Hernando School District

School Board Workshop

Agenda - Final

Tuesday, June 9, 2026 **2:00 PM** **District Office-Board Room**
919 N. Broad Street
Brooksville, FL 34601

CALL TO ORDER

PRESENTATIONS

1. **26-3833** Review and Tentative Approval of the 2026-2027 Student Progression Plan and School Procedures Handbook

   Attachments: Discussion Items 2026 2027
   2026 2027 SPP Strikethrough Copy
   2026 2027 SPP Clean Copy
   Budget Sheet Sept 2021 Revised NO Financial Impact ACC

2. **26-3692** Review and Tentative Approval of the 2026-27 Staff Handbook Changes that Support the Ongoing Operational Needs of the District.

   Attachments: Summary of Changes to Staff Handbook 2026-27.pdf
   Master Strike 2026-27 Staff Handbook.pdf
   Master Clean 2026-27 Staff Handbook.pdf
   Budget Sheet NO Financial Impact.pdf

3. **26-3492** Review and Tentative Approval of Neola Policy Volume 26 No. 1.

   Attachments: Vol 26 N 1 REVISED June Workshop
   Vol 26 No 1 Workshop Index
   Budget Sheet Sept 2021 Revised NO Financial Impact ACC

4. **26-3693** Review and Tentative Approval of the Revised Safe Driver Plan for the 2026-27 School Year.

   Attachments: Summary of Changes to Safe Driver Plan 2026-27.pdf
   Master Strike Safe Driver Plan 2026-2027.pdf
   Master Clean Safe Driver Plan 2026-2027.pdf
   Budget Sheet NO Financial Impact.pdf

5. **26-3841** Presentation on the Adoption and Purchase of Wayground as a District Educational Engagement Platform for Grades K-12

   Attachments: Hernando Wayground June 9 Workshop
   Wayground Hernando County Order Form
   Standard Addendum to Agreements
   PUR 1355
   Budget Sheet Wayground

6. **26-3802** Presentation of 2026 Survey Results for Staff, Parent and Student Annual Engagement Surveys

   Attachments: 2026 HCSD Combined Survey Presentation
   Budget Sheet - NO Financial Impact (1)

GENERAL COUNSEL

ADDENDUM ITEMS

GOOD OF THE ORDER/BOARD DISCUSSION

School Board Comments

ADJOURNMENT

The next School Board Meetings are scheduled for June 23, 2026:
2:00 PM - Workshop
6:00 PM - Regular Meeting

Hernando School District

School Board Workshop

Agenda Item # 1. 26-3833 6/9/2026

Title and Board Action Requested
Review and Tentative Approval of the 2026-2027 Student Progression Plan and School Procedures Handbook

Executive Summary
The Directors of Elementary and Secondary Programs, on behalf of the Superintendent of Schools, hereby requests the Board tentative approval of the 2026-2027 Student Progression Plan and School Procedures Handbook. Florida Statute 1008.25 requires each district school board to establish a comprehensive plan for student progression. District and school personnel collaborated to complete the annual review and revisions based on new legislation, policies and practices in the school building. The Handbook will provide guidance regarding student progression and ensure consistent and effective practices at the school sites.

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2023-28 Strategic Focus Area
Priority 1: Student Success

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.

SPP Suggested Edits 2026-2027

Topic	Page #	Suggested Edit	
	11	Phrasing around desegregation...remove this wording	
Attendance	17	Added language for students not passing a course for 10 or more unexcused absences	
Dual Enrollment and books	Pg 33	Add language to address following procedures outlined- check statute to confirm can provide a deadline	
Early Admissions- if you fall below the 12 credit hours	34	Language about having to return to their school	
Recess	45	below Fine Arts/Physical Education Per Florida Statute 1003.455 schools will provide at least 100 minutes of supervised, safe, and unstructured free-play recess per week for students in kindergarten through grade 5, ensuring at least 20 consecutive minutes daily.	
Grades	48	A minimum of three (3) grades per weighted category for the marking period and a minimum of twelve (12) grades per marking period for all grades 1-12. Kindergarten will include a minimum of three (3) grades per weighted category for the marking period and a minimum of twelve (12) grades per marking period for ELA and Math only. Elementary Specials and Kindergarten Social Studies and Science will enter one final grade per quarter.	
Grade Repair	page 54	1. Grade Repair, a. Elementary: When a student's academic performance on any grade level assessment falls *below 60%*, the classroom teacher ***may*** provide the needed re-teach and practice through appropriate instructional strategies and differentiated instruction. **The student may retest on that assessment, however, the assessment completed through grade repair can receive a maximum grade of 60%**.	
	63	Check formatting with charts and how it prints Charts for graduation requirements need to be updated	

