has taken place may file a report.

Procedure for Investigation

The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and begins with a report of such an act. All complaints about bullying and/or harassment that may violate this policy shall be promptly investigated by an individual, designated by the principal, who is trained in investigative procedures. Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately and shall be confidential. The investigator may not be the accused perpetrator or victim. At no time shall the accused perpetrator and victim be interviewed together. The investigator shall collect and evaluate the facts including, but not limited to, the following:

- A. a description of the incident, the nature of the behavior, and the context in which the incident occurred;
- B. how often the conduct occurred;
- C. whether there were past incidents or past continuing patterns of behavior;
- D. the relationship between the parties involved;
- E. the characteristics of the parties involved;
- F. the identity of the alleged perpetrator, including whether the individual was in a position of power over the individual allegedly subjected to bullying or harassment;
- G. the number of alleged bullies/harassers;
- H. the age of the alleged bully/harasser;
- I. where the bullying and/or harassment occurred;
- J. whether there have been other incidents in the school involving the same or other students;
- K. whether the conduct adversely affected the student's education or educational environment;
- L. the date, time, and method in which the parent(s) of all parties involved were contacted.

In accordance with State law, District staff may monitor as part of any bullying or harassment investigation any nonschool-related activity, function, or program.

If, during an investigation of reported acts of bullying and/or harassment, the principal or his/her designee believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on race, color, national origin, sex (including sexual orientation, transgender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law (collectively

"protected classes"), the principal or his/her designee will report the act of bullying and/or harassment to one (1) of the Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy 5517 - *Anti-Harassment*.

Sexual Harassment covered by Policy 2266 - *Nondiscrimination on the Basis of Sex in Education Programs or Activities* is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266.

Upon the completion of the investigation to determine whether or not a particular action or incident constitutes a violation of the policy, the designated individual who has conducted the investigation shall make a determination based on all the facts and surrounding circumstances and shall include:

- A. a recommendation of remedial steps necessary to stop the bullying and/or harassing behavior; and
- B. a written report to the principal.

A maximum of ten (10) days should be the limit for the completion of the investigative procedural steps and submission of the incident report. While ten (10) days is the expectation for completion of the investigative procedural steps, more time may be needed based on the nature of the investigation and the circumstances affecting that investigation. The investigator shall document in his/her report the reasons for needing additional time beyond ten (10) days. The highest level of confidentiality possible shall be provided regarding the submission of a complaint or a report of bullying and/or harassment and for the investigative procedures that are employed.

The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated pursuant to this policy.

Scope

The investigator will provide a report on the results of the investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of District authority. Computers without web-filtering software or computers with web-filtering software that is disabled shall be used when complaints of cyberbullying are investigated. If the action is within the scope of the District, District procedures for investigating bullying and/or harassment shall be followed. If the action is outside the scope of the District, and believed to be a criminal act, the action shall be referred to the appropriate law enforcement agency. If the action is outside the scope of the District and believed not a criminal act, the principal shall inform parents/guardians of all minor parties.

Parent Notification

The principal shall report the occurrence of an incident of bullying as defined by District policy to the parent/guardian of all students known to be involved in the incident on the same day an investigation of the incident has been initiated. Notification shall be by telephone, e-mail, personal conference, or by first-class mail and shall be consistent with the student privacy rights under applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). The notice shall advise the individuals involved of their respective due process rights including the right to appeal any resulting determination or action to the State Board of Education.

If the bullying incident results in the perpetrator being charged with a crime, the principal shall inform by first class mail or by telephone the parent/guardian of the identified victim(s) involved in the bullying incident about the Unsafe Schools Choice Option (the Elementary and Secondary Education Act, as amended) that states, in pertinent part, as follows:

"...a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school."

Upon the completion of the investigation and if criminal charges are to be pursued against the perpetrator, the appropriate law enforcement agencies shall be notified by telephone and/or in writing.

Counseling Referral

The District shall provide a referral procedure for intervening when bullying or harassment is suspected or when a bullying incident is reported. The procedure will include:

- A. a process by which the teacher or parent may request informal consultation with school staff (e.g., school counselor, school psychologist, school social worker, etc.) to determine the severity of concern and appropriate steps to address the concern;
- B. a referral process to provide professional assistance or services that may includes a process by which school personnel or parent/guardian may refer a student to the school intervention team (or equivalent school-based team with a problem-solving focus) for consideration of appropriate services (parent/guardian involvement is required at this point); or

If a formal discipline report or formal complaint is made, the principal must refer the student(s) to the school intervention team for determination of counseling support and interventions (parent/guardian is required at this point).

- C. a school-based action to address intervention and assistance as determined appropriate by the intervention team that includes:
 - 1. counseling and support to address the needs of the victim(s) of bullying or harassment;
 - 2. interventions to address the behavior of students who bully and harass others (e.g., empathy training, anger management, etc.);
 - 3. interventions which include assistance and support for parents, as may be deemed necessary or appropriate.

Data Report

The District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data as prescribed. If a bullying (including cyberbullying) and/or harassment incident occurs it will be reported in SESIR, coded appropriately using the relevant incident code and the related element code. Discipline and referral data will be recorded in Student Discipline/Referral Action Report and Automated Student Information System. In a separate section, the District shall include each alleged incident of bullying or harassment that does not meet the criteria of a prohibited act under this policy with recommendations regarding such incidents.

The District will provide bullying incident, discipline, and referral data to the Florida Department of Education (FLDOE) in the format requested, through Surveys 2, 3, and 5 from Education Information and Accountability Services, and at designated dates provided by the Department. Data reporting on bullying, harassment, unsubstantiated bullying, unsubstantiated harassment, sexual harassment, and threat/intimidation incidents, as well as any bullying-related incidents that have as a basis sex, race, or disability should include the incident basis. Victims of these offenses should also have the incident basis (sex, race, or disability) noted in their student record.

Training and Instruction

Students, parents, teachers, school administrators, counseling staff, and school volunteers shall be provided training and instruction, at least annually, on the District's policy and administrative procedures regarding bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as information about how to effectively identify and respond to bullying in schools. Instruction regarding bullying, harassment, and the District's violence prevention and school safety efforts shall be integrated into District curriculum at the appropriate grade levels. The training and instruction shall include recognizing behaviors that lead to bullying and harassment and taking appropriate preventative action based on those observations. The programs of training and instruction authorized by the District shall include, but not be limited to,:

- A. Olweus Bullying Prevention Program
- B. Monique Burr Foundation for Children, Inc.'s - Child Safety Matters
- C. PBS/PBIS (Positive Behavior Support/Positive Behavioral Interventions and Supports)

Victim's Parent Reporting

The principal shall report the occurrence of an incident of bullying as defined herein to the parent/guardian of students known to be involved in the incident on the same day an investigation of the incident has been initiated. Notification shall be by telephone and in writing by first-class mail and shall be consistent with the student privacy rights under applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). According to the level of infraction, the victim's parents will be notified by telephone and/or in writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident.

Policy Publication

At the beginning of each school year, the Superintendent shall, in writing, inform school staff, parents/guardians/other persons responsible for the welfare of a student of the District's student safety and violence prevention policy.

The District shall provide notice to students and staff of this policy in the Code of Student Conduct, employee handbooks, and via the District's official website. The Superintendent will also provide such notification to all District contractors.

Each principal shall implement a process for discussing, at least annually, the District policy on bullying and harassment with students in a student assembly or other reasonable format. Reminders of the policy and bullying prevention messages will be displayed, as appropriate, at each school and at District facilities.

Immunity

A school employee, school volunteer, students, parent/guardian, or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in District policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.

Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments. Such immunity from liability shall not apply to any school employee, school volunteer, student, parent/guardian, or other person determined to have made an intentionally false report about harassment, intimidation, and/or bullying.

Privacy/Confidentiality

The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative procedures shall be maintained as confidential to the extent permitted by law.

Nothing in this policy shall be construed to abridge the rights of students or school employees that are protected by the First Amendment to the Constitution of the United States.

Retaliation/False Charges

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry under this policy is prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. Suspected retaliation should be reported in the same manner as aggressive behavior and/or bullying.

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Legal

F.S. 110.1221

F.S. 784.048

F.S. 1002.20

F.S. 1006.13

F.S. 1006.147

Florida Department of Education Revised Model Policy (April 2016)

Elementary and Secondary Education Act

Last Modified by Maria Cain on October 3, 2024



Book	Policy Manual
Section	Special Update March 2024 REVISED
Title	STUDENT RECORDS
Code	po8330 March Update and Vol. 25 #1 (technical Change) am 5-28-24, 7-22 J.A. 9/10/24 jfk 8-19-2024 B.D. 8/26/24 LC 9/10/24
Status	
Adopted	June 13, 2017
Last Revised	May 14, 2024

8330 - STUDENT RECORDS March Update and Vol. 25 #1 technical correction, remove ref. to No Child Left Behind At of 21-P.L. 107-110

In order to provide appropriate educational services and programming, the School Board must collect, retain, and use information about students. Simultaneously, the Board recognizes the need to safeguard students' privacy and restrict access to students' personally identifiable information.

Definitions

- A. "Education records" means records that are directly related to a student and that are maintained by the District or a party acting for or on behalf of the District, as defined in 20 U.S.C. Section 1232g(a)(4).
- B. "Eligible student" refers to students who are eighteen (18) years of age or older, or who are enrolled in a postsecondary institution, regardless of age.
- C. "Online educational service" means computer software, mobile applications (apps), and web-based tools that students or parents are required to use and access through the internet and as part of a school activity or function. Examples include online services that students or parents use to access class readings, assignments, or videos, to view learning progression, or to complete assignments. This does not include online services that students or parents may use in their personal capacity or to online services that districts or schools may use to which students or parents do not have access, such as a district student information system.
- D. "Parent" or "parents" includes parents or guardians of students who are or have been in attendance at a school or institution.
- E. "Personally identifiable information" or "PII" means information that can be used to distinguish or trace a student's identity either directly or indirectly through linkages with other information, as defined in 34 CFR §99.3. PII includes, but is not limited to, direct identifiers (such as a student's or other family member's name), indirect identifiers (such as a student's date of birth, place of birth, or mother's maiden name), and other personal identifiers (such as a student's social security number or Florida Education Identifier (FLEID) number). PII also includes information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.
- F. "Student" means any individual who is or has been in attendance in a District school and regarding whom the District maintains education records.

- G. "Therapeutic treatment plan" means a plan that identifies the mental health diagnosis, or condition, the therapy or intervention goal(s), the type of school-based mental health intervention, and the school-based mental health services provider responsible for providing the mental health intervention or therapy.
- H. "Therapy progress notes" means notes maintained by a school-based mental health services provider that summarize the focus and progress toward treatment goals(s) of each therapy or intervention session.
- I. "Third-party vendor" or "Third-party service provider" means any entity, whether public or private, that provides services to the Board through a contract or agreement. The term does not include the Florida Department of Education, the Department's contractors and subcontractors, school boards, and school districts.

Maintenance of Student Records

The Board is responsible for the records of all students who attend or have attended schools in this District. Only records mandated by the State or Federal government and necessary and relevant to the function of the School District or specifically permitted by this Board shall be compiled by District employees.

Each school shall maintain a permanent cumulative record for each student enrolled in the school which shall contain the data as prescribed by F.A.C. 6A-1.0955 and this policy. Each student's cumulative record shall include the following types of data:

A. Category A Records, Information for each student which shall be kept current while the student is enrolled and retained permanently in the manner prescribed by F.S. 1001.52

1. Student's full legal name.
2. Authenticated birthdate, place of birth, race, ethnicity, and sex.
3. Last known address of the student.
4. Name(s) of the student's parent(s) or guardian(s).
5. Name and location of last school attended.
6. Number of days present and absent, date enrolled, date withdrawn.
7. Courses taken and record of achievement, such as grades, credits, or certification of competence.
8. Date of graduation or date of program completion.
9. Records of requests for access to and disclosure of personally identifiable information from the student's educational records.

B. Category B Records, Information which is subject to periodic review and elimination when the information is no longer useful in the manner prescribed by F.S. 1001.52

1. Health information, family background data, standardized test scores, State-mandated achievement test scores, educational and career plans, honors and activities, work experience reports, and teacher comments.
2. Reports of student services or exceptional student staffing committees including all information required by F.S. 1001.42.
3. Correspondence from community agencies or private professionals.
4. Discipline records.
5. School Environmental Safety Incident Reports (SESIR) collected under F.S. 1006.07.
6. Threat assessments are done by the threat assessment team pursuant to F.S. 1006.07, subject to the following:

All reports of concerning behavior, concerning communications, or threats documented using the Florida Harm Prevention and Threat Management Instrument prescribed by F.A.C. 6A-1.0019 are Category B records and shall be maintained in a student's file as long as determined useful by a threat management team,

pursuant to F.S. 1006.07 and F.A.C. 6A-1.0019. These records include all corresponding documentation and any additional information required by the Florida Model for threat management related to the reporting, evaluation, intervention, and management of threat assessment evaluations and intervention services.

a. Transient or Substantive Threats

Threat assessments determined to be transient or substantive, as defined in F.A.C. 6A-1.0018, are Category B records and shall be maintained in a student's file as long as determined useful by a threat assessment team, pursuant to F.S. 1006.07 and F.A.C. 6A-1.0018.

b. Non-Threats

In order to protect students from stigma and unintended consequences, reported threats which are determined by a threat assessment team not to be a threat at all, meaning the threat does not rise to the level of transient or substantive, may be maintained by the threat assessment team, but must not be maintained in a student's file, unless one of the following conditions are met:

1. The parent of the student who was the subject of a non threat finding requests that the record be retained in the student's file; or
2. The threat assessment team has made a determination that the non threat finding must be retained in order to ensure the continued safety of the school community or to ensure the well-being of the student.

Such determination and reasoning for maintaining the record must be documented with the non threat finding.

Where such a determination is made, the threat assessment team must re-evaluate the decision on an annual basis to determine if the record is no longer useful. The student's age and length of time since the original assessment must be considered in those evaluations.

7. A list of schools attended.
8. Written agreements of corrections, deletions, or expunctions as a result of meetings or hearings to amend educational records.
9. Academic and behavioral intervention services.
10. Psychological evaluations.
11. Therapeutic treatment plans and therapy progress notes.
12. Such other records of educational importance as the school shall deem necessary.
13. Records designated for retention by the Florida Department of State in General Records Schedule GS7 for *Public Schools Pre-K-12, Adult and Vocational/Technical*.

Category A and B records shall be maintained in compliance with the approved District records retention schedule.

Individual exceptional student records shall be kept separate from regular cumulative records. These records shall be sent to each succeeding school the student attends in the District and shall be maintained in accordance with the approved District records retention plan.

Periodic review for the elimination of outdated information in student records by the custodian or designees shall be made in accordance with F.S. 1001.52, and the approved District records retention plan. The custodian of the student records shall be responsible for maintaining the accuracy of information by purging student records in accordance with the General Records Schedule for Public Schools (GS-7). Explanations placed in the education record and the record of access shall be maintained for as long as the education record to which it pertains is maintained. This procedure must be implemented before records are released to any vocational-technical centers, community colleges, or institutions of higher learning in which the student seeks or intends to enroll.

Type Record	Location	Custodian	Address
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Active and inactive student records as specified in the current Student Records Manual for the District

Last school attended

Principal of last school attended

As shown in local directory

Inactive student cumulative records (Category A) as specified in the current Student Records Manual for the District

Central District office

Superintendent

Records Management Educational Services Facility

Individual exceptional student education records as specified in the current Student Records Manual for the District

Last school attended

Principal of last school attended

As shown in local directory

Individual student psychological records as specified in the current Student Records Manual for the District

Last school attended

Principal of last school attended

As shown in local directory

Limitations on Collection and Retention of Certain Information

The District shall not collect, obtain, or retain information on the political affiliation, voting history, religious affiliation, or biometric information of a student or a parent or sibling of a student. For purposes of this paragraph, the term "biometric information" means information collected from the electronic measurement or evaluation of any physical or behavioral characteristics that are attributable to a single person, including fingerprint characteristics, hand characteristics, eye characteristics, vocal characteristics, and any other physical characteristics used for the purpose of electronically identifying that person with a high degree of certainty. Examples of biometric information include, but are not limited to, a fingerprint or hand scan, a retina or iris scan, a voice print, or a facial geometry scan.

The District shall not maintain any report or record relative to a student that includes a copy of a student's fingerprints.

The Superintendent or designee will be responsible for the privacy and security of records that are not under the supervision of the school principal.

Requests to Deviate from Students Legal Name

Parents who approve of their student being referred to by any name other than their legal name (such as a nickname) must fully complete the District's electronic or hard copy parental consent form.

Access to Student Records

The rights of students and their parents with respect to education records created, maintained, or used by the District must be protected in accordance with FERPA, State law, and the implementing regulations and rules issued pursuant thereto. Students and their parents have the right to access their education records, including the right to inspect and review those

records, have the right to waive their access to their education records in certain circumstances, have the right to challenge the content of education records, have the right of privacy with respect to such records and reports, and receive annual notice of their rights with respect to education records.

In addition to students and their parents and eligible students, student records shall be available only to designated school officials and personnel, to such other persons as the parent or eligible student authorizes in writing, a court of competent jurisdiction or to other individuals or organizations as permitted by law.

Schools may, without consent of parents, guardians, or eligible students, provide access to school officials to perform an administrative, supervisory, or instructional task, or to perform a service or benefit for the student or the student's family, and psychologists within the School District providing they have a legitimate educational interest. Support employees may be designated by the principal for the purpose of doing clerical work and maintaining student records. However, such persons shall receive in-service training concerning the confidentiality of student records and work under the supervision and control of an administrative staff member.

Whenever a student has attained eighteen (18) years of age, the permission and consent required of and rights accorded to the parents of the student as to student records maintained by the District, shall thereafter be required of and accorded to the eligible student only, unless the eligible student is a dependent of his/her parents as defined in Title 26 U.S.C. Section 152 of the Internal Revenue Code of 1954. The School District may, in this instance, disclose personally identifiable information from the education records to the parents without the prior consent of the eligible student.

Whenever a student has enrolled in a postsecondary institution, regardless of age, the permission and consent required of and rights accorded to the parents of the student as to student records maintained by the postsecondary institution shall thereafter be required of and accorded to the eligible student only. However, if the student is not eighteen (18) years of age, then the permission and consent required of and rights as to the student records maintained by the District shall be retained by the parents.

The custodian of the student record shall permit the eligible student or the parents or guardians of the student who is or has been in attendance in the School District to inspect and review the education records of the eligible student or student. Provisions for such inspection and review shall be made within a reasonable period of time of the request, but in no case shall be more than thirty (30) days after the request has been made.

The District presumes that the eligible student or either parent of the student has the right to inspect, review, and receive copies of the education records of the student or eligible student unless the Board, its staff, or the individual school has been provided a legally binding instrument or court order governing such matters as divorce, separation, or custody which provides to the contrary.

In instances where records are opened to parents, guardians, or eligible students, schools shall make available a member of the professional staff to interpret the record and shall provide copies, upon request and payment of the current District copy rate, which shall not exceed the maximum rate for copies of public records as set forth in F.S. Chapter 119.

The copy rate will include actual reproduction costs and will not include the labor costs for retrieval.

School officials shall provide requesting parents, guardians, or eligible students an opportunity for a hearing to challenge the content of their child's or the eligible student's school records, to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein.

Parents, guardians, and eligible students may waive their right of access to confidential letters or statements of recommendations or evaluation. Such waiver shall be made in writing to the custodian of the records and shall be signed by the parent, guardian, or eligible student. Such waiver shall apply to recommendations or evaluation only if:

- A. the parent, guardian, or eligible student is, upon request, notified of the names of all persons submitting confidential letters or statements; and
- B. such recommendations or evaluations are used solely for the purpose for which they were specifically intended.

The waiver of right of access may be revoked in writing with respect to actions occurring after the revocation.

Court Request of Records

- A. Student records may be disclosed to a court of competent jurisdiction provided that reasonable notification is given in advance to the parents and student. If the Principal is unable to notify prior to time for compliance set forth in the court order, she/he shall bring to the court's attention the provision of the Family Educational Rights and Privacy Act

of 1974 and comply with the court's instruction.

- B. Student records may be disclosed pursuant to a lawfully issued subpoena, upon the condition that the student, or his/her parent if the student is either a minor and not attending an institution of postsecondary education or a dependent of such parent as defined in 26 U.S.C. 152 (s. 152 of the Internal Revenue Code of 1954), is notified of the order or subpoena in advance of compliance therewith by the educational institution or agency.

The Superintendent may, in writing, authorize access to student records to representatives of the Federal, State, or local educational authorities.

Transcripts of a student's records may be released without written consent from the students' parents, guardians, or eligible student, to any vocational-technical center, community college, or any postsecondary institutions of higher learning in which the student seeks or intends to enroll. A copy of the records may be released to the student's parents, guardians, or eligible student upon request. This policy is also applicable in instances where such a request is in connection with a student's application for, or receipt of, financial aid.

Hearing Procedure to Correct Student Records

Whenever a parent, guardian, or eligible student believes the content of the student record is inaccurate, misleading, or in violation of their privacy, they may request in writing an informal meeting with the custodian of the record for the purpose of requesting the correction, deletion, or expunction of any inaccurate, misleading, or otherwise inappropriate data or material contained in the student record.

If the parties at the informal meeting agree to make deletions, to expunge material, or to add a statement of explanation or rebuttal to the file, such agreement shall be reduced to writing and signed by the parties, and the appropriate school officials shall take the necessary actions to implement the agreement. If agreement is not reached, denial of the request and notification of the right to a formal hearing shall be made in writing to the parent, guardian, or eligible student with a copy to the Superintendent or designee.

Upon the request of a parent, guardian, or eligible student, a formal hearing shall be held. Such hearing shall be requested, in writing, within ten (10) days of the written notice of denial at the informal meeting, to the Superintendent or designee, who shall appoint a hearing officer who shall be any official of the school system with no direct interest in the outcome of the hearing. The hearing officer shall convene and conduct the hearing and shall render a decision in writing to all concerned parties within ten (10) days of the conclusion of the hearing. Such hearing shall be held within a reasonable period of time but in no case shall be held more than thirty (30) days from the date of the written request.

The parents, guardians, eligible student, and officials of the school shall be afforded a full and fair opportunity to present evidence relevant to the issues raised. The hearing shall be recorded and available to all parties. However, the record of such hearings are exempt from disclosure under F.S. Chapter 119.

If the decision of the hearing officer is that the records are not inaccurate, misleading, or otherwise in violation of privacy rights, the parent, guardian, or eligible student shall be allowed to comment in writing on the information in the education record and set forth any reasons for disagreeing with the decision. This written response shall be filed in the education records of the student.

Disclosure of Personally Identifiable Information

Notwithstanding any other provision in this policy, student education records shall not be disclosed to any person, public body, body politic, political subdivision, or agency of the Federal government except when authorized by State or Federal law or in response to a lawfully issued subpoena or court order. In accordance with State law, student education records are exempt from the provisions of F.S. Chapter 119.

A. Prior Written Consent

1. Prior written consent of the parent, guardian, or eligible student shall be obtained prior to disclosing personally identifiable student information other than directory information. The written consent shall include: signature of the parent, guardian, or eligible student; date; specification of records or information to be disclosed; purpose of the disclosure; and the party or class of parties to whom a disclosure is to be made.
2. Disclosures of personally identifiable student information will be made only on the condition that the party or parties to whom the information is disclosed shall not disclose the information to any other party without prior written consent of the parent, guardian, or eligible student, as appropriate. Personally identifiable student information which is disclosed to an institution, agency, or organization may be used by its officers, employees, and agents, but only for the purpose for which the disclosure was made. The District presumes

the parent, guardian, or eligible student has the authority to grant permission for disclosure of personally identifiable student information unless the District has been provided with evidence that there is a legally binding instrument or State law or court order governing such matters as divorce, separation, or custody which provides to the contrary.

B. Without Prior Written Consent

Personally identifiable information or records of a student may be released to the following persons or organizations without the prior written consent of the student or the student's parent or guardian:

1. Officials of schools, school systems, career centers, or public postsecondary educational institutions in which the student seeks or intends to enroll; and a copy of such records or reports shall be furnished to the parent or student upon request.
2. Other school officials, including teachers within the educational institution or agency, who have a legitimate educational interest in the information contained in the records.
3. The United States Secretary of Education, the Director of the National Institute of Education, the Assistant Secretary for Education, the Comptroller General of the United States, or State or local educational authorities who are authorized to receive such information subject to the conditions set forth in applicable Federal statutes and regulations of the United States Department of Education, or in applicable State statutes and rules of the State Board of Education.

The disclosed records must be used to audit or evaluate a Federal or State-supported education program, or to enforce or comply with Federal requirements related to those education programs. A written agreement between the parties is required under this exception. (see Form 8330 F16)

This written agreement must include:

- a. designation of the receiving individual or entity as an authorized representative;
- b. specification of the information to be disclosed;
- c. specification that the purpose of the disclosure is to carry out an audit or evaluation of a government-supported educational program or to enforce or comply with the program's legal requirements;
- d. a summary of the activity that includes a description of methodology and an explanation of why personally identifiable information is necessary to accomplish the activity;
- e. a statement requiring the organization to destroy all personally identifiable information when it is no longer needed to carry out the audit or evaluation, along with a specific time period in which the information must be destroyed; and
- f. a statement of policies and procedures that will protect personally identifiable information from further disclosure or unauthorized use.

Under the audit exception, the District will use "reasonable methods" to verify that the authorized representative complies with FERPA regulations. Specifically, the District will verify, to the greatest extent practicable, that the personally identifiable information is used only for the audit, evaluation, or enforcement of a government-supported educational program. The District will also ascertain the legitimacy of the audit or evaluation and will only disclose the specific records that the authorized representative needs. Further, the District will require the authorized representative to use the records only for the specified purpose and not to disclose the information any further, such as for another audit or evaluation. Finally, the District will verify that the information is destroyed when no longer needed for the audit, evaluation, or compliance activity.

4. Appropriate parties in connection with a student's application for or receipt of financial aid, if necessary to determine the eligibility for the aid; determine the amount of the aid; determine the conditions of the aid; and/or enforce the terms and conditions of the aid.
5. Individuals or organizations conducting studies for or on behalf of an institution or a board of education for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, if the studies are conducted in a manner that does not permit the personal identification of students and their parents by persons other than representatives of such organizations and if the information will be destroyed when no longer needed for the purpose of conducting such studies.

In order to release information under this provision, the District will enter into a written agreement with the recipient organization that specifies the purpose of the study. (see Form 8330 F14)

This written agreement must include: (1) specification of the purpose, scope, duration of the study, and the information to be disclosed; (2) a statement requiring the organization to use the personally identifiable information only to meet the purpose of the study; (3) a statement requiring the organization to prohibit personal identification of parents and students by anyone other than a representative of the organization with legitimate interests; and (4) a requirement that the organization destroy all personally identifiable information when it is no longer needed for the study, along with a specific time period in which the information must be destroyed.

While the disclosure of personally identifiable information without consent is allowed under this exception, it is recommended that whenever possible the administration either release de-identified information or remove the students' names and social security identification numbers to reduce the risk of unauthorized disclosure of personally identifiable information.

6. Accrediting organizations, in order to carry out their accrediting functions.
7. School Readiness programs as provided in State law in order to carry out their assigned duties.
8. For use as evidence in student expulsion hearings conducted by a district school board under F.S. Chapter 120; however, public records of expulsion hearings shall not contain any personally identifiable information.
9. Appropriate parties in connection with an emergency, if knowledge of the information in the student's educational records is necessary to protect the health or safety of the student or other individuals.
10. The Auditor General and the Office of Program Policy Analysis and Government Accountability in connection with their official functions; however, except when the collection of personally identifiable information is specifically authorized by law, any data collected by the Auditor General and the Office of Program Policy Analysis and Government Accountability is confidential and exempt from F.S. 119.07 (1) and shall be protected in a way that does not permit the personal identification of students and their parents by other than the Auditor General, the Office of Program Policy Analysis and Government Accountability, and their staff, and the personally identifiable data shall be destroyed when no longer needed for the Auditor Generals and the Office of Program Policy Analysis and Government Accountability's official use.
11. A court of competent jurisdiction in compliance with an order of that court or the attorney of record in accordance with a lawfully issued subpoena, upon the condition that the student and the student's parent are notified of the order or subpoena in advance of compliance therewith by the educational institution or agency.

Student records may be disclosed record pursuant to a lawfully issued subpoena, upon the condition that the student, or his/her parent if the student is either a minor and not attending a postsecondary educational institution or a dependent of such parent as defined in 26 U.S.C. 152 (section 152 of the Internal Revenue Code of 1954), is notified of the order or subpoena in advance of compliance therewith by the educational institution or agency.
12. Credit bureaus, in connection with an agreement for financial aid that the student has executed, if the information is disclosed only to the extent necessary to enforce the terms or conditions of the financial aid agreement. Credit bureaus shall not release any information obtained under this paragraph to any person.
13. Parties to an interagency agreement among the Department of Juvenile Justice, school and law enforcement authorities, and other signatory agencies for the purpose of reducing juvenile crime and especially motor vehicle theft by promoting cooperation and collaboration, and the sharing of appropriate information in a joint effort to improve school safety, to reduce truancy and in-school and out-of-school suspensions, and to support alternatives to in-school and out-of-school suspensions and expulsions that provide structured and well-supervised educational programs supplemented by a coordinated overlay of other appropriate services designed to correct behaviors that lead to truancy, suspensions, and expulsions, and that support students in successfully completing their education. Information provided in furtherance of such interagency agreements is intended solely for use in determining the appropriate programs and services for each juvenile or the juvenile's family, or for coordinating the delivery of such programs and services, and as such is inadmissible in any court proceedings prior to a dispositional hearing unless written consent is provided by a parent or other responsible adult on behalf of the juvenile.

14. Consistent with the Family Educational Rights and Privacy Act, the Department of Children and Families or a community-based care lead agency acting on behalf of the Department of Children and Families, as appropriate.
15. Parents of a dependent student as defined by the Internal Revenue Service Tax Code of 1986 and in this policy.
16. "Directory information" as specified in this policy.
17. If the District initiates legal action (a lawsuit) against a parent, or if the parent initiates legal action against the District. In such circumstances, the District may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the District to proceed with legal action as the plaintiff or to defend itself.
18. If the release is to the Attorney General of the United States or to his/her designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specific in Sections 2331 and 2332 of Title 18, U.S. Code.

Under this exception, school officials are not required to record (i.e., on an access log) the disclosure of information from a student's education record when the school makes pursuant to an ex parte order.

Further, an educational institution that, in good faith, produces information from education records in compliance with an ex parte order shall not be liable to any person for that disclosure.

19. If the release is otherwise permitted under Federal law.

C. Record of Disclosures

Record of any requests or disclosures of personally identifiable student information shall be maintained except for disclosures to the parent, guardian, or eligible student; disclosure of directory information; or to any other school officials with a legitimate educational interest. The record of requests for disclosure shall include the following: the parties who have requested or obtained personally identifiable student information, the legitimate interests of the persons requesting or obtaining the information, and date parental/eligible student consent was obtained.

With regard to such disclosures, a "school official" is determined to be any employee of the Board with direct responsibility for providing services to students. A "legitimate educational interest" is determined to mean responsibility for providing direct educational services to students which will include teaching, counseling, psychological services, or other services to students which require access to personally identifiable information and/or those specified in the law.

D. Disclosures - Health or Safety Emergencies

Disclosure of personally identifiable student information may be made by school officials in the event of a health or safety emergency. Such emergency situations shall be declared in writing to the Superintendent by a recognized legal official with authority to declare such emergency. The declaration of a health or safety emergency shall include the need for specific personally identifiable student information, the time requirements for the information, and the parties to whom the information is disclosed who are responsible for utilizing the information to deal with the emergency.

DIRECTORY INFORMATION

The District may make available, upon request, certain information known as "directory information" without prior permission of the parents or the eligible student. The District shall charge fees for copies of designated directory information as provided in State law. Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. The Board designates as student "directory information": a student's name; photograph; address; telephone number, if it is a listed number; e-mail address; date and place of birth; participation in officially recognized activities and sports; height and weight, if a member of an athletic team; dates of attendance; grade level; enrollment status; date of graduation or program completion; awards received; and most recent educational agency or institution attended. Designation of directory information shall occur at a regularly scheduled Board meeting. At the meeting, the Board shall consider whether designation of such information would put students at risk of becoming targets of marketing campaigns, the media, or criminal acts.

An annual written notice shall be given to inform parents, guardians, and eligible students of their rights of access, waiver of access, challenge and hearing, privacy, categories of personally identifiable student information designated as directory information data, and the location and availability of the District's policy on education records of students. Alternate methods of notice shall be made for parents, guardians, or eligible students unable to comprehend a written notice in English. Parents or eligible students may, by providing a written statement to the principal within two (2) weeks of the first day of the school year or entry into the school system request that all specific portions of directory information for that specific student not be released.

Directory information shall not be provided to any organization for profit-making purposes, unless the request is approved, in a nondiscriminatory manner, by the Superintendent.

In accordance with Federal law, the District shall release the names, addresses, District-assigned e-mail addresses (if available), and telephone listings of students in grades ten through twelve (10-12) to a recruiting officer for any branch of the United States Armed Forces or an institution of higher education who requests such information. Such data shall not be released if the eligible student or student's parents submit a written request not to release such information. The recruiting officer is to sign a form indicating that "any information received by the recruiting officer shall be used solely for the purpose of informing students about military service and shall not be released to any person other than individuals within the recruiting services of the Armed Forces". The Superintendent is authorized to charge mailing fees for providing this information to a recruiting officer. A secondary school student or parent of the student may request that the student's name, address, District-assigned e-mail address (if available), and telephone listing not be released without parental consent.

Whenever parental consent is required for the inspection and/or release of a student's health or educational records or for the release of "directory information", either parent may provide such consent unless agreed to otherwise in writing by both parents or specifically stated by court order. If the student is under the guardianship of an institution, the Superintendent shall appoint a person who has no conflicting interest to provide such written consent.

The District may disclose "directory information" on former students without student or parental consent.

Transfer of Student Records

Student records shall be transferred in accordance with the requirements of F.A.C. Rule 6A-1.0955.

- A. ~~The transfer of records must be made immediately upon written request of an eligible student, a parent, or a receiving school. The Principal must transfer a copy of all Category A and Category B information and must retain a copy of Category A information; however, student records which are required for audit purposes for programs listed in F.S. 1010.305, must be maintained in the District for the time period indicated in F.A.C. 6A 1.0453.~~

~~The transfer of education records must not be delayed for nonpayment of a fee or fine assessed by the school.~~

- B. ~~The transfer of records of students who transfer from school to school must occur within five (5) school days of receipt of the request for records from the new school or district, or receipt of the identity of the new school and district of enrollment, whichever occurs first. Student records must include, if applicable, verified reports of serious or recurrent behavior patterns, including any threat assessment report, all corresponding documentation, and any other information required by the Florida specific behavioral threat assessment instrument pursuant to F.S. 1001.212 which contains the evaluation, intervention, and management of the threat assessments evaluation and intervention services, and psychological evaluations, including therapeutic treatment plans and therapy progress notes created or maintained by District staff.~~

~~Non threats as described in F.A.C. 6A 1.0955 must not be transferred with a student's educational record unless one of the conditions set forth in F.A.C. 6A 1.0955(6)(b)1. and 2. are met.~~

~~If applicable, the records to be transferred shall also include:~~

- A. ~~verified reports of serious or recurrent behavior patterns, including threat assessment evaluations and intervention services; and~~
- B. ~~psychological evaluations, including therapeutic treatment plans and therapy or progress notes, created or maintained by School District or charter school staff, as appropriate.~~

~~The records shall be transferred within five (5) school days of receipt of a written request from the principal of the receiving school, the parent, guardian, or eligible student.~~

While all reasonable efforts shall be made to collect for damaged or lost library books or textbooks, under no conditions shall the transfer of a student's cumulative record be delayed or denied for failure to pay any fine or fee assessed by the school. Progress reports to parents (report cards) may not be withheld for failure to pay any fine, fee, or assessment for

lost or damaged books.

Procedures

The Superintendent shall prepare administrative procedures to ensure that students and parents are adequately informed each year regarding their rights to:

- A. inspect and review the student's educational records;
- B. request amendments if the parent believes the record is inaccurate, misleading, or otherwise in violation of the student's privacy rights;
- C. consent to disclosures of personally identifiable information contained in the student's educational records, except to those disclosures allowed by the law;
- D. challenge District noncompliance with a parent's or eligible student's request to amend the records through a hearing;
- E. file a complaint with the Department of Education;
- F. obtain a copy of the District's policy and administrative procedures on student records.

The Superintendent shall also develop, and update as needed, procedures for:

- A. the proper storage and retention of records including a list of the type and location of records;
- B. informing District employees of the Federal and State laws concerning student records.

The District is authorized to use the microfilm process or electromagnetic processes of reproduction for the recording, filing, maintaining, and preserving of records.

No liability shall attach to any member, officer, or employee of this District specifically as a consequence of permitting access or furnishing student records in accordance with this policy and procedures.

Additional Safeguards for Student Education Records

- A. Any entity receiving personally identifiable information pursuant to a study, audit, evaluation or enforcement/compliance activity must comply with all FERPA regulations. Further, such an entity must enter into a written contract with the Board delineating its responsibilities in safeguarding the disclosed information. Specifically, the entity must demonstrate the existence of a sound data security plan or data stewardship program, and must also provide assurances that the personally identifiable information will not be re-disclosed without prior authorization from the Board. Further, the entity conducting the study, audit, evaluation, or enforcement/compliance activity is required to destroy the disclosed information once it is no longer needed or when the timeframe for the activity has ended, as specified in its written agreement with the Board. See Form 8330 F14 and Form 8330 F16 for additional contract requirements.

B. Required use of online educational services by students and parents

In order to protect a student's PII from potential misuse and in order to protect students from data mining or targeting for marketing or other commercial purposes, the Board requires the review and approval of any online educational service that students or their parents are required to use as part of school activity (1) regardless of whether there is a written agreement governing student use, (2) whether or not the online educational service is free, and (3) even if the use of the online educational service is unique to specific classes or courses. The following requirements also apply to online educational services:

1. The Superintendent or designee, is responsible for reviewing the online educational service's terms of service and privacy policy for compliance with State and Federal privacy laws, including FERPA and its implementing regulations, the Children's Online Privacy Protection Act (COPPA), 15 U.S.C. 6501-6506, and F.S. 1002.22;
2. The Superintendent or designee is responsible for the review and approval of online educational services that will be required for students to use;
3. Parents and eligible students will be notified via email any time they are required to use an online educational service that collects student PII;
4. If student PII will be collected by the online educational service, parents and eligible students will be provided notice regarding the information that will be collected, how it will be used, when and how it will be

destroyed, and the terms of re-disclosure, if any, in the following manner:

- a. Email through the SIS System
 - b. Posted on the District Website
5. The Board will not utilize any online educational service that will share or sell a student's PII for commercial purposes.