SPP Suggested Edits 2026-2027

Concordant/Comparative Scores	72	Update headline to: All Students entering 9th grade in 2020-21 and beyond for both Grade 10 ELA and Algebra 1 EOC charts.	Update August 1st to August 19th. Remove students who enter grade 9 in the 2025-2026 school year. (I believe it is only: Students who entered grade 9 in 2023–24 through 2024–25 school years may use these scores to meet their assessment graduation requirements if they participated in the test prior to August 19, 2025.)
	77	Access diploma to call it standard diploma with access courses	
Certificate of Completion	Table of Contents/pg 81	Remove from table of contents (references pg 73) Emphasize	
AP fee	Pg 85	$99 with $9 rebate for AP exams	
	87	Change to sideline cheerleaders	
	92 and 95	Refusal of pick up from school-in there twice. Removed one.	
Safety	Pg 98-99	Updated Language (Angel Pagan)	
AP Capstone	Pg 78	Add language that explains the Bright Futures requirements for AP Capstone diploma	
Florida Seal of Fine Arts	Pg 79	Add the seal requirements	
Florida High School ACCESS DIPLOMA Graduation Requirements	Pg 65	**Personal Financial Literacy & Money Management**	**0.5 credit (REQUIRED)**

HERNANDO COUNTY SCHOOL DISTRICT
STUDENT PROGRESSION PLAN
and
SCHOOL PROCEDURES HANDBOOK

Entry, Promotion, Retention and Graduation
Grades VPK/Pre-K – 12

Effective August 11th, 2025~~5~~6

HERNANDO SCHOOL DISTRICT

Learn it. Love it. Live it.

School Board:
Kayce Hawkins~~ Shannon Rodriguez~~, Chairperson
Shannon Rodriguez~~ Mark Johnson~~, Vice Chairperson
Susan Duval, Board Member
Michelle Bonczek, Board Member
Mark Johnson ~~Kayce Hawkins~~, Board Member

Ray Pinder
Superintendent
Hernando County School District

Vision:

To inspire and support the pursuit of individual greatness.

Mission:

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.

Guiding Principles:

We believe:

- ✓ Education is the foundation for a better future.
- ✓ Family and community involvement are critical to a high quality educational system.
- ✓ Diverse individuals, ideas, talents, and learning styles strengthen our communities.
- ✓ All stakeholders share in the responsibility and decision-making as part of supporting student success and school improvement.
- ✓ Individuals and organizations are accountable for their behaviors and actions.
- ✓ Commitment to teaching methodologies that foster student engagement, critical thinking, and content mastery will prepare all students to graduate ready for work and postsecondary education.
- ✓ Shared purpose, collaboration, commitment to continuous improvement, and an innovative spirit are essential in effective teaching cultures.
- ✓ Safe, caring environments are essential for learning and the well-being of all students.
- ✓ High expectations and recognition empower individuals and lead to improved performance.
- ✓ Aligned expectations and policies that reflect best business practices are essential for success.

STUDENT PROGRESSION PLANS

The purpose of the Student Progression Plan is to inform school personnel, parents, students, and other interested citizens of the Hernando County School District (District) of the rules and administrative procedures required to implement State and local student progression requirements. Each student's progression from one grade to another will be determined, in part, upon satisfactory performance in English Language Arts, social studies, science, and mathematics. It is the responsibility of the School Board and District Administration to provide students with effective instructional and academic support programs that monitor progress, promote continuous achievement, and make provisions for individual differences. [Florida Statute § 1008.25 (1)]

The District is committed to the implementation of a Problem Solving/Response to Intervention (PS/RtI) framework also known as Multi-tiered Systems of Support (MTSS) to integrate/align efforts to improve educational outcomes and meet the academic/behavioral needs of all students. The District will provide high quality instruction/intervention matched to student needs and use learning rate and level of performance to make informed instructional decisions, including decisions regarding promotion, acceleration, academic support, and retention. Response to Intervention is a "data-based decision making process" applied to education. A four step problem-solving method and the systematic use of assessment data, at the District, school, grade, class, and individual level will guide decisions about the allocation of resources and intensity of instruction/intervention needed to improve learning and/or behavior [State Board of Education Rule 6A-6.03018; 34 C.F.R. Florida Statute §300.307 (a)(2); School Board Policy 2210, 5410, & 5410.01].

The principal of a school is responsible for making and maintaining required records and reports and providing leadership for instruction that meets the needs of all students (Florida Statute § 1001.54; Florida Statute § 1012.28). Teachers are responsible for providing effective instruction, embedded academic support, and documenting students' mastery of the above Standards.

The District incorporates the Next Generation Sunshine State Standards/B.E.S.T. Standards or Core Content Connectors found in this School District Student Progression Plan [State Board of Education Rule. 6A-1.09401(2)].