If a student is required to use an online educational service, the Board will include on its website a description of the student PII that may be collected, how it will be used, when it will be destroyed and the terms of re-disclosure. The website will also include a link to the online educational service's terms of service and privacy policy, if publicly available.

C. Contracts or agreements with third-party vendors

1. All contracts or agreements executed by or on behalf of the Board with a third-party vendor or a third-party service provider must protect the privacy of education records and student PII contained therein. Any agreement that provides for the disclosure or use of student PII must:
 - a. require compliance with FERPA, its implementing regulations, and F.S. 1002.22;
 - b. where applicable, require compliance with COPPA, 15 U.S.C. 6501-6506, and its implementing regulations;
 - c. ensure that only the student PII necessary for the service being provided will be disclosed to the third party;
 - d. prohibit disclosure or re-disclosure of student PII unless one of the conditions set forth in F.A.C. 6A-1.0955(11)(b) has been met.
2. Contracts or agreements with a third-party vendor or third-party service provider may permit the disclosure of student PII to the third party only where one or more of the following conditions has been met:
 - a. the disclosure is authorized by FERPA and 34 CFR §99.31;
 - b. the disclosure is authorized by the Board's directory information provisions set forth in this policy and implemented in accordance with FERPA and 34 CFR §99.37; or
 - c. the disclosure is authorized by written consent of an eligible student or parent. Consent must include, at a minimum, an explanation of who the student PII would be disclosed to, how it would be used, and whether re-disclosure is permitted. Any re-disclosure must meet the requirements of F.A.C. Rule 6A-1.0955(11)(b) and this policy.

Request for Student Social Security Numbers at Enrollment

When a student enrolls in a District school, the District shall request that the student provide his/her social security number and shall indicate whether the student identification number assigned to the student is his/her social security number. A student satisfies this requirement by presenting his/her social security card or a copy of the card to a school enrollment official. However, a student is not required to provide his/her social security number as a condition for enrollment or graduation.

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Legal	F.S. Chapter 119
	F.S. 1001.41
	F.S. 1001.52
	F.S. 1002.22
	F.S. 1002.221
	F.S. 1002.222

F.S. 1003.25

F.A.C. 6A-1.0955

F.A.C. 6A-1.09550

20 U.S.C. Section 1232f (FERPA)

20 U.S.C. Section 1232g (FERPA)

20 U.S.C. Section 1232h (FERPA)

20 U.S.C. Section 1232i (FERPA)

20 U.S.C. 7908

26 U.S.C. 152

20 U.S.C. 1400 et seq., Individuals with Disabilities Act

Privacy Rights of Parents and Students - P.L. 90-247

2021 Solomon Amendment: Subtitle C- General Service Authorities and Correction of Military Records SEC. 521

Last Modified by Maria Cain on September 23, 2024



Book	Policy Manual
Section	Special Update March 2024 REVISED
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8405 - **SCHOOL SAFETY AND SECURITY**

The School Board is committed to maintaining a safe, secure, and drug-free environment in all the District's schools.

School crime and violence are multifaceted problems that need to be addressed in a manner that utilizes all available resources in the community through a coordinated effort of District personnel, law enforcement agencies, first responders, and families. The Board further believes that school administrators and local law enforcement officials must work together to provide for the safety and welfare of students while they are at school or a school-related event or are on their way to and from school.

The Superintendent, in conjunction with the District Safety Specialist, shall develop a *School Safety and Security Plan* with input from representatives of the local law enforcement agency; the local fire official(s) or his/her designee(s); representative(s) from emergency medical services; members of the Board; building administrators; representative(s) from the local emergency management agency; School Resource Officer(s); school guardians; local mental health provider(s); teachers and/or staff; and/or designated Support Operations staff.

Included within the District's School Safety and Security Plan shall be a District Active Assailant Response Plan (DAARP). The DAARP shall include, at a minimum, procedures addressing the following:

- A. security assessments;
- B. roles and responsibilities of District personnel;
- C. roles and responsibilities of Safe-School Officers (Policy 8407 - *Safe-School Officers*);
- D. information sharing;
- E. training of District personnel and exercises/drills, including training standards;
- F. identification of Safe Spaces and Command Posts;
- G. response to the threat of an active assailant, including the following three (3) strategies: evading or evacuating, taking cover or hiding, and responding to or fighting back;
- H. response to the presence of an active assailant on school grounds;
- I. communication with law enforcement prior to and after law Enforcement arrives on school grounds;

- J. responsibilities prior to law enforcement arrival;
- K. responsibilities when law enforcement arrives on school grounds;
- L. communication with the public; and
- M. post-incident recovery.

The District will adopt its DAARP by October 1.

Further, by October 1st of each year, the Superintendent shall certify to the Office of Safe Schools and document in the Florida Safe Schools Assessment Tool that all school personnel has received annual training on the procedures contained in the District's DAARP.

School Safety Specialist

The Superintendent is responsible for designating the District's School Safety Specialist. The School Safety Specialist must be a school administrator employed by the District or a law enforcement officer employed by the Hernando County Sheriff's Office. Prior to appointing a law enforcement officer to serve as the School Safety Specialist, the Superintendent must verify that the law enforcement officer has met all statutory requirements and has been authorized and approved by the Hernando County Sheriff's Office to serve as the School Safety Specialist.

By August 1 of each year, the District will submit the School Safety Specialist's name, phone number, and email address to the Office of Safe Schools at SafeSchools@fldoe.org. The District will notify the Office of Safe Schools within one (1) school day whenever there is a change related to the contact information for the School Safety Specialist.

A. Training

Within thirty (30) calendar days of appointment, the District's School Safety Specialist must complete and thereafter maintain certificates of completion of the following online Federal Emergency Management Agency Independent Study courses: Multi-Hazard Planning for Childcare; Introduction to the Incident Command System, ICS 100; Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship; Multi-Hazard Emergency Planning for Schools; and Planning for the Needs of Children in Disasters.

Within one (1) year of appointment, and annually thereafter, the District School Safety Specialist must earn a certificate of completion of school safety specialist training provided by the Office of Safe Schools.

The District's School Safety Specialist shall earn, or designate one (1) or more individuals to earn, certification as a youth mental health awareness and assistance trainer as set forth in F.S. 1012.584.

B. Responsibilities

The School Safety Specialist is responsible for the supervision and oversight for all school safety and security personnel, policies, and procedures in the District, including at charter schools. The School Safety Specialist's responsibilities include, but are not limited to, the following:

1. reviewing at least annually District and charter schools' policies and procedures for compliance with Florida law and applicable rules, as provided by F.S. 1006.07 (6)(a)1., including the District's timely and accurate submission of school environmental safety incident reports to the Department pursuant to F.S. 1001.212;
2. submitting all Board and District charter school policies and procedures pertaining to the health, safety, or welfare of students to the Office of Safe Schools by July 1 of each year.
3. providing necessary training and resources to students and staff in matters relating to youth mental health awareness and assistance; emergency procedures, including active shooter training; and school safety and security;
4. serving as the District liaison with local public safety agencies and national, State, and community agencies and organizations in matters of school safety and security;
5. conduct annually on or before October 1, in collaboration with the appropriate public safety agencies, a school security risk assessment at each District school using the Florida Safe Schools Assessment Tool developed by the Office of Safe Schools;

The District will report to FLDOE by October 15th of each year that all public schools within the District have completed the assessment using the Florida Safe Schools Assessment Tool. For purposes of this section, "public safety agencies" means a functional division of a public agency which provides firefighting, law enforcement, medical, or other emergency services.

6. **make unannounced inspection visits to all District schools, including charter schools;**

The inspection must be done using the form adopted by the OSS. Any violations discovered must be reported to the Superintendent or charter school principal.

7. **presenting quarterly reports to the Board at a public meeting regarding the OSS inspection of District schools and during the first quarter of every school year, providing the Board with an annual report including the number of schools inspected by OSS the prior year and the number of those schools found to be in compliance;**

8. coordinating with appropriate public safety agencies, as defined in F.S. 365.161, that are designated as first responders to a school's campus to conduct a tour of such campus once every three (3) years and to provide recommendations related to school safety. Completion of such tours and any recommendations must be documented in each school's security risk assessment within the Florida Safe Schools Assessment Tool;

Any changes related to school safety, emergency issues, and recommendations provided by the public safety agencies will be considered as part of the recommendations by the School Safety Specialist to the Board.

9. providing, or arranging for the provision of, youth mental health awareness and assistance training to all school personnel within the District as set forth in F.S. 1012.584, F.A.C. 6A-1.094120 and F.A.C. 6A-1.0018;

By July 1st of each year, the Superintendent shall certify to the FLDOE, in a format determined by the FLDOE, that at least eighty percent (80%) of school personnel in elementary, middle, and high schools have received the training required under this paragraph.

The training program shall include, but is not limited to, the following:

- a. an overview of mental illnesses and substance abuse disorders and the need to reduce the stigma of mental illness;
 - b. information on the potential risk factors and warning signs of emotional disturbance, mental illness, or substance use disorders, including, but not limited to, depression, anxiety, psychosis, eating disorders, and self-injury, as well as common treatments for those conditions and how to assess those risks; and
 - c. information on how to engage at-risk students with skills, resources, and knowledge required to assess the situation, and how to identify and encourage the student to use appropriate professional help and other support strategies, including, but not limited to, peer, social, or self-help care.
10. coordinating with charter schools to address charter school safety requirements as set forth under Florida law and F.A.C. 6A-1.0018;

The School Safety Specialist must coordinate with charter school personnel to allow input access to the Florida Safe Schools Assessment Tool. Where input access is restricted to District personnel, the School Safety Specialist is responsible for gathering information from charter schools so that Florida Safe Schools Assessment Tool reporting requirements, including those for FortifyFL, threat management teams and active assailant response plans, include data from charter schools.

11. completing surveys provided by the Office of Safe Schools regarding Safe-School officer assignment;
12. investigating and responding to notices from the Office of Safe Schools containing suspected deficiencies at a District school and at or by a charter school.

C. Identification of and Corrections to Instances of Noncompliance with Florida Laws and Rules Relating to Safety

The School Safety Specialist is responsible for identifying and correcting instances of noncompliance with F.A.C. 6A-1.0018 or any other Florida laws or rules relating to safety at any District school. Such actions may include, but are not limited to, the following:

1. resolving deficiencies relating to Safe-School officer coverage by no later than the next school day;
2. notifying the Office of Safe Schools within twenty-four (24) hours at SafeSchools@fldoe.org of any deficiencies relating to Safe-School officer coverage and any instance of noncompliance that is determined to be an imminent threat to the health, safety, or welfare of students or staff. The notification must contain particularized facts beyond noncompliance with rules or Florida Statutes that explain the imminent threat;
3. notifying the Office of Safe Schools within three (3) days at SafeSchools@fldoe.org of any instance of noncompliance not corrected within sixty (60) days;

D. Response to Notice of Suspected Deficiency from the Office of Safe Schools

The School Safety Specialist is responsible for notifying the Superintendent immediately and no later than the same day of receipt of any notice of suspected deficiency the School Safety Specialist receives from the Office of Safe Schools.

Within one (1) school day after receipt of a Florida school safety compliance inspection report from the Office of Safe Schools that contains a noted deficiency, the School Safety Specialist must acknowledge receipt of the report in writing. The school safety specialist must provide the Office of Safe Schools written notice of how the noncompliance has been remediated within three (3) school days after receipt of the report.

When the notice of suspected deficiency concerns a failure to have a Safe-School officer established or assigned at each school facility, as required by F.S. 1006.12, the School Safety Specialist must respond in writing and verify to the Office of Safe Schools that the school(s) identified in the notice have a Safe-School officer on site by the next school day. In all other cases, the School Safety Specialist must respond in writing to the Office of Safe Schools within five (5) school days and verify that the District or school has corrected the suspected deficiency, or within that same time period, submit a written plan describing how the District will bring the identified school(s) into compliance. The plan must include an estimated date of completion and an explanation of alternate security measures designed to maintain a safe learning environment.

Recommendations of the School Safety Specialist

Based on the findings of the school security risk assessment, the School Safety Specialist must provide recommendations to the Superintendent and Board which identify strategies and activities that the Board should implement in order to address the findings and improve school safety and security. The School Safety Specialist's report to the Board shall also include school safety recommendations made by public safety agencies. The Board will review the school security risk assessment findings and the recommendations of the School Safety Specialist at a publicly noticed Board meeting to provide the public an opportunity to hear the Board members discuss and take action. The School Safety and Security Plan is, however, confidential and is not subject to review or release as a public record.

The School Safety Specialist shall report the school security risk assessment findings and recommendations and the Board's action(s) to the Office of Safe Schools no later than thirty (30) days after the Board meeting and prior to November 1 of each year. The School Safety Specialist shall also submit a best practices assessment in the Florida Safe Schools Assessment Tool.

As a part of the Florida Safe School Assessment, the Board shall verify that it has procedures in place for keeping schools safe and drug-free that include:

- A. safety and security best practices;
- B. appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students;
- C. security procedures at school and while students are on the way to and from school;
- D. prevention activities that are designed to maintain safe, disciplined, and drug-free environments;
- E. a code of conduct or policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 1. allows a teacher to communicate effectively to all students in the class;
 2. allows all students in the class the opportunity to learn;

3. has consequences that are fair, and developmentally appropriate;
4. considers the student and the circumstances of the situation; and
5. is enforced accordingly.

Threat Management Coordinator

The Superintendent will designate a Threat Management Coordinator to oversee threat management at all public K-12 District schools, including charter schools sponsored by or under contract with the District, in accordance with the requirements set forth in Florida law and State Board of Education rules.

Among other duties as may be assigned, the Threat Management Coordinator shall serve as the primary point of contact regarding the District's coordination, communication, and implementation of the threat management program. The Threat Management Coordinator is also responsible for reporting quantitative data to the Office of Safe Schools in accordance with its guidelines.

The Superintendent will report the name and contact information of the Threat Management Coordinator to the Office of Safe Schools by July 1, 2023. Any changes in the name and contact information of the Threat Management Coordinator will be updated with the Office of Safe Schools within one (1) school day of the change.

Safety and Security Best Practices

The Superintendent shall develop administrative procedures for the prevention of violence on school grounds, including the assessment and intervention with individuals whose behavior poses a threat to the safety of the school community.

Persistently Dangerous Schools

The Board has set forth the rules with regard to expected behavior in Policy 5500 - Student Conduct and has established the consequences for violating the policy on student conduct in Policy 5600 - Student Discipline. The Board recognizes that not only Federal, but also State law requires that the District report annually incidents which meet the statutory definition of violent criminal offenses that occur in a school, on school grounds, on a school conveyance, or at a school-sponsored activity, as well as those incidents that would be a Gun-Free Schools Act violation. It is further understood that the Florida Department of Education will then use the data for the offenses identified in the Department's Unsafe School Choice Option Policy to determine whether or not a school is considered "persistently dangerous".

Pursuant to the Board's stated intent to provide a safe school environment, school administrators are expected to respond appropriately to any and all violations of the Student Code of Conduct, especially those of a serious, violent nature. In any year where the number of reportable incidents of violent criminal offenses in any school exceeds the threshold number established in State law, the Superintendent shall convene a meeting of the building administrator, representative(s) of the local law enforcement agency, and any other individuals deemed appropriate for the purpose of developing a plan of corrective action that can be developed and implemented in an effort to reduce the number of these incidents in the subsequent year.

The Superintendent shall make a report to the Board about this plan of corrective action and shall recommend approval and adoption of it.

In the unexpected event that the number of reportable incidents in three (3) consecutive school years exceeds the statutory threshold and the school is identified as persistently dangerous, the Superintendent shall offer parents and eligible students the opportunity to transfer to another school within the District that serves the same grades. If there is another school within the District serving the same grades, the transfer shall be completed in a timely manner. If there is not another school within the District that serves the same grades, then parents and eligible students will be advised that, although Federal and State law provides for an opportunity to transfer, they will be unable to do so.

In addition, the Superintendent shall discuss this at the annual meeting for the purpose of reviewing the School Safety and Security Plan so that a plan of corrective action can be developed and implemented in an effort to reduce the number of these incidents in the subsequent year.

Victims of Violent Crime

The Board further recognizes that, despite the diligent efforts of school administrators and staff to provide a safe school environment, an individual student may be a victim of a violent crime in a school, on school grounds, on a school conveyance, or at a school-sponsored activity. In accordance with Federal and State laws the parents or the eligible student shall be offered the opportunity to transfer to another school within the District that serves the same grades. If there is

another school serving the same grades, the transfer shall be completed in a timely manner. If there is not another school serving the same grades, the parents or eligible student will be advised that, although they have the right to transfer, they will be unable to do so.

Threat Management Teams

The purpose of the threat management team is to establish a process focusing on behaviors that pose a threat to school safety while serving as a preventative measure to identify needs and provide support to students. Threat management teams are responsible for the coordination of resources and assessment and intervention with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies and procedures developed by the Office of Safe Schools which addresses early identification, evaluation, early intervention, and student support.

~~Upon the availability of a State-wide behavioral threat management operational process developed pursuant to F.S. 1001.212.~~ All threat management teams shall use the operational process prescribed in the Florida Harm Prevention and Threat Management Model as required by F.S. 1001.212 and F.A.C. 6A-1.0019.

Each school-based threat management team must meet as often as needed to fulfill its duties of assessing and intervening with persons whose behavior may pose a threat to school staff or students, but no less than monthly. Threat management teams shall maintain documentation of their meetings, including meeting dates and times, team members in attendance, cases discussed, and actions taken.

A. Location and Membership

1. Threat management teams are located at each school in the District and composed of individuals with expertise in counseling, instruction, school administration, and law enforcement.
 - a. The counseling team member must be a school-based mental health services provider who is able to access student mental health records.
 - b. The law enforcement team member must be a sworn law enforcement officer, as defined by F.S. 943.10, including a School Resource Officer, school-safety officer, or other active law enforcement officer. At a minimum, a law enforcement officer serving on a threat assessment team must have access to local Records Management System information, the Criminal Justice Information System, and the Florida Crime Information Center and National Crime Information Center databases. Officers serving on school-based threat assessment teams must also have clearance to review Criminal Justice Information and Criminal History Record Information. *While school guardians and school security guards may be members of a school's or District threat assessment not serve as the law enforcement member of a threat assessment team.
2. The Board authorizes the Superintendent to create procedures for the purpose of:
 - a. identifying team participants by position and role;
 - b. designating the individuals (by position) who are responsible for gathering and investigating information; and
 - c. identifying the steps and procedures to be followed from initiation to conclusion of the threat assessment inquiry or investigation.

B. Responsibilities and Activities of Threat Management Teams

The responsibilities and activities of threat management teams include, but are not limited to, the following:

1. identification of individuals in the school community to whom threatening behavior should be reported and provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self;
2. all threat management teams shall use the ~~Florida Model Instrument~~ Florida Harm Prevention and Threat Management Instrument when evaluating the behavior of students who may pose a threat to the school, school staff, or students, and to coordinate intervention and services for such students;
3. consult with law enforcement when a student exhibits a pattern of behavior, based upon previous acts or the severity of an act, that would pose a threat to school safety;

4. consult with law enforcement when a student commits more than one (1) misdemeanor to determine if the act should be reported to law enforcement;
5. if a preliminary determination is made by the threat assessment team that a student poses a threat of violence or physical harm to himself/herself or others, the threat management team will report its determination to the Superintendent;

The Superintendent shall immediately attempt to notify the student's parent or legal guardian. However, nothing in this paragraph shall preclude District personnel from acting immediately to address an imminent threat.

6. if a preliminary determination is made by the threat management team that a student poses a threat of violence to himself/herself or others or exhibits significantly disruptive behavior or need for assistance, authorized members of the threat assessment team may obtain criminal history record information pursuant to F.S. 985.041(1);

Members of the threat management team may not disclose any criminal history record information obtained pursuant to this paragraph or otherwise use any record of an individual beyond the purpose for which such disclosure was made to the threat assessment team.

7. create procedures related to engaging behavioral health crisis resources.

C. Sharing of Information

The District and other agencies and individuals that provide services to students experiencing, or at risk of, an emotional disturbance or a mental illness and any service or support provider contracting with such agencies may share with each other records or information that are confidential or exempt from disclosure under F.S. Chapter 119 if the records or information are reasonably necessary to ensure access to appropriate services for the student or to ensure the safety of the student or others.

D. Immediate Mental Health or Substance Abuse Crisis

If an immediate mental health or substance abuse crisis is suspected, school personnel shall follow policies established by the threat assessment team to engage behavioral health crisis resources. Behavioral health crisis resources, including, but not limited to, mobile crisis teams and school resource officers trained in crisis intervention shall provide emergency intervention and assessment, make recommendations, and refer the student for appropriate services. Onsite school personnel shall report all such situations and actions taken to the threat assessment team, which shall contact the other agencies involved with the student and any known service providers to share information and coordinate any necessary follow-up actions. Upon the student's transfer to a different school, the threat assessment team shall verify that any intervention services provided to the student remain in place until the threat management team of the receiving school independently determines the need for intervention services.

E. Threat Assessment Report

The threat management team shall prepare a threat assessment report using the ~~Florida Model Instrument~~ **Florida Harm Prevention and Threat Management Instrument**. A threat assessment report, all corresponding documentation, and any other information required by the ~~Florida Model Instrument~~ **Florida Harm Prevention and Threat Management Instrument** in the threat management portal is an education record.

F. Behavior Threat Assessment Instrument Training

All threat management team members must be trained on the Comprehensive School Threat Assessment Guidelines (CSTAG) ~~Florida Model Instrument~~ **Florida Harm Prevention and Threat Management Instrument** in accordance with Florida law. Any team members appointed to threat assessment teams after the start of the school year must complete CSTAG training within ninety (90) days of appointment.

G. Office of Safe Schools Reporting

~~Each threat assessment team~~ **The Threat Management Coordinator** shall report quantitative data on its activities to the Office of Safe Schools, ~~including all activities during the previous school year, and shall utilize the threat assessment database developed pursuant to F.S. 1001.212.~~ **in accordance with guidance from the Office of Safe Schools.** ~~The School Safety Specialist will report this information to the Office of Safe Schools. Additionally, the School Safety Specialist must report the following information utilizing the Florida Safe Schools Assessment Tool by October 1 of each year.~~ Beginning in the 2022-2023 school year, the total number of threat assessments conducted, disaggregated by the total number of non-threats, the total number of transient threats, the number of

substantive threats, and the sex, race, and grade level of all students assessed by the threat assessment team. The initial reporting period for the ~~Florida Model Instrument~~ **Florida Harm Prevention and Threat Management Instrument** will be from January 1-May 31, 2024, and information will be due by June 15, and annually thereafter for the preceding school year.

Threat Assessment Records

Threat **management and** assessment records shall be maintained in accordance with Policy 8330 - *Student Records* and Florida law.

Referral to Mental Health Services

All school personnel who receive training pursuant to F.S. 1012.584 shall be notified of the mental health services that are available in the District.

School Environmental Safety Incident Reporting

The superintendent is responsible for ensuring the accurate and timely reporting of incidents related to school safety and discipline in accordance with Florida law and rules promulgated by FLDOE. Parents of District students have a right to access school safety and discipline incidents as reported pursuant to F.S. 1006.07 (9) and will be timely notified of threats, unlawful acts, and significant emergencies pursuant to F.S. 1006.07 (4) and (7).

Student Crime Watch Program

The Board shall implement a Student Crime Watch Program to promote responsibility among students and improve school safety. Through a Board resolution, the Board will require each school principal to distribute information (including a reference to Policy 8406) at their respective schools notifying students and the community as to how they can anonymously relay information concerning unsafe and potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, to appropriate public safety agencies and school officials.

Promotion of School Safety Awareness

In furtherance of Policy 8406 (*Reports of Suspicious Activity and Potential Threats to Schools*), the Board shall promote the use of the Florida Department of Education's mobile suspicious reporting tool ("FortifyFL") and the consequences of knowingly submitting false information on the District's website, in newsletters, on school campuses, and in school publications. FortifyFL shall also be installed on all mobile devices issued to students and bookmarked on all computer devices issued to students.

Records Related to Compliance with F.A.C. 6A-1.0018

The District and all school staff will retain records demonstrating that the requirements of F.A.C. 6A-1.008 are met and provide such records to the Office of Safe Schools upon request.

Revised 8/28/18
 Revised 8/27/19
 Revised 11/16/21
 Revised 4/11/23
 Revised 12/12/23
 Revised 5/14/24

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Legal	F.S. 1001.212
	F.S. 1006.07
	F.S. 1006.13
	F.S. 1006.1493
	Florida Safe Schools Assessment Tool
	Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates (U.S. Secret Service and U.S. Department of Education)

F.A.C. 6A-1.0018

F.A.C. 6A-1.0019

F.A.C. 6AER23-02

Ref-15897 Florida Harm Prevention and Threat Management Manual, Form OSS-001

Ref-15898 Florida Harm Prevention and Threat Management Instrument, Form OSS-002

Ref-15900 Model Behavioral Threat Assessment Policies and Best Practices for K-12 Schools, Form BTAP-2022

Ref-15899 Comprehensive School Threat Assessment Guidelines, Form CSTAG-2022

Last Modified by Maria Cain on September 23, 2024



Book	Policy Manual
Section	Special Update March 2024 REVISED
Title	WELLNESS
Code	po8510 am 5-29-24 CHOICES TO BE MADE hl 8-29-24
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8510 - **WELLNESS**

As required by law, the School Board establishes the following wellness policy for the School District as a part of a comprehensive wellness initiative.

The Board recognizes that good nutrition and regular physical activity affect the health and well-being of the District's students. Furthermore, research ~~suggests~~ **supports** that there is a positive correlation between a student's health and well-being and his/her ability to learn. ~~Moreover, schools~~ **Schools** can play an important role in the developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the schools' meal programs, by supporting the development of good eating ~~habits,~~ **habits in a health school meal environment and by promoting increased physical activity both in and out of school.** and by promoting increased physical activity both in and out of school.

~~Schools alone, however, cannot develop in students healthy behaviors and habits with regard to eating and exercise. It will be necessary for not only the staff, but also parents and the public at large to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits.~~

The Board sets the following goals ~~in an effort~~ to enable students to establish good health ~~and~~ nutrition habits:

A. ~~With regard to nutrition education,~~ the District shall:

- ~~Nutrition education shall be integrated~~ **Include** into other subject areas of the curriculum, when appropriate, to complement, but not replace, the standards and benchmarks for health education.
- ~~Nutrition~~ **Extended nutrition** education ~~shall extend opportunities~~ beyond the classroom by engaging and involving the ~~school's~~ **District's and/or school's** food service ~~staff professionals.~~
- Nutrition education posters will be displayed in the cafeteria.
- ~~The~~ **Promote the** school cafeteria ~~shall serve~~ as a ~~learning lab~~ **"learning lab"** by allowing students to apply the knowledge, attitudes, and skills taught in the classroom when making choices ~~at during~~ mealtime.
- Nutrition education shall extend **Extend nutrition and wellness education and opportunities** beyond the school by engaging and involving families and the community.
- ~~Nutrition education shall reinforce~~ **Reinforce a** lifelong balance **of healthy eating and physical activity** by emphasizing the link between caloric intake (eating) and ~~exercise expenditure (exercise)~~ in ways that are

age-appropriate and enjoyable.

B. Regarding physical education ~~With regard to physical activity~~, the District shall:

1. Physical Education

- a. ~~Planned~~ Include instruction in physical education shall meet the needs of all students, including those who are not athletically gifted.
- b. ~~Planned~~ Include instruction in physical education shall teach cooperation, fair play, and responsible participation.
- c. ~~Planned~~ Include instruction in physical education ~~shall promote~~ that encourages and promotes participation in physical activity outside the regular school day.
- d. ~~Planned~~ Include instruction in physical education shall be sufficient for students to achieve a proficient level with regard to the standards and benchmarks adopted by the State.

2. Physical Activity

- a. ~~All before/after school programs shall provide~~ Provide developmentally appropriate physical activity for the students who participate in before-and/or after-school care programs.
- b. ~~The school shall encourage~~ Encourage families and community organizations to help develop and institute programs that support physical activity of all sorts.
- c. ~~The school shall provide~~ Provide information to families to encourage and assist them in their efforts to incorporate physical activity into their children's daily lives.
- d. ~~Schools shall encourage~~ Encourage families to provide physical activity outside the regular school day, such as outdoor play at home, participation in sports sponsored by community agencies or organizations, and in lifelong physical activities like bowling, swimming, or tennis.
- e. ~~Physical~~ Integrate, when possible, physical activity and movement shall be integrated, when possible, across the curricula and throughout the school day.
- f. Physical activity shall not be employed as a form of discipline or punishment.

C. With regard to other school-based activities:

~~Students shall be provided access to free drinking water~~ Water fountains within the cafeteria ~~shall be available to students~~ during designated lunch and breakfast meal times and available throughout the school day in designated areas.

1. Schedule mealtimes so there is minimum disruption by bus schedules, recess, and other special programs or events.
2. Provide attractive, clean environments in which the students eat.
3. Demonstrate support for the health of all students by hosting health clinics and screenings and encouraging parents to enroll their eligible children in Medicaid or in other children's health insurance programs for which they may qualify.
4. Utilize electronic identification and payment systems, ~~therefore, eliminating~~ for school meals to eliminate any stigma or identification of students eligible to receive free and/or reduced price meals.
5. Discourage students from sharing their foods or beverages with one another during meal times, given concerns about allergies and other restrictions on some students' diets and other food safety concerns.
6. (X) Schools provide students affordable access to the varied and nutritious foods they need to be healthy and to learn well regardless of unpaid meal balances.

D. With regard to nutrition promotion, the District shall: any foods and beverages marketed or promoted to students on the school campus, during the school day, will meet or exceed the USDA Smart Snacks in School nutrition

standards.

Additionally, the District shall encourage, create and/or utilize:

1. students to increase their consumption of healthful foods during the school day;
 2. an environment that reinforces the development of healthy eating habits, including offering **and encouraging consumption of** the following healthy foods that **comply align** with the USDA Dietary Guidelines for Americans and **comply with** the USDA Smart Snacks in School nutrition standards:
 - a. provide opportunities for students to develop the knowledge and skills for consuming healthful foods;
 - b. designate wellness champions at each school that will promote **wellness** resources through the District's **and/or school's** website for **wellness for** students, families and the community;
 - c. require students to select a fruit or vegetable as part of a complete reimbursable meal;
 - d. eliminate **foods offered in program meals and those offered as part of Smart Snacks in Schools are free of added trans-fat from school meals**;
 - e. meals **planned designed** to meet specific calorie ranges for age/grade groups **served**;
 - f. **choice of fluid milks that is fat-free or low-fat (unflavored and flavored) and low-fat (unflavored) at program lunch and breaks meals with one (1) choice being unflavored**;
 - g. whole grain, whole and whole grain rice products – **that meet school lunch and breakfast program requirements and, if offered, Smart Snack in School standards half of all grains need to be whole grain rich upon initial implementation and all grains must be whole grain rich within two (2) years of implementation**;
 - h. a variety of vegetables daily to include specific subgroups **outlined in the Dietary Guidelines for Americans and promoted in the MyPlate materials as defined by (dark green, red/orange, beans/peas legumes, and starchy and other)**;
 - i. a variety of fresh produce to include those prepared without added fats, sugars, refined sugars, and sodium;
 - j. **(x) promote access to the traditional school breakfast program but work to explore additional opportunities for students to participate, such as Grab-n-Go options, Breakfast After the (first) Bell, Breakfast in the Hall, kiosk, Breakfasts in the Classroom, vending machines, etc.**
- E. The District nutrition department will promote and encourage Farm to School efforts in order to provide the healthy foods identified above.

Furthermore, with the objectives of enhancing student health and well-being, and reducing childhood obesity, the following guidelines are established:

- A. In accordance with Policy 8500, entitled Food Service, the food service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages as well as to the fiscal management of the program.
- B. The sale of foods of minimal nutritional value in the food service area during the lunch period is prohibited.
- C. **All foods and beverages sold to students on the school campus during the school day outside of reimbursable school meals are considered "competitive foods" and must comply with the nutrition standards for competitive food as defined and required in 7 C.F.R. 210.11. Competitive foods include items sold a-la-carte in the cafeteria, from vending machines, school stores, snack bars, and for in-school fundraisers. For the purposes of competitive food standards implementation, "school campus" refers to all areas of the property under the jurisdiction of the school that are accessible to students during the school day. "School day" refers to the period from midnight before to thirty (30) minutes after the end of the official school day.**

- D. Unless sold by the Food Service Program, competitive food items sold to students during the school day shall not consist of ready-to-eat combination foods of meat or meat alternate and grain products as defined in 7 C.F.R. 210.11 and incorporated in F.A.C. 5P-2.002.
- E. Competitive food and beverage standards may be exempted for the purpose of conducting in-frequent school-sponsored fundraisers up to five (5) days per school year in elementary schools, ten (10) days per school year in middle and combination schools, and fifteen (15) days per school year in high schools. Each school is responsible for maintaining records documenting the occurrence of any exempted school-sponsored fundraisers to demonstrate compliance with this policy.
- F. No school-sponsored fundraisers, which include the sale of food items, will be permitted to occur until thirty (30) minutes after the conclusion of the last designated meal service period.
- G. The food service program will provide all students affordable access to the varied and nutritious foods they need to be healthy and to learn well.
- H. All foods offered on the school campus during the school day shall comply with the current USDA Dietary Guidelines for Americans.
- I. ~~All food and beverages that are provided, other than through sale, on the school campus during the school day (which may include for classroom parties and at holiday celebrations) shall comply with the current USDA Dietary Guidelines for Americans.~~
- J. ☒ The Smart Snacks Product Calculator available online will be used to assess if competitive food items meet the standards.
- K. ~~The food service program will provide all students affordable access to the varied and nutritious foods they need to be healthy and to learn well regardless of unpaid meal balances.~~
- L. ~~All foods available to students in the dining area during school food service hours shall comply with the current USDA Dietary Guidelines for Americans, including competitive foods available to student a la carte or from vending machines.~~
- M. ~~All foods available to students in District programs, other than the food service program, shall be served with consideration for promoting student health and well being.~~
- N. The food service program shall be administered by a qualified nutrition professional.
- O. The food service program shall be administered by a director who is properly qualified, certificated, licensed, or credentialed, according to current professional standards.
- J. All food and beverages that are provided, other than through sale, on the school campus during the school day (which may include for classroom parties and at holiday celebrations) align with the ☒ current USDA Dietary Guidelines for Americans.
- OR**
- ☐ food and beverage standards approved by the ☐ Superintendent ☐.
- OR**
- ☐ the following standards:
1. ☐
 2. ☐
 3. ☐
 4. ☐
- K. ☐ Schools ☒ may ☐ shall **[END OF OPTION]** limit the number of celebrations involving serving food during the school day to no more than _____ ☐ 1 party(ies) per class per month.

- L. (x) Class parties or celebrations shall be held after the lunch period and only foods that meet the Smart Snacks in School nutrition standards can be served.

The Board designates the building principals as the individual(s) charged with operational responsibility for measuring and evaluating the District's implementation and progress under this policy.

The Director of Food and Nutrition Services shall develop the District wellness committee that includes parents, students, representatives of the school food authority, educational staff (including health and physical education teachers), mental health and social services staff, school health professionals, members of the public, and school administrators to participate in the development, implementation, evaluation, and periodic update, if necessary, of the wellness policy. School-level health advisory teams may assist in the planning and implementation of these Wellness initiatives.

The appointed District wellness committee, along with the building principals, shall be responsible for accomplishing the following:

- A. assess the current environment in each of the District's schools;
- B. measure the implementation of the District's wellness policy in each of the District's schools;
- C. review the District's current wellness policy;
- D. recommend revision of the policy, as necessary; and
- E. present the wellness policy, with any necessary revisions, to the Board for approval or re-adoption if revisions are necessary.

Each school year the wellness committee shall submit to the Superintendent their report in which they describe the environment in each of the District's schools and the implementation of the wellness policy in each school, and identify any revisions to the policy the committee deems necessary. In its review, the wellness committee shall consider evidence-based strategies in determining its recommendations.

The Superintendent shall report annually to the Board on the work of the wellness committee, including their assessment of the environment in the District, their evaluation of wellness policy implementation District-wide, and the areas for improvement, if any, that the committee identified. The committee may also report on the status of compliance by individual schools and progress made in attaining goals established in the policy.

The Director of Food and Nutrition Services shall also be responsible for informing the public, including parents, students and community members, on the content and implementation of this policy. In order to inform the public, the Superintendent shall distribute information during the school year to families of school children and post the wellness policy on the District's website, including the assessment of the implementation of the policy.

The District shall assess this policy at least once every three (3) years on the extent to which schools in the District are in compliance with the District policy, the extent to which the District policy compares to model wellness policies, and the progress made in attaining the goals of this policy. The assessment shall be made available to the public on the School District's web site.

The District will update and make modifications to this policy as appropriate based on the results of the annual review and triennial assessments and/or as local priorities change, community needs change, wellness goals are met, new health information and technology emerge and new Federal or State guidance or standards are issued.

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Legal 42 U.S.C. 1751 et seq.
42 U.S.C. 1771 et seq.
F.S. 595.405

F.S. 1001.41
F.S. 1001.42
F.S. 1001.43
F.S. 1003.453
F.S. 1003.455
F.A.C. 5P-2.002
7 C.F.R. 210.11

Last Modified by Maria Cain on October 3, 2024



Book	Policy Manual
Section	Special Update March 2024 REVISED
Title	BOOSTER CLUBS AND OTHER OUTSIDE SUPPORT ORGANIZATIONS
Code	po9211 am 5-28-24 DB 8/30/24 Technical Correction
Status	
Adopted	February 27, 2018
Last Revised	August 27, 2019

9211 - **BOOSTER CLUBS AND OTHER OUTSIDE SUPPORT ORGANIZATIONS**

The School Board appreciates the efforts of all organizations whose objectives are to enhance the educational experiences of District students, to help meet educational needs of students and/or provide extra educational benefits not provided for, at the time, by the Board.