It is the policy of the Hernando County School District not to illegally discriminate or allow its employees to illegally discriminate and prohibits any and all forms of discrimination and harassment based on race, color, ethnicity, religion, national origin, sex, age, gender, marital status, disability, genetic information, lack of English language skills or other basis prohibited by law in any of its programs, services, activities or employment practices.

For questions regarding equity within the school system, please contact
Matt Goldrick
by email (goldrick_m@hcsb.k12.fl.us),
phone (352-797-7000), or
mail (919 N. Broad St. Brooksville, FL 34601)

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I. ENTRY AND ATTENDANCE REQUIREMENTS

A. INITIAL ENTRY REQUIREMENTS

It is the responsibility of parents/guardians of students entering Hernando County public schools for the first time to present the following **at the time of registration**:

1. A valid birth certificate or other documentation of birth (Florida Statute § 1003.21); **Florida Statute §1003.21(4)**

   Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of subparagraph (1)(a)2. The School District Superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

   (a) A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;

   (b) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;

   (c) An insurance policy on the child's life that has been in force for at least 2 years;

   (d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;

   (e) A passport or certificate of arrival in the United States showing the age of the child;*

   (f) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or

   (g) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if these are not available in the county, by a licensed practicing physician designated by the School District School Board, which states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct. Children and youths who are experiencing homelessness and children who are known to the department, as defined in s.39.0016, shall be given temporary exemption from this section for 30 school days.

   * Please note that if a passport is offered for verification of birth, it may not be duplicated for placement in the cumulative folder.

2. Certification of a physical/health examination to be submitted at the time of registration (Florida Statute § 1003.22; School Board Policy 2210; recommended form: DH 3040– Refer to *Health Requirements.*).
3. Proof of residence- For a student assigned to a school based on the student's residence under School Board Policy 5120, parent(s)/guardian(s) **must** provide proof of residence to show that the student resides within the boundary of the school to which he/she is applying by presenting documentation, such as lease, mortgage or utility bill.
4. A certificate of immunization (Florida Statute § 1003.22). Students will not be admitted into class without proof of immunization.
5. **It is not the role of the school system to adjudicate parental disputes on questions of legal custody. School personnel will assume that the enrolling parent has legal custody of a child. Any parent(s)/guardian(s) seeking to restrict or modify the other parent's access to a student or that student's educational records must provide a certified court order supporting such restriction. Individual situations and all questions regarding the status or guardianship will be submitted to Board Counsel for final determination.**

Students who are without a fixed, regular and adequate nighttime residence are considered as children and youths who are experiencing homelessness [Florida Statute § 1003.01 (12); State Board of Education Rule 6A-6.063411 (1) (s)]. According to the McKinney- Vento Act, [Section 725) 42 U.S.C.A. Section 11432 (g) (3) (A)-(C)], homeless students are to be immediately enrolled in the school the local education agency (LEA) determines to meet the "best interest" of the child. Homeless children must be admitted to the school where they or their families reside [Florida Statute §1003.21(1)(f)]. Arrangements are to be made for immunization, transportation and all other school services. Appropriate student school and grade level placement as well as completion of required immunization and physical examination shall occur within 30 days of enrollment (School Board Policy 5111.01). A student who is emancipated and provides sufficient documentation to the principal is not required to live in a residence with an adult authority as a condition of admission to school.

A School District of Hernando County *Emergency Contact form* (SO-SS-031) must be completed at the beginning of each school year by the student's parent(s)/guardian(s). School personnel are strictly prohibited from requesting/requiring documentation of the immigration status of students and families. **It is the responsibility of the parent(s)/ guardian(s) to notify the school, in writing, promptly of any change of a student's address and/or phone numbers.** It is vital that this information be available to the school personnel in the event of a student becomes suddenly ill or involved in an emergency situation. Parent(s)/guardian(s) are requested to designate emergency contact person(s) who will pick up their student if the need ever arises. The name and phone numbers of the emergency contact person(s) must be included on the Emergency Information Card.

B. HEALTH REQUIREMENTS

All new students seeking entrance into a public school in Hernando County are required by *Florida Statute* §*1003.22* and School Board Policy 5112 to present, at the time of entry, valid documentation that they have received the required immunizations against the communicable diseases identified by the Hernando County Health Department or provide a *Certificate of Medical Exemption* (temporary or permanent), or a *Certificate of Religious Exemption* based on medical reasons or religious tenets. The *Certificate of Religious Exemption*, DH Form 681 is available only through the Hernando County Health Department. It is not available from private physicians. There is no grace period for any immunizations or physical examination requirements unless the student is eligible under the McKinney-Vento Homeless Education Assistance Act. The required immunizations and dosages for students are as follows:

1. Immunization Requirements for Entry into Grades K through 12

Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
DTAP	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Polio*	√	√	√	√	√	√	√	√	√	√	√	√	√	√
MMR*	√	√	√	√	√	√	√	√	√	√	√	√	√	√
HEP B series	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Varicella*	√	√	√	√	√	√	√	√	√	√	√	√		
HIB*	√													
Td/Tdap Booster*									√	√	√	√	√	√

Tdap = tetanus/diphtheria

* Dosage as indicated for age.