Booster Clubs and Other Outside Support Organizations

Outside support organizations include, but are not limited to, parent organizations, booster clubs, and any other support organization.

The Board recognizes that individuals may wish to establish an outside support organization to promote and enhance the educational experiences of, as well as co-curricular and extra-curricular activities, for District students. However, in using the name of the District or any of its schools and in organizing a group whose identity derives from (a) school(s) of this District, the outside support organization must share responsibility with the Board for the welfare of the students who will benefit from the outside support organization's fund-raising activities. Therefore, any outside support organization desiring to use **of** the good name of the District, as well as any logos or other insignia or emblems associated with and/or used to identify the District, school(s), and/or school-sponsored programs and activities, must obtain the approval of the Board as a prerequisite to organizing.

Representatives and members of approved outside support organizations shall in all circumstances be treated by District employees as interested friends of the schools and as supporters of public education in the School District.

If approved by the Board, booster clubs and other outside support agencies shall have all financial transactions accounted for in school internal funds.

The Board will not tolerate any undue pressure, harassment, or intimidation designed to coerce parents or teachers into membership in one (1) organization as opposed to another.

The Board relies upon approved organizations to operate in a manner consistent with School Board Policy and Florida Redbook Guidelines and reserves the right to withdraw sponsorship from organizations which violate the bounds of community taste.

Insurance

Outside support organizations shall indemnify and hold the Board harmless from and against any and all claims and causes of action whatsoever arising out of or related to outside support organization acts and omissions in carrying out their activities.

School-Based Organizations

School-based organizations include, but are not necessarily limited to, clubs, classes and departments, and other school-sponsored groups.

All fund-raising activities must be approved by the principal. The financial transactions of each school organization shall be accounted for in the school internal funds. All funds handled by Board employees during normal working hours shall be included in and become part of the internal funds of the school unless accounted for in the District-level accounting system. All school organizations, or organizations operating in the name of the school, that obtain money from the public shall be accountable to the Board for receipt and expenditure of those funds in the manner prescribed by the Board. If approved by the Board, a school-based, support organization as defined under F.S. 1001.453 may have all financial transactions accounted for in school internal funds.

Student participation in fund-raising activities shall not be in conflict with the program as administered by the Board and shall be in compliance with Policy 5830 - Student Fund-Raising, Policy 6605 - Crowdfunding, and Policy 6610 - School Internal Funds.

Fund-raising activities by a school, by any group within a school, or in the name of a school shall not conflict with programs as administered by the Board.

Funds collected shall be expended to benefit students of the particular school raising funds unless those funds are being collected for a specific documented purpose or are generated by career education production shops. Career education production revenues shall benefit the students or program that generated the funds or the student body. Those internal account funds designated for general purposes shall be used to benefit the student body.

Collecting and expending of school internal account funds shall be in accordance with Chapter 8 of the Financial ~~and~~ & Program Cost Accounting ~~and~~ & Reporting for Florida Schools, Red Book ~~2023~~2014. Sound business practices shall be observed in all transactions.

For any fund-raisers by student clubs and organizations, parent groups, or booster clubs that involves the sale to students of food items and/or beverages that will be consumed on campus, the food and/or beverages items to be sold shall comply with the current USDA *Nutrition Standards for the National School Lunch and School Breakfast Programs*, the USDA *Smart Snacks in Schools* regulations, F.A.C. 5P-1.003, and applicable State law. If approved, the fund-raisers that involve the sale of food items or beverages that will be consumed on campus must also be consistent with regulations established in Policy 8550, Competitive Foods. Further, there shall be no exemptions from the standards for competitive foods in any of the District's schools.

If an exception is granted to the requirement that food items and beverages available for sale to students on campus between one (1) hour after the last lunch period and thirty (30) minutes after the end of the school day are compliant with the current USDA *Dietary Guidelines for Americans* and the USDA *Smart Snacks in Schools* regulations, the Principal shall also comply with all requirements set forth in F.A.C. 5P-1.003, including the maintenance of required records.

Nondiscrimination

Outside support organizations shall allow participation by parents, District staff, and members of the community. All meetings should be communicated to the school and be open to the public. Outside support organizations shall not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability (including HIV, AIDS, or sickle cell trait), marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law (collectively "protected classes").

Persons shall not be excluded from participation in outside support organizations based upon the extent or level of their past participation.

Financial Requirements

School employees and Board-approved school volunteers may not be directly compensated in any manner by outside support organizations.

In addition, outside support organization must produce the following documents to the superintendent upon request:

- A. A copy of the articles of incorporation or amended articles of incorporation on file with the Florida Department of State, Division of Corporations (if applicable).

- B. A copy of any filing with the Florida Department of State, Division of Corporations and the Florida Department of Agriculture and Consumer Services (if applicable).
- C. A copy of the outside support organization's Bylaws and any amendments or any other governance documents.
- D. A current list of names, addresses, and titles of each officer. No employee of the District may be an officer of the booster organization in order for the organization to obtain Board recognition.
- E. A description of the projects or activities the outside support organization intends to undertake during the ensuing school year and the objective and goals of such projects or activities.

Fund-Raising

The time, date, purpose, location, and conduct of all fund-raisers shall have prior approval of the administration. Outside support organizations are encouraged to communicate their preferred activity dates to the administration as soon as possible as consideration for dates and facilities will be given on a first-come, first-served basis.

Donations from outside support organizations must be made in accordance with Policy 7230 and any accompanying procedures. Donations shall become the property of the Board and used in a manner determined by the Board, in accordance with its policies, procedures, and Florida law.

Outside support organizations shall comply with Board Policy 6605 on crowdfunding and accompanying administrative procedure.

For any fund-raisers by student clubs and organizations, parent groups, or outside support organizations that involves the sale to students of food items and/or beverages that will be consumed on campus, the food and/or beverages items to be sold shall comply with the current USDA *Nutrition Standards for the National School Lunch and School Breakfast Programs*, the USDA *Smart Snacks in Schools* regulations, F.A.C. 5P-1.003, and applicable State law, unless the Principal grants an exception to this requirement pursuant to F.A.C. 5P-1.003. If approved, fund-raisers that involve the sale of food items or beverages to students on campus must be consistent with regulations established in Policy 8550, *Competitive Foods*, whether those food items and beverages are compliant with, or an exception to, the current USDA *Dietary Guidelines for Americans* and the USDA *Smart Snacks in Schools* regulations.

If an exception is granted to the requirement that food items and beverages available for sale to students on campus between one (1) hour after the last lunch period and thirty (30) minutes after the end of the school day are compliant with the current USDA *Dietary Guidelines for Americans* and the USDA *Smart Snacks in Schools* regulations, the Principal shall also comply with all requirements set forth in F.A.C. 5P-1.003, including the maintenance of required records.

Other Rules and Procedures

The following additional rules and procedures shall govern the working relationships between the Board, administration, and any approved outside support organization. The Board may revoke formal recognition of any support group that fails to comply with these rules:

- A. The Board relies upon approved outside support organizations to operate in a manner consistent with public expectations for the schools and reserves the right to withdraw sponsorship from any outside support organization that violates the bounds of community taste.
- B. In addition to parents, membership should be made available to District staff and members of the community.
- C. Outside support organizations shall work in cooperation with the principal and other staff members and shall abide by the policies of the Board. It shall be the responsibility of each outside support organization to monitor its activities to assure compliance with Board policy.
- D. Outside support organizations are encouraged to set goals that are consistent with those of the particular programs, activities or sports being supported as articulated by the coach/advisor and/or athletic director of such program, activity or sport, to avoid duplication of effort and to maximize the benefit to the organization or group.
- E. Outside support organizations must abide by the policies and procedures established for the use of District facilities and grounds. Projects that require any modification or alteration to District property must be pre-approved by the Superintendent.

Revised 8/27/19

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Legal

7 C.F.R. 210.11

42 U.S.C. 1779

F.S. 1001.41

F.S. 1001.42

F.S. 1001.43

F.S. 1010.01

F.S. 1010.20

F.S. 1011.07

F.A.C. 5P-1.003, Responsibilities for the School Food Service Program

F.A.C. 6A-1.001, District Financial Records

F.A.C. 6A-1.087, School Board Responsible for Internal Funds

F.A.C. 6A-1.091, Purchases from Internal Funds

Chapter 8, Financial and Program Cost Accounting and Property for Florida Schools, 2014

Last Modified by Maria Cain on September 23, 2024

A. Item Currently Budgeted -

Account Name		<u>No Financial Impact</u>										
Account Number												
		Fund		Function		Object		Cost Center		Project		Sub Project
Original Approved Budget	+	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available		
\$		\$		\$		\$		\$		\$		

Account Name												
Account Number												
		Fund		Function		Object		Cost Center		Project		Sub Project
Original Approved Budget	+	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available		
\$		\$		\$		\$		\$		\$		

B. Item Currently Not Budgeted -**

Funding Source												
Account Name												
Account Number		Fund		Function		Object		Cost Center		Project		Sub Project
Amount	\$											

Funding Source												
Account Name												
Account Number		Fund		Function		Object		Cost Center		Project		Sub Project
Amount	\$											

C. History

Check one:

Prior Year Budget: ☐New for Current Year: ☐

Prior Year Approved Budget: \$

Prior Year Actual Spent: \$

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****



Hernando School District

School Board Workshop

Agenda Item # 3. 25-2564

10/22/2024

Title and Board Action Requested

Review of the 2023-2028 Strategic Plan Priority 2 and Priority 3

Executive Summary

Staff, on behalf of the Superintendent of Schools, will present the District's progress towards meeting the 2023-2028 Strategic Plan goals for Priority 2 - Talent Management and Priority 3 - Safe and Healthy Learning Environment.

My Contact

Karen Jordan
Director of Communications
(352) 797-7070 ext. 129

2023-28 Strategic Focus Area

Priority 4: Community Connection

Financial Impact

See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Hernando School District

Strategic Plan 2023-2028

2024 Report of Progress

PRIORITY 2 AND 3



September 24, 2024



HERNANDO
SCHOOL DISTRICT

Learn it. Love it. Live it.

Strategic Plan 2023-2028

Our Vision

To inspire and support the pursuit of individual greatness.

Our Mission

To collaborate with students, parents and other community stakeholders in effectively preparing all students for a successful transition into a diverse and changing world.



HERNANDO SCHOOL DISTRICT 2023 - 2028 Strategic Plan

To inspire and support the pursuit of individual greatness.



PRIORITY 1

STUDENT SUCCESS

GOAL: Provide standards-based instruction in all classes, in all content areas to ensure all students are college or career ready to be contributing members of society.

STRATEGY 1

Ensure teachers, visited during administrative walk-throughs, deliver grade-level, benchmark-based instruction to engage all learners.

STRATEGY 2

Ensure schools engage in evidence-based strategies and interventions to support subgroups and close achievement gap.

STRATEGY 3

Prepare K-12 students for post-secondary education, employment or military service.



PRIORITY 2

TALENT MANAGEMENT

GOAL: Create a culture that attracts, develops and retains quality employees passionate about supporting student success.

STRATEGY 1

Create opportunities and pipelines for our community to become employees of Hernando County Schools.

STRATEGY 2

Provide opportunities for continued professional growth.

STRATEGY 3

Retain our workforce to reduce turnover of high-quality employees.



PRIORITY 3

SAFE AND HEALTHY LEARNING ENVIRONMENT

GOAL: Enhance and strengthen a safe and healthy learning environment.

STRATEGY 1

Ensure students have access to and receive high quality, nutritious meals provided by the Food & Nutrition Department.

STRATEGY 2

Increase the preparedness of staff and students to respond to critical incidents on campus or at school-sponsored events by providing ongoing training activities.

STRATEGY 3

Improve student resiliency and life skills by providing school-based mental health supports.

STRATEGY 4

Improve the student-to-school connection by monitoring early warning data to determine student needs and provide additional support.

STRATEGY 5

Provide safe, on-time transportation to and from school for all students.



PRIORITY 4

COMMUNITY CONNECTION

GOAL: Create opportunities to engage the greater community for the purpose of fostering trust and advancing student excellence.

STRATEGY 1

Improve student learning opportunities by strengthening community and business partnerships.

STRATEGY 2

Enhance two-way district communication and engagement with families and the community.

STRATEGY 3

Elevate the quality of internal communications and ensure staff receive timely and constructive information.

STRATEGY 4

Develop authentic ways to celebrate the contributions and achievements of all employees.



PRIORITY 5

FISCAL TRANSPARENCY AND CAPITAL PLANNING

GOAL: Ensure public funds are used efficiently to maintain quality educational needs and facilities for our students.

STRATEGY 1

Maximize all district resources to enhance the learning environment and ensure financial sustainability.

STRATEGY 2

Improve and maintain district facilities by utilizing appropriate funding effectively to provide the best quality education and services to our students, staff and community.

STRATEGY 3

Monitor the projected growth of Hernando County over the next several years, and plan accordingly to ensure student growth does not outgrow student stations.

PRIORITY 2: Talent Management

Goal: Create a culture that attracts, develops, and retains quality employees passionate about supporting student success.

- **Strategy 1** Create opportunities and pipelines for our community to become employees of Hernando County Schools.
- **Strategy 2** Provide opportunities for continued professional growth.
- **Strategy 3** Retain our workforce and reduce turnover of high-quality employees.



PRIORITY 2: Talent Management

With Measures

Strategy 1

Create opportunities and pipelines for our community to become employees of Hernando County Schools.

- Increase annually the number of Associate Teachers.
- Reduce annually the number of classroom vacancies for the first day of school and beginning of the second semester.

Strategy 2

Provide opportunities for continued professional growth.

- Increase the number of Associate Teachers achieving professional certification.
- Increase participation in apprenticeship programs.
- Increase participation in Learn It University.
- Decrease the number of teachers identified as out of field for English for Speakers of Other Languages /Gifted.
- Increase satisfaction for professional learning by providing a variety of meaningful activities to be measured for effectiveness by yearly staff survey results.

Strategy 3

Retain our workforce to reduce turnover of high-quality employees.

- Increase percentage annually of alternative certified teachers achieving professional certification.
- Reduce resignations due to a lack of job satisfaction.
- Increase the number of first year teachers retained for a second year.

PRIORITY 2: STRATEGY 1

Create opportunities and pipelines for our community to become employees of Hernando County Schools.

Action Steps:

- Post Position
- Interview Applicants
- Coordinate Hard-to-Fill Positions with Administrators
- Plan Support with Placement of ATS and Assigned Mentor
- Create a Schedule for TOSAs to Provide Support
- Create a Schedule at NTO for ATSs to Follow and Receive Training and Support

Measure: Increase annually the number of Associate Teachers Substitutes (ATS).

34

2023-24

56

2024-25

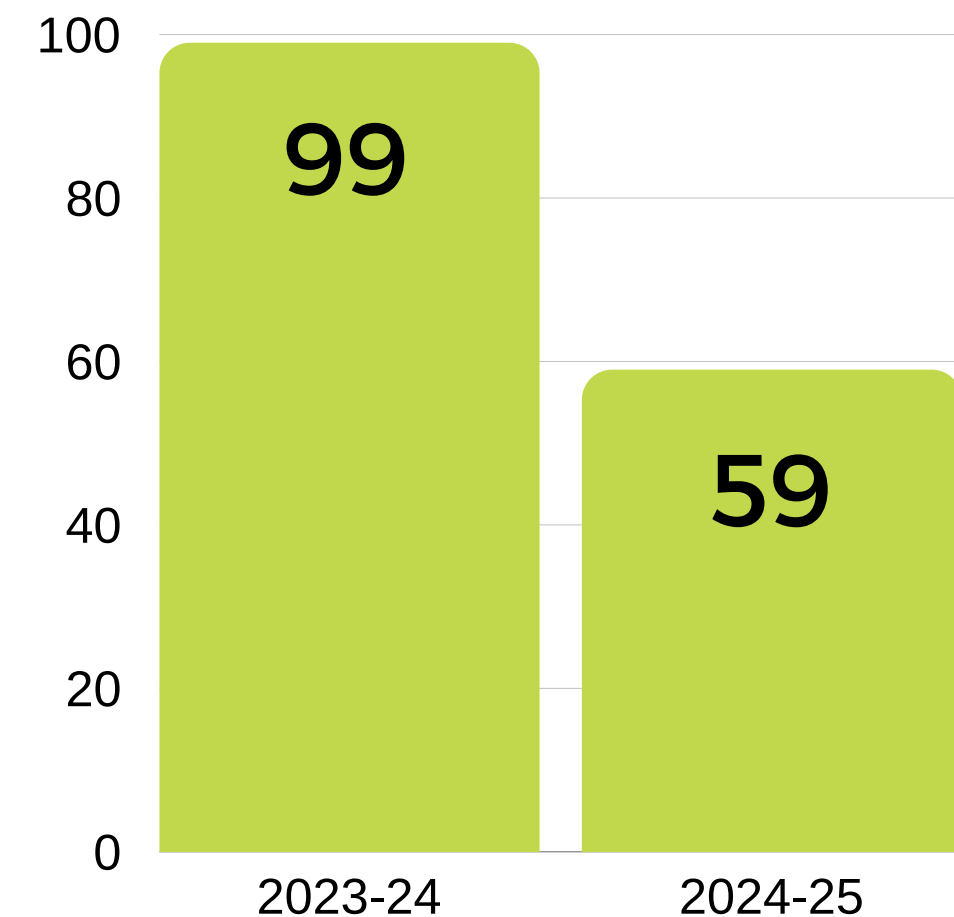
PRIORITY 2: STRATEGY 1

Create opportunities and pipelines for our community to become employees of Hernando County Schools.

Action Steps:

- Created ATS Program
- Took Steps to have Interns Become Employees
- Took Steps to have Kelly Subs Become Employees
- Communicated with Community Partners
- Advertised Positions through Multiple Platforms
- Posted Positions Directly After Allocations in the Spring

Measure: Reduce annually the number of classroom vacancies for the first day of school and beginning of the second semester.



PRIORITY 2: STRATEGY 2

Provide opportunities for continued professional growth.

Action Steps:

- ATS employees are supported by a school based mentor, a Lake Erie College advisor, and TOSAs.
- ATS earn college credit through apprenticeship program and are support with course work by the supports in the first bullet.
- ATS employees are encouraged and supported to take tests needed for certification starting their third semester of course work.
- ATS employees are recognized for meeting benchmarks at the School and District level.
- HR and TOSAs communicate with mentors, Bloomboard, Lake Erie College, and School Administrators to ensure support is provided and always problem solve when needed.

Measure: Increase the number of Associate Teachers achieving professional certification.

- ATS and Bloomboard is a two year program that started in 23-24.
- The first cohort of 15 ATS will graduate from Lake Erie College in August of 2025, so this metric will start then.

PRIORITY 2: STRATEGY 2

Provide opportunities for continued professional growth.

Action Steps:

- Associate Teacher Program with Bloomboard.
- School Psychologist intern - ongoing
- Certified School Counselor intern - NEW for 2024-25 -
- Certified School Counselor Degree - NEW for 2024-25 - a program to support current teachers in becoming certified school counselors
- Educational Leadership Degree - NEW for 2024-25 - a program to support current teachers in becoming educational leaders and school administrators
- Para to Pro Program - ongoing

Measure: Increase participation in apprenticeship programs.



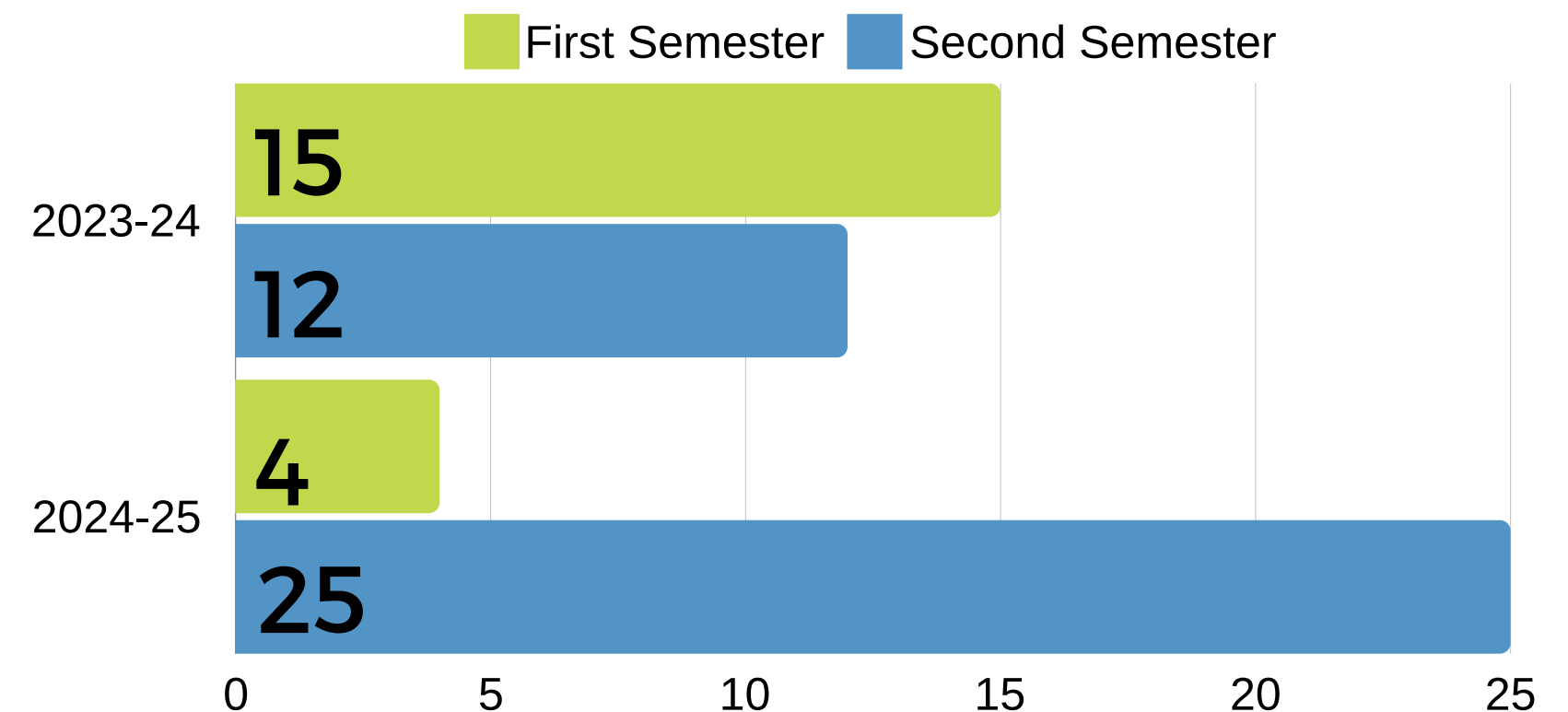
PRIORITY 2: STRATEGY 2

Provide opportunities for continued professional growth.

Action Steps:

- Post Position
- Interview Applicants
- Coordinate Hard-to-Fill Positions with Administrators
- Plan Support with Placement of ATS and Assigned Mentor
- Create a Schedule for TOSAs to Provide Support
- Create a Schedule at NTO for ATSs to Follow and Receive Training and Support
- Allow One Semester as ATS Only Before Beginning Learn It U

Measure: Increase participation in Learn It University



PRIORITY 2: STRATEGY 2

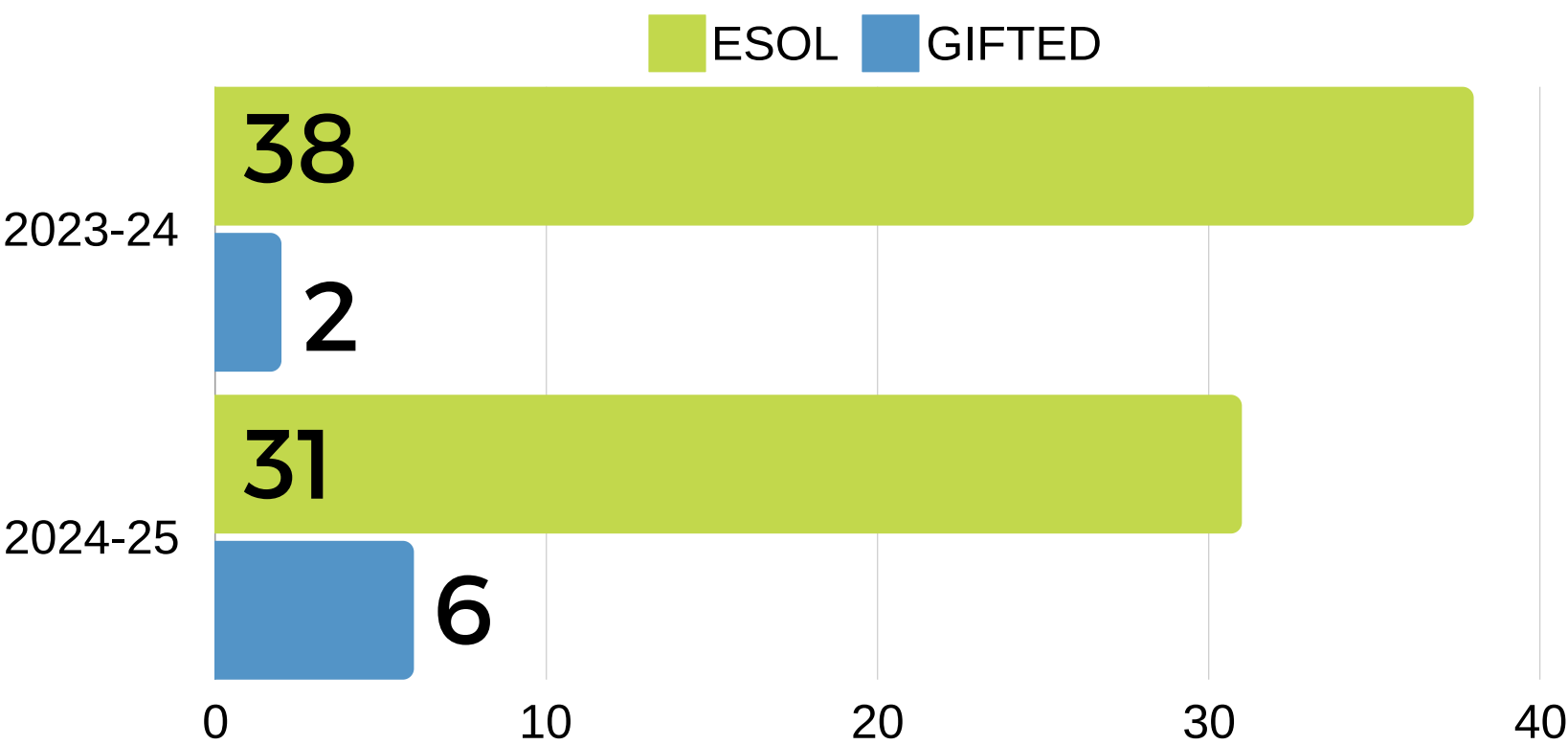
Provide opportunities for continued professional growth.

Action Steps:

- Identify Teachers for ESOL needs Upon Hiring
- Provide Free Options to Teachers to Receive Necessary Training for ESOL Endorsement Through P.D.
- Provide Free Options for Teachers to Receive Gifted Endorsement Through FDLRS
- Continuously Track Teachers and Provide Updates to Teachers and their Administrators

Measure: Decrease the number of teachers identified as out of field for English for Speakers of Other Languages /Gifted.

- ESOL 23-24- 38 teachers flagged for ESOL, 24-25- 31 teachers
- Gifted 23-24- 2 teachers flagged for Gifted, 24-25- 6 teachers



PRIORITY 2: STRATEGY 2

Provide opportunities for continued professional growth.

Action Steps:

- Provided staff with the same survey for last 4 years.
- Provided 1,100 Professional Learning Sessions during the 2023-24 school year.
- Initiated Teacher in Action Day in February 2024 (1663 teachers and administrators attended, 220 unique sessions offered, 15 roundtable discussions).
- Plan to repeat Teacher in Action Day November 2024 (Aiming for 1800+ teachers and administrators (as of 9/30, 700 registered), 250+ unique sessions planned, 15 roundtable discussions).

Measure: Increase satisfaction for professional learning by providing a variety of meaningful activities to be measured for effectiveness by yearly staff survey results

“District Training helps me do my job”



“PD exists at my site to help me do my job.”



PRIORITY 2: STRATEGY 3

Retain our workforce to reduce turnover of high-quality employees.

Action Steps:

- Lobbied for 5 year temporary certificate time frame.
- Utilize extensions where possible.
- Used Adjunct Teacher option when possible.
- Utilized HR and TOSAs to provide support and education about certification requirements.

Measure: Increase percentage annually of alternative certified teachers achieving professional certification (Baseline).



Retained 24 out of 27 Alt Certified Teachers

PRIORITY 2: STRATEGY 3

Retain our workforce to reduce turnover of high-quality employees.

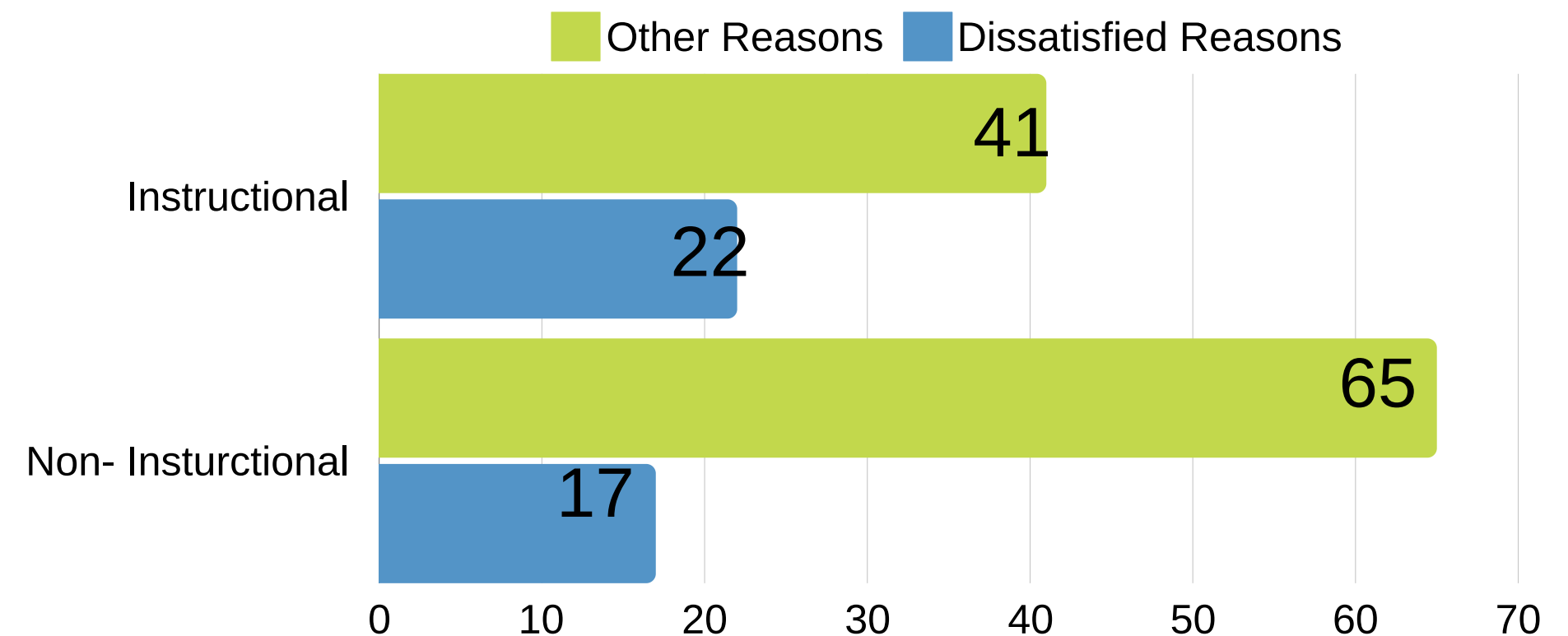
Action Steps:

- Review Annual Survey for Trends district wide and at each site.
- Strategic effort to improve retention for hard to fill positions.
- Increased salaries.
- Site based plans to address survey findings
- Decrease cost of health insurance.
- Seek employee input through committees.
- Use millage dollars to increase salaries.
- Use millage dollars for positions to decrease workload for others.
- Use half cent dollars to improve worksites.
- Increase training.

Measure: Reduce resignations due to a lack of job satisfaction.

Baseline Data - 2023-2024

Source: Higher Enterprise Survey -First Selection



Other Reasons include child rearing, family reasons, entrepreneurship, relocation of employee or spouse, employer initiated separation and other.

Dissatisfied Reasons include inadequate salary, lack of opportunity, stress on job, inadequate benefits, dissatisfaction with supervisor, and dissatisfaction with assigned duties.

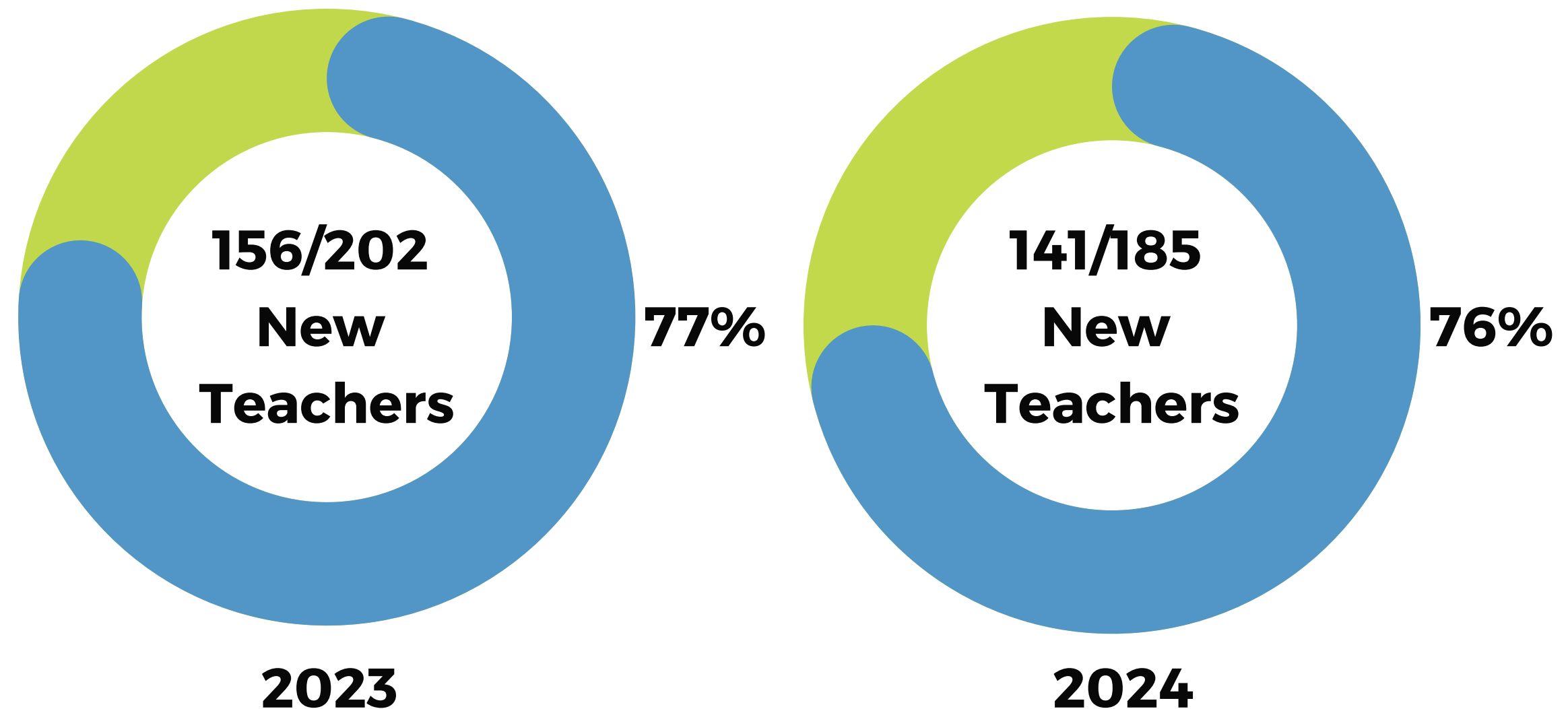
PRIORITY 2: STRATEGY 3

Retain our workforce to reduce turnover of high-quality employees.

Action Steps:

- Increased Mentor Stipend
- Increased Support Through NTO and Rise Program
- Increased Salaries
- Board Picked Up Health Insurance Increase
- Used Millage to Increase Salaries of all Employees
- Initiated Employee/Admin Work Groups that led to action steps that reduced workloads

Measure: Increase the number of first year teachers retained for a second year.



PRIORITY 3: SAFE AND HEALTHY LEARNING ENVIRONMENT

Goal: Enhance and strengthen a safe and healthy learning environment.

- **Strategy 1** Ensure students have access to and receive high quality, nutritious meals provided by the HCSD Food & Nutrition Department.
- **Strategy 2** Increase the preparedness of staff and students to respond to critical incidents on campus or at school-sponsored events by providing on-going training activities.
- **Strategy 3** Improve student resiliency and life skills by providing school-based mental health supports.

PRIORITY 3: SAFE AND HEALTHY LEARNING ENVIRONMENT

- **Strategy 4** Improve the student-to-school connection by monitoring early warning data to determine student needs and provide additional support.
- **Strategy 5** Provide safe, on-time transportation to and from school for all students.
- **Strategy 6** Provide students and staff with a clean campus environment.

PRIORITY 3: SAFE AND HEALTHY LEARNING ENVIRONMENT

With Measures

Strategy 1

Ensure students have access to and receive high quality, nutritious meals provided by the Food & Nutrition Department.

- Annually increase the number of students participating in National School Lunch program.
- Annually increase the number of students participating in the Seamless Summer program by increasing the number of mobile feeding sites.

Strategy 2

Increase the preparedness of staff and students to respond to critical incidents on campus or at school-sponsored events by providing on-going training activities.

- Through student surveys, annually increase the percentage of students reporting their schools are safe.
- Through staff surveys, annually increase the percentage of staff reporting their schools are safe.

Strategy 3

Improve student resiliency and life skills by providing school-based mental health supports.

- Annually reduce the number of students who are referred to the pre-expulsion hearing process for drug offenses.
- Increase parent and student participation in tobacco/drug awareness training.
- All students in grades 6-12 will receive resiliency and life skills training.

PRIORITY 3: SAFE AND HEALTHY LEARNING ENVIRONMENT

With Measures

Strategy 4

Improve the student-to-school connection by monitoring early warning data to determine student needs and provide additional support.

- Annually increase the number of students who have 90% or better average daily attendance.
- Reduce the number of students with two or more early warning indicators.
- Maintain 80% compliance with Youth Mental Health First Aid certification with all required staff.

Strategy 5

Provide safe, on-time transportation to and from school for all students.

- Reduce the number of accidents that receive point penalties as measured by the annual Safe Driver Committee review process.
- Improve on-time arrival to schools.

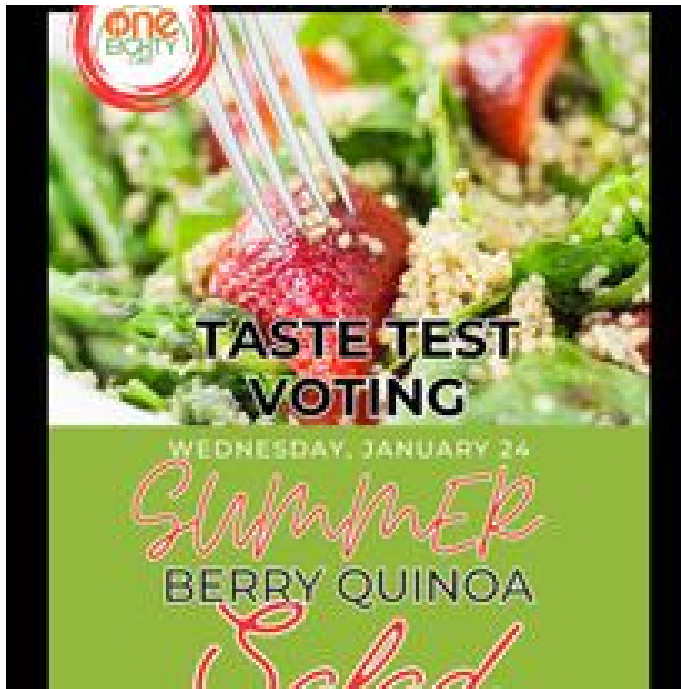
Strategy 6

Provide students and staff with a clean campus environment.

- Increase the number of Environmental Services Technicians participating in training opportunities.
- Improve the annual ratings of school cleanliness reports.

PRIORITY 3: STRATEGY 1

Ensure students have access to and receive high quality, nutritious meals provided by the Food & Nutrition Department.

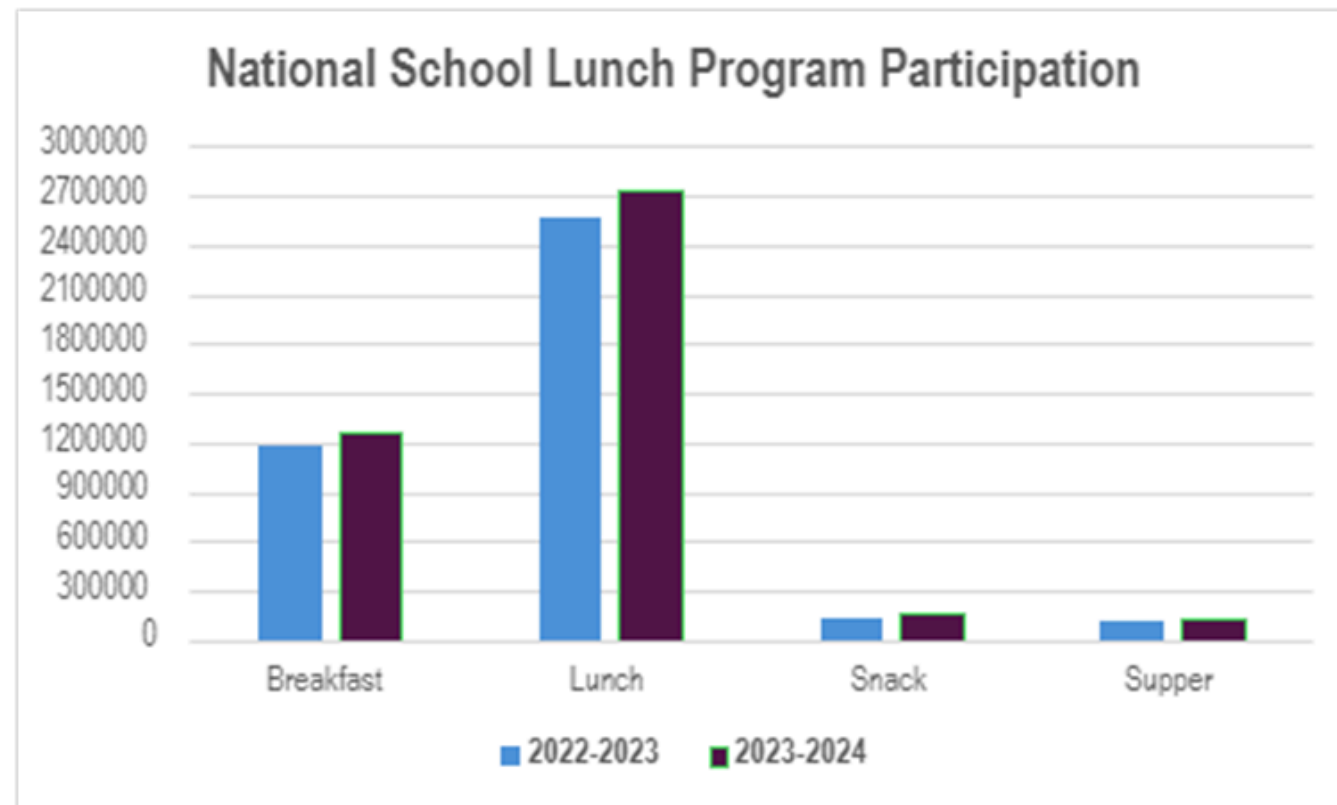


- Festive Holiday Celebrations
- Special Treats
- Pop-Up Meal Experiences
- Celebration of National School Lunch & National School Breakfast Week
- Numerous marketing events - National Quesadilla Day & National Pretzel Day
- Dr. Seuss Week

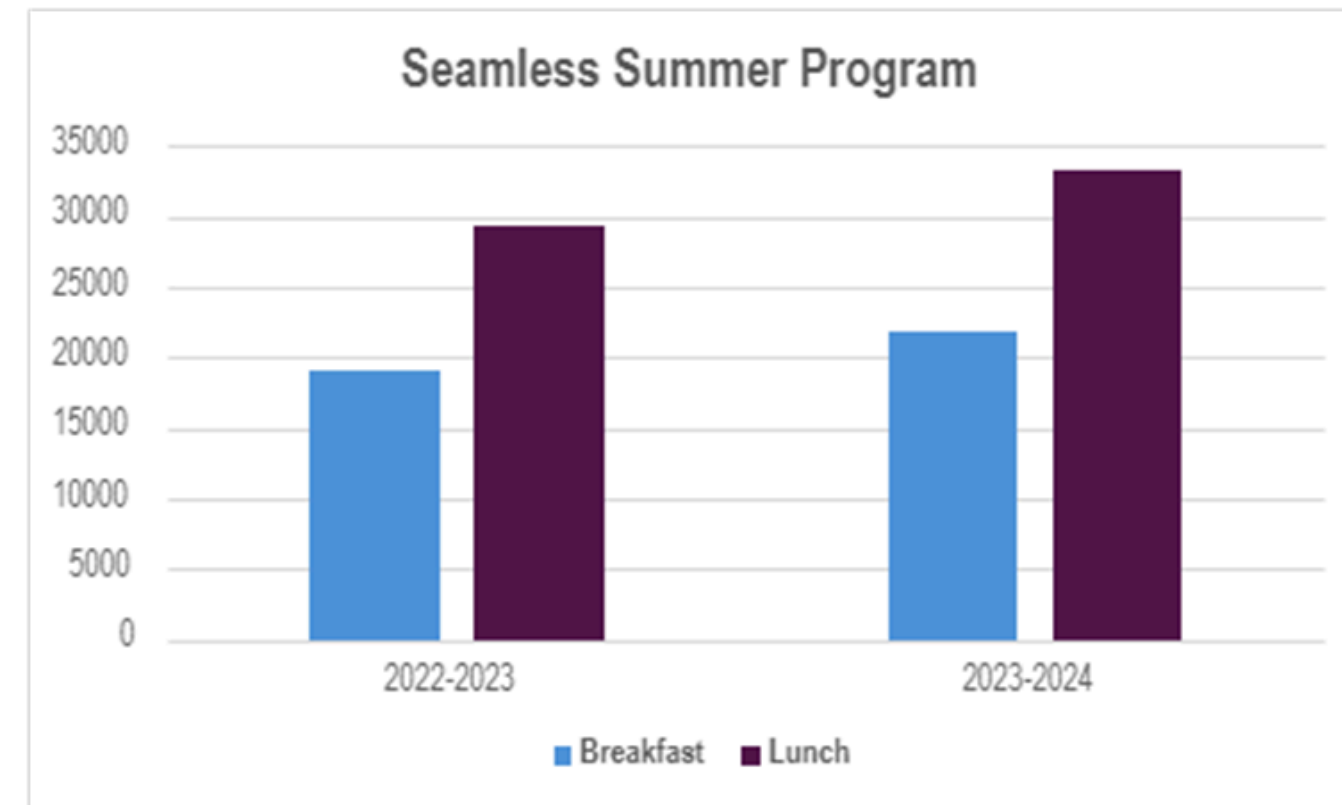


PRIORITY 3: STRATEGY 1

Ensure students have access to and receive high quality, nutritious meals provided by the Food & Nutrition Department.



- Annually increase the number of students participating in National School Lunch program.



- Annually increase the number of students participating in the Seamless Summer program by increasing the number of mobile feeding sites.

PRIORITY 3: STRATEGY 2

Increase the preparedness of staff and students to respond to critical incidents on campus or at school-sponsored events by providing on-going training activities.



- Maintain compliance with drill requirements at each school in the district
- 100% of all staff are trained annually in Active Assailant training through Vector Solutions as mandated by FLDOE
- Conduct the Annual Safety Summit with all school safety teams
- Monthly Principal and Assistant Principal meetings to provide safety updates and share best practices

PRIORITY 3: STRATEGY 2

Increase the preparedness of staff and students to respond to critical incidents on campus or at school-sponsored events by providing on-going training activities.

***90% Parents
Agree or Strongly
Agree that their
child is safe at
school**

*2023 HCSD Annual Survey of Parents

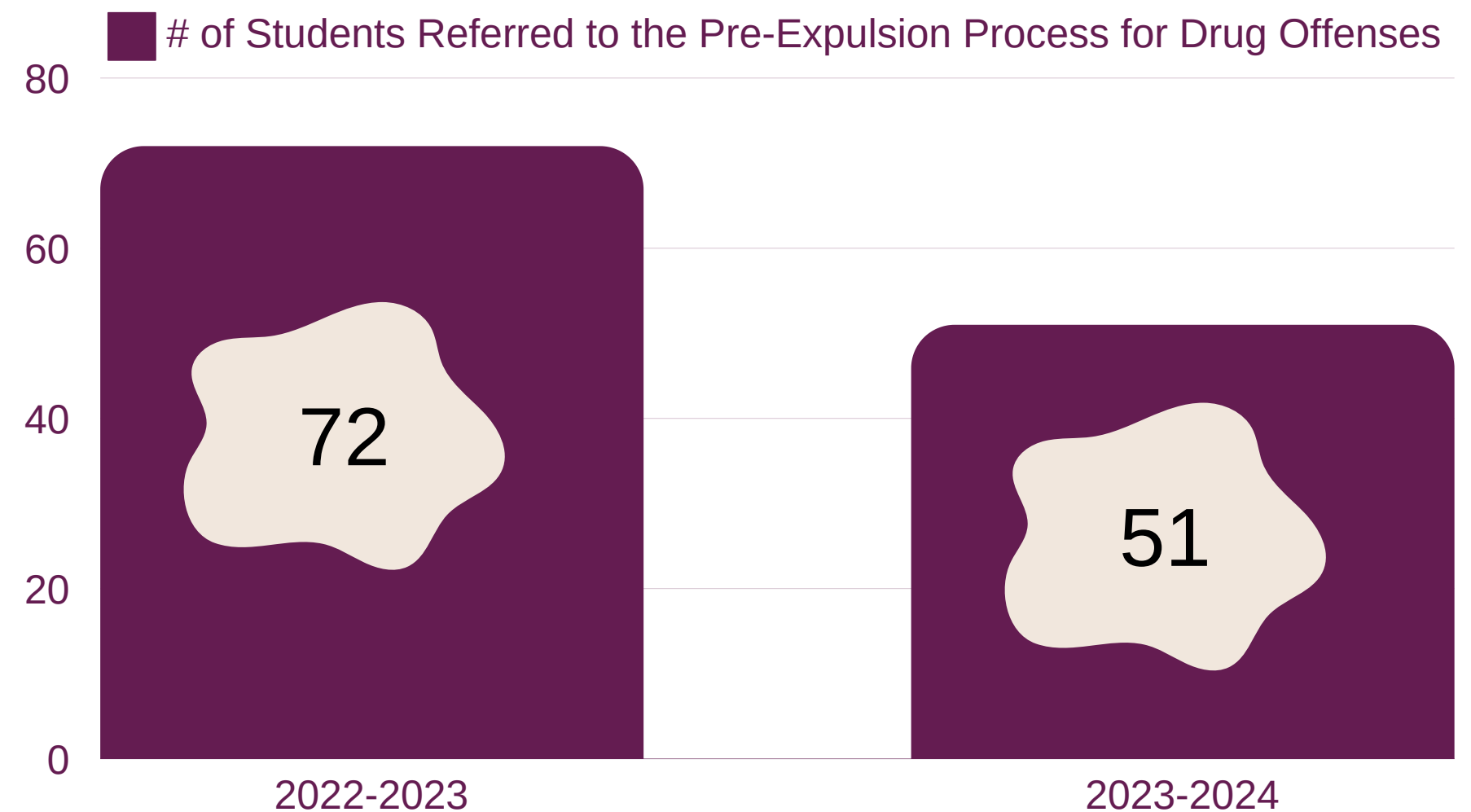
- Through student surveys, annually increase the percentage of students reporting their schools are safe.
- Through staff surveys, annually increase the percentage of staff reporting their schools are safe.

**Will be added to 2025
Student & Staff Survey for
Baseline Data**

PRIORITY 3: STRATEGY 3

Improve student resiliency and life skills by providing school-based mental health supports.

- Annually reduce the number of students who are referred to the pre-expulsion hearing process for drug offenses.
 - District social worker assigned to each school to increase student access to mental health supports
 - Increase in substance use/abuse counseling personnel - 6 total



Thank you, Millage!



PRIORITY 3: STRATEGY 3

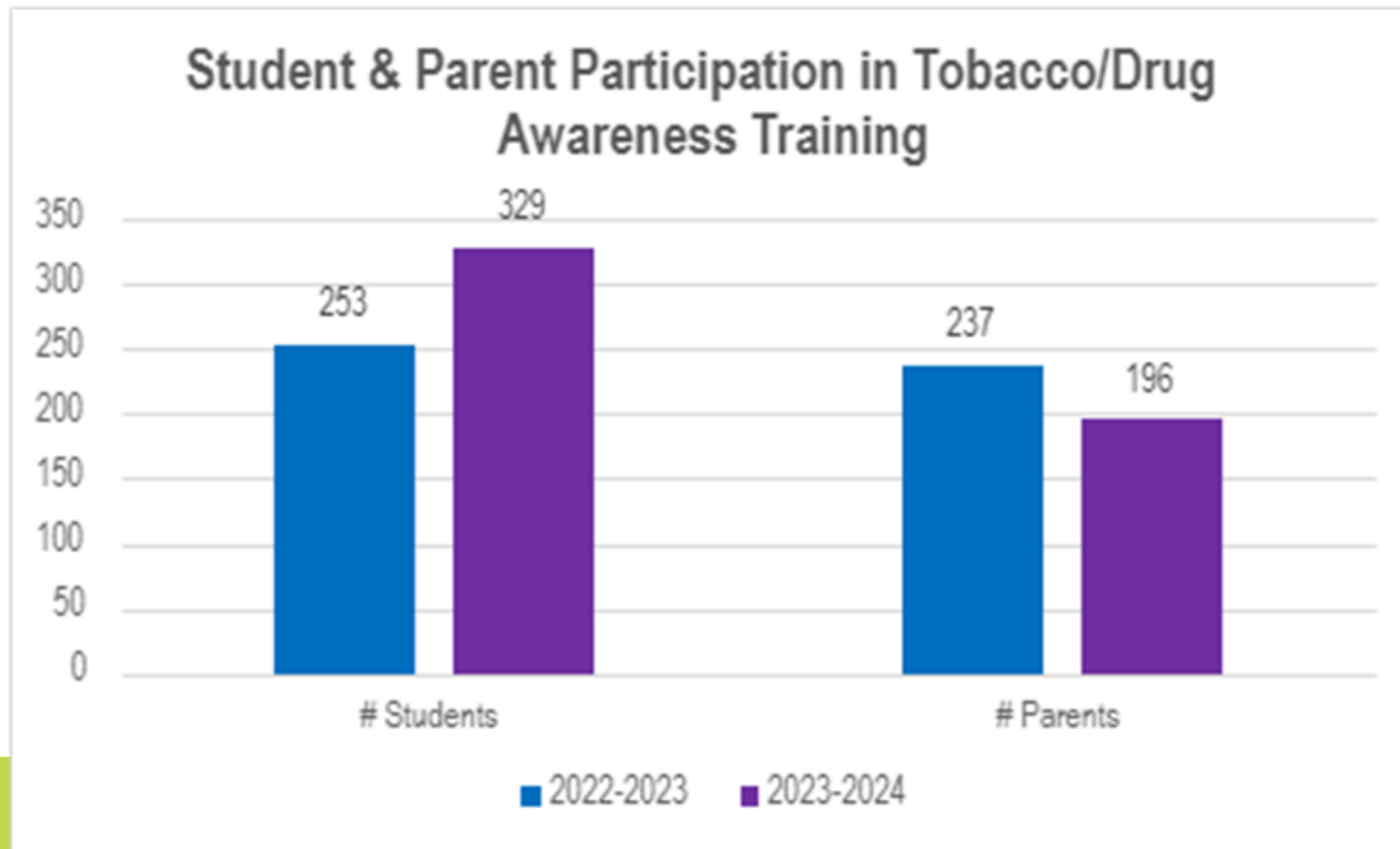
Improve student resiliency and life skills by providing school-based mental health supports.

- Provided each administrative team and school guardian with NARCAN training
- Provided Substance Abuse Program - Hidden in Plain Sight materials to utilize with parents
- Implemented educational component of You're Not Alone for students to increase mental health awareness
- Sponsored imPACT at 9 schools (Positive Action Change Team) with 283 student members
- imPACT students aired 125 public service announcements on school announcements and held 47 school-based events
- Distribution of anti-vaping educational materials



PRIORITY 3: SAFE AND HEALTHY LEARNING ENVIRONMENT

Improve student resiliency and life skills by providing school-based mental health supports.

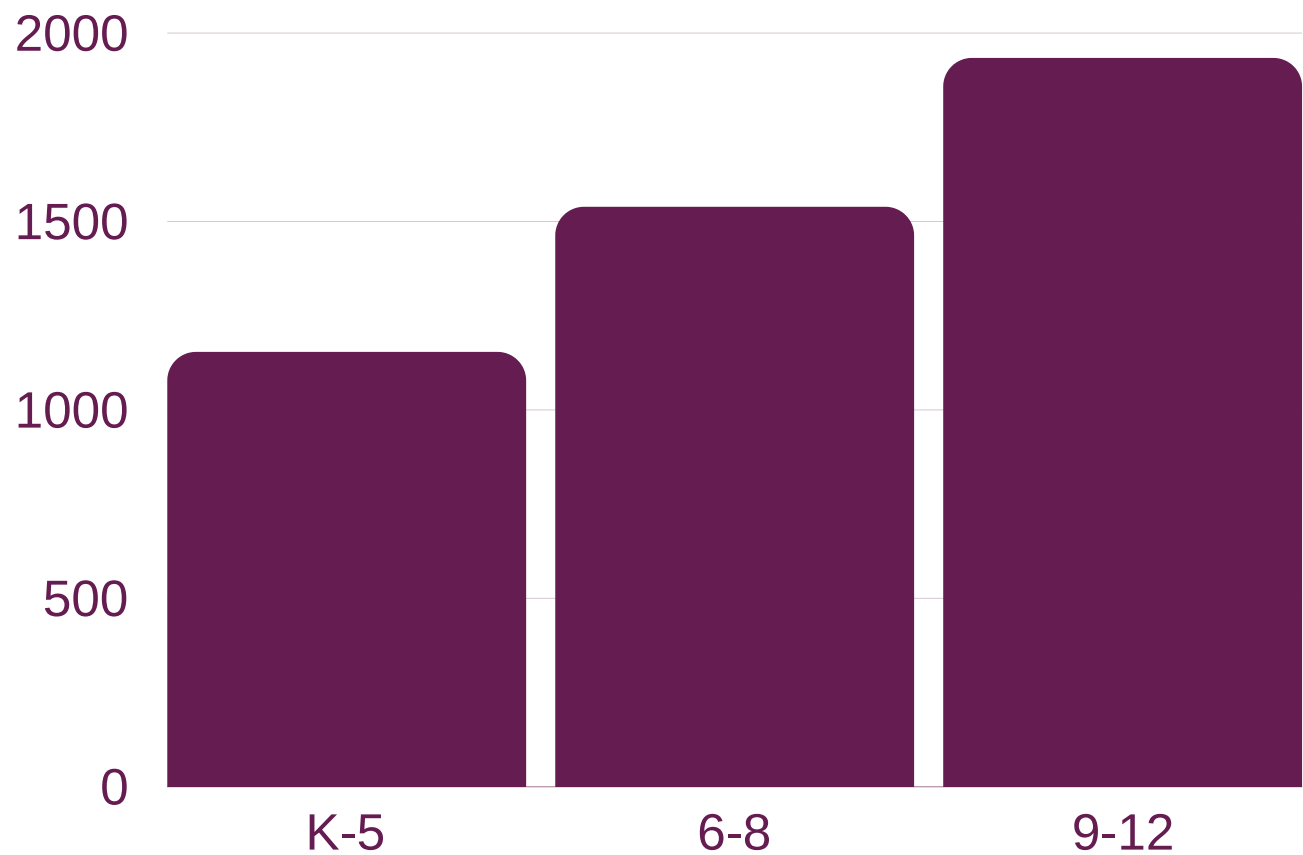
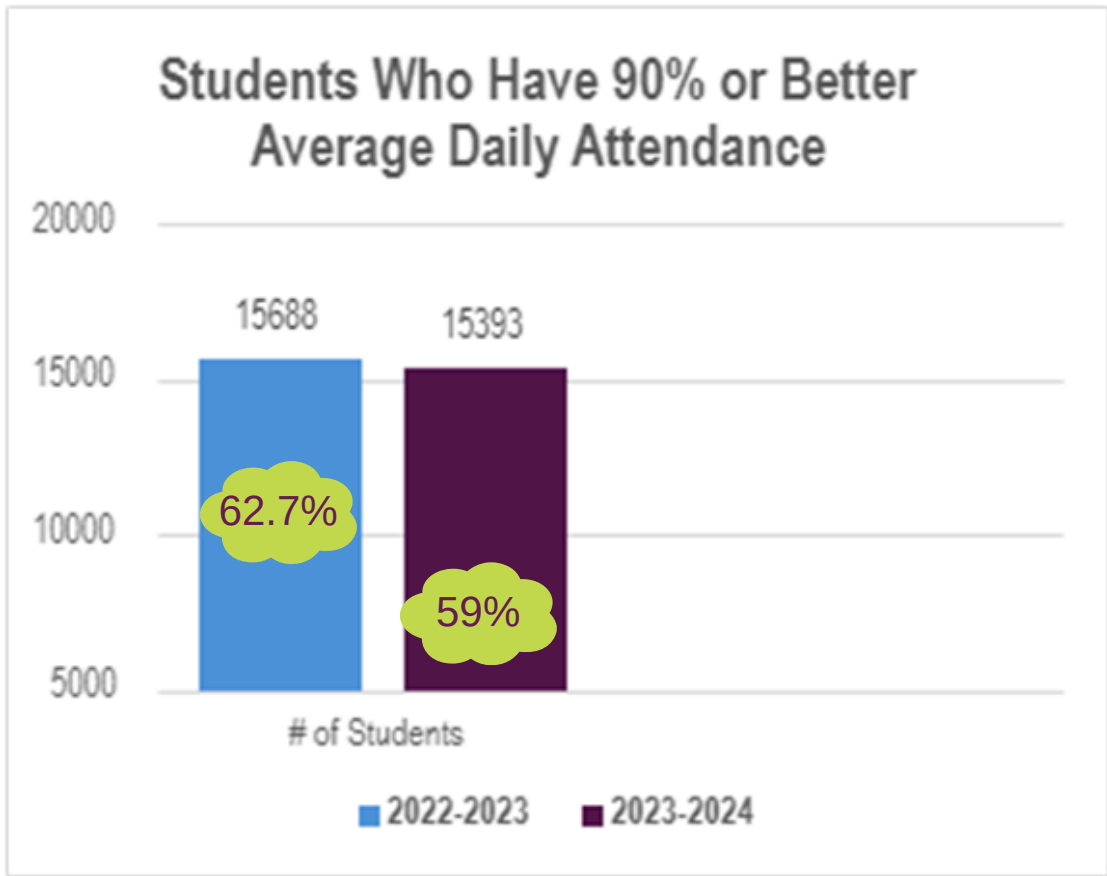


- Increase parent and student participation in tobacco/drug awareness training.
 - Use of Parent Square to send message about awareness classes
 - Direct invite from staff either in-person or via telephone
 - Based on parent participation data the team is working on offering an on-line class for parents

PRIORITY 3: STRATEGY 4

Improve the student-to-school connection by monitoring early warning data to determine student needs and provide additional support.

88%
of HCSD Staff Trained
in YMHFA



- Annually increase the number of students who have 90% or better average daily attendance.
- Reduce the number of students with two or more early warning indicators.
- Maintain 80% compliance with Youth Mental Health First Aid certification with all required staff.

PRIORITY 3: STRATEGY 4

Improve the student-to-school connection by monitoring early warning data to determine student needs and provide additional support.

Early Warning Signs:

- **MTSS Teachers**
- **Use of Educlimber to monitor:**
- **Grades**
- **Disciplines**
- **Tier II & III Interventions**

Attendance:

- Student Services staff meeting with school counselors and administration at each school to review the attendance and truancy procedures
- Student Services conducts informal walkthrough's that include looking at attendance and truancy data and implementation of attendance procedures
- Social media marketing campaign promoting the importance of good attendance - every school as well as Student Services staff
- Skyward automatic letters for attendance warnings

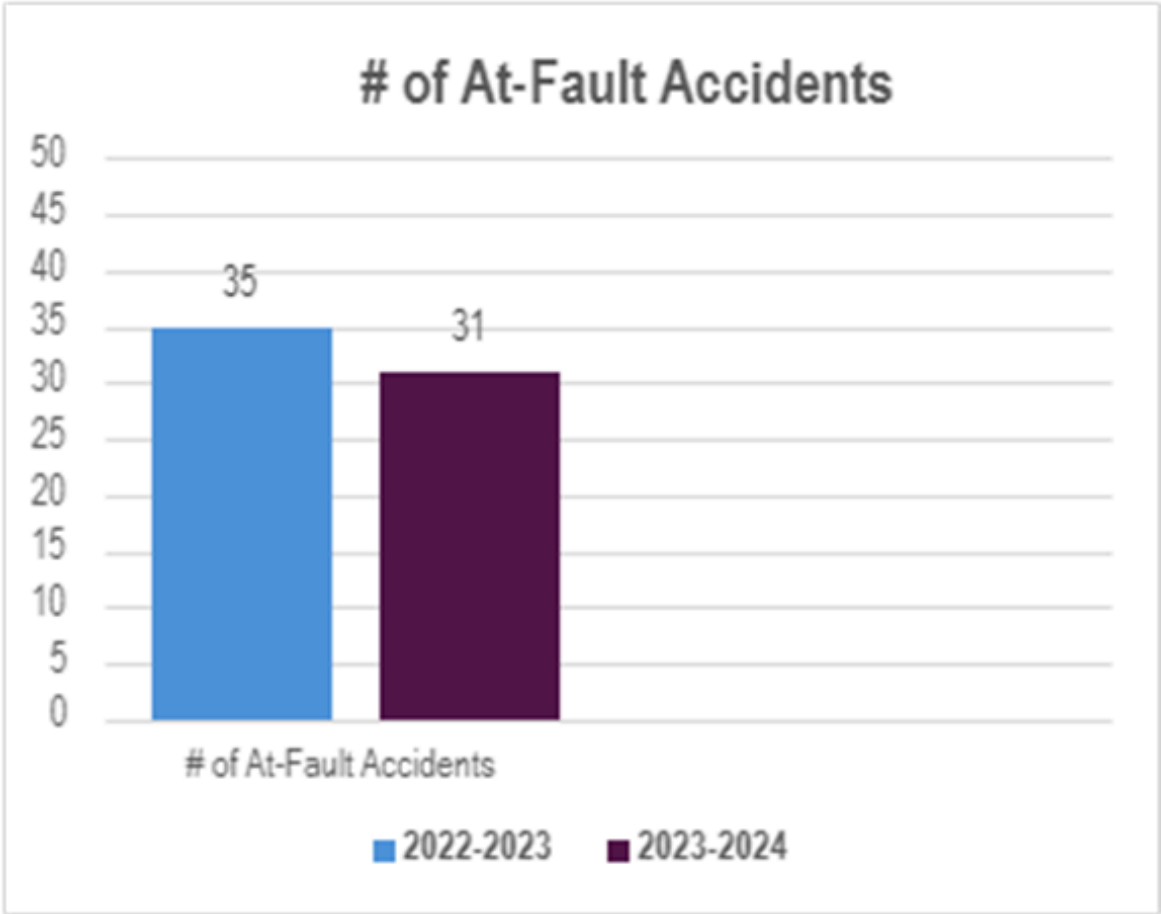
YMHFA

Monthly monitoring
coded in Skyward
State Reporting

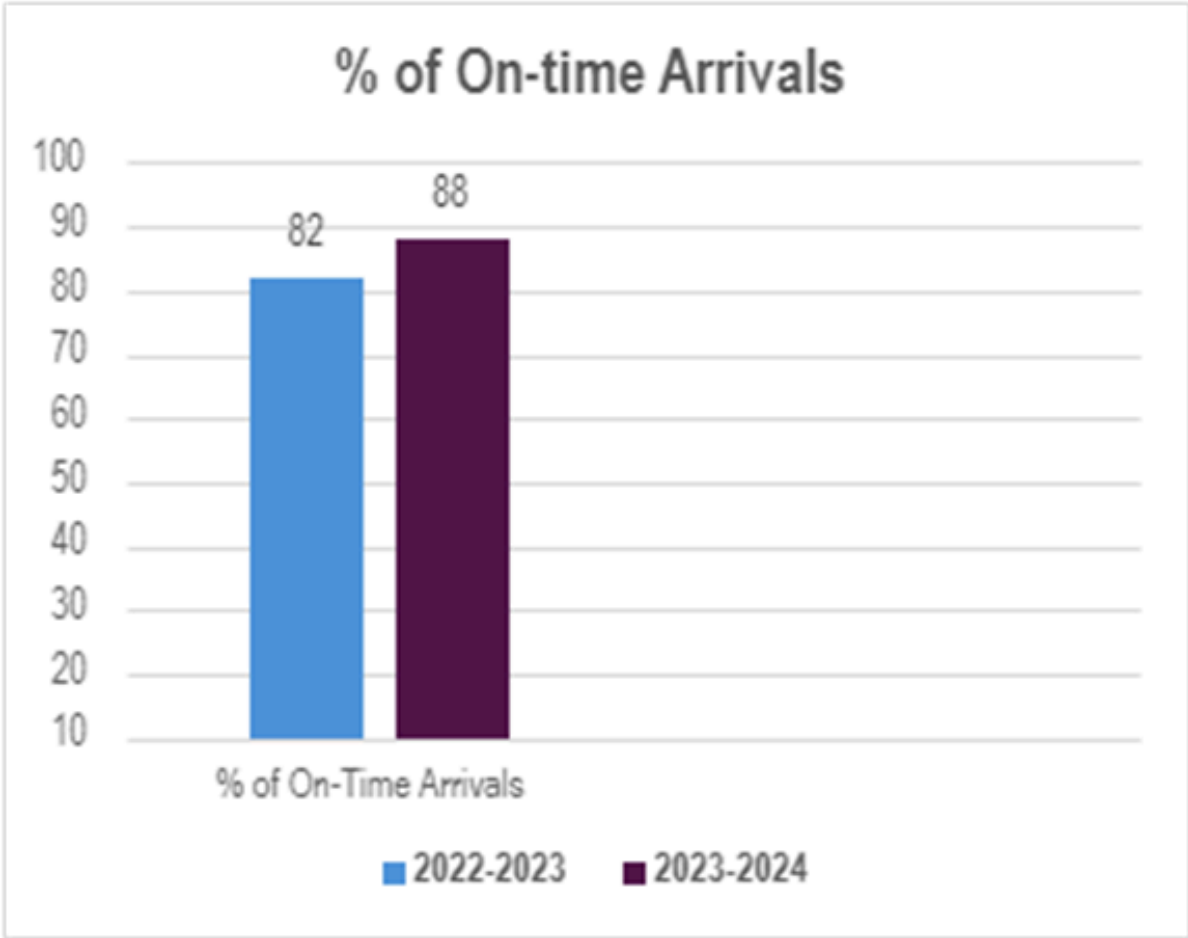


PRIORITY 3: STRATEGY 5

Provide safe, on-time transportation to and from school for all students.



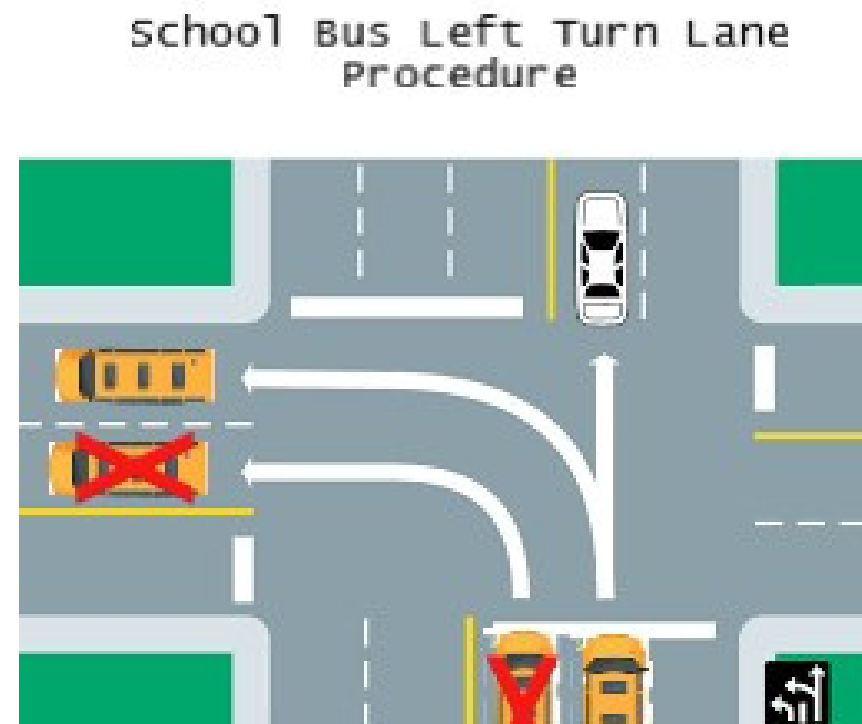
- Reduce the number of accidents that receive point penalties as measured by the annual Safe Driver Committee review process.



- Improve on-time arrival to schools.

PRIORITY 3: STRATEGY 5

Provide safe, on-time transportation to and from school for all students.



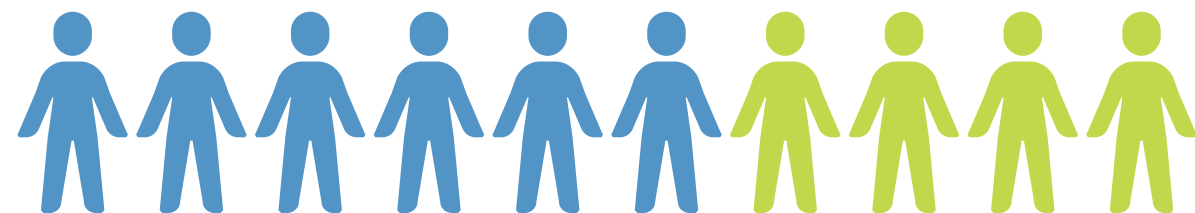
- Provide on-going training to drivers based on random review of bus videos and informal observation
 - Student behavior management
 - Road safety and trial runs on mock courses
- On-going monitoring of on-time arrival reports and adjust accordingly

PRIORITY 3: STRATEGY 6

Provide students and staff with a clean campus environment.

HCSD currently employs

*189 ESTs



37

ESTs have Basic
Certification

13

ESTs have Master
Certification



- Increase the number of Environmental Services Technicians (ESTs) participating in training opportunities.
- Provide training from vendors on proper use and care of equipment and cleaning materials

- Improve the annual ratings of school cleanliness reports.
 - Implementation of Crowd Comfort for tracking inspections and follow-ups

A. Item Currently Budgeted -

Account Name		<u>No Financial Impact</u>										
Account Number												
		Fund		Function		Object		Cost Center		Project		Sub Project
Original Approved Budget	+	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available		
\$		\$		\$		\$		\$		\$		

Account Name												
Account Number												
		Fund		Function		Object		Cost Center		Project		Sub Project
Original Approved Budget	+	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available		
\$		\$		\$		\$		\$		\$		

B. Item Currently Not Budgeted -**

Funding Source												
Account Name												
Account Number												
		Fund		Function		Object		Cost Center		Project		Sub Project
Amount	\$											

Funding Source												
Account Name												
Account Number												
		Fund		Function		Object		Cost Center		Project		Sub Project
Amount	\$											

C. History

Check one:

Prior Year Budget: ☐New for Current Year: ☐

Prior Year Approved Budget: \$

Prior Year Actual Spent: \$

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****