One of the following Florida Certification of immunization certificates must be presented to the school at the time of enrollment and prior to attending school except for students experiencing homelessness. NO EXCEPTION IS PERMITTED.

- Documentation of Immunization.....DH Form 680 (July 2010), Part A-1
- Documentation of Temporary Medical Exemption .....DH Form 680, Part B
- Documentation of Permanent Medical Exemption.....DH Form 680, Part C
- Documentation of Religious Medical Exemption.....DH Form 681

No student may attend school before a record of immunization is received

Recommended Adolescent Vaccination

Meningococcal Disease is a serious bacterial infection that can lead to swelling of the lining around the brain and spinal cord. While these infections are rare, bacterial meningitis is highly contagious. According to the Centers for Disease Control (CDC), of those adolescents who become infected, 10% will die and 15% will have long-term problems as a result of the infection. Meningococcal conjugate vaccine (MCV4) provides protection against these infections. The CDC recommends that 11 – 12 year-olds receive a single shot of this vaccine during their routine physician visit. If your teenager missed getting the vaccine at his/her check-up, ask the doctor or health department about getting it now.

The Florida *Certification of Immunization* that includes temporary and permanent medical exemption sections is available from either private physicians or the Hernando County Health Department:

300 South Main St.
Brooksville, FL 34601
(352) 540-6800

7551 Forest Oaks Blvd.
Spring Hill, FL 34606
(352) 540-6800

2. Physical/Health Examination - All new students seeking entrance into a public school in Hernando County are required by *Florida Statute* § *1003.22* and School Board policy to present, at the time of entry, valid documentation that they have received a health examination performed within one (1) year prior to enrollment.

EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS

STUDENTS	PHYSICAL EXAMINATION
Hernando County	Required for Pre-K, Kindergarten and 7th grade
Transfers within Hernando County (including private schools)	Review DH Form 3040 and DH Form 680 for documentation.
Transfers within Florida	Required for Kindergarten Review and file DH Form 3040 and DH Form 680 in the cumulative folder for documentation.
Transfers from another state or country	Required for all grades Physicals presented on forms from another state are acceptable if they include all components covered on DH Form 3040.** **Must** have been performed within one year of enrollment unless exempt based on a written request for religious reasons.
Homeless students may receive a temporary 30-day exemption.	

**DH Form 3040 - *State of Florida Health Examination Form*

3. Health Consent Form - House Bill 1557 Parental Rights in Education states " At the beginning of the school year, each school district shall notify parents of each healthcare service offered at their student's school and the option to withhold consent or decline any specific service.

C. MINIMUM AND MAXIMUM AGE LIMIT

1. VPK Age Entry- Entering VPK students must attain the age of 4 on or before September 1 of the school year for which entry is sought.
2. Kindergarten Age Entry - Entering kindergarten students **must** attain the age of 5 on or before September 1 of the school year for which entry is sought. [Florida Statute §1003.21 (1) (a) 2. Every elementary school provides opportunity for early registration beginning on April 1st, tours and resources for students entering kindergarten.

3. First Grade Age Entry - Entering first grade students must attain the age of 6 on or before September 1st of the school year for which entry is sought. [Florida Statute §1003.21 and Hernando County School Board Policy 5111]. The following requirements will apply.
   a. Previous enrollment and attendance in a Florida public school;
   b. Satisfactory completion of kindergarten requirements in a non-public school; or
   c. Previous attendance in an out-of-state school in which he/she was admitted on the basis of age requirement established by the state of residency.

3. Student Age 16 - A student who attains age sixteen (16) during the school year is not subject to compulsory school attendance beyond the date upon which he/she attains that age if the student files a formal declaration (SO-SS-048) of intent to terminate school enrollment with the School District . The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the exiting student and the student's parent/guardian. The School District must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment [Florida Statute §1003.21 (1)(c)]. **The student's certified school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and the actions that could be taken to keep the student in school.** The student must be informed of opportunities to continue his or her education in a different environment, including but not limited to, adult education and GED test preparation. Additionally, the student must complete a survey in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled [Florida Statute § 1003.21 (c)].

4. Student Age 18 - A student who attains age eighteen (18) during the school year is not subject to compulsory school attendance beyond the date on which he/she attains that age, provided that the student files the required Declaration of Intent to Terminate Enrollment (District form SO-SS-020).

5. Exceptional Student Education (ESE) Eligible Students - Exceptional Student Education (ESE) Eligible Students (State Board of Education Rule 6A-6.03028 (1) F.A.C- A student with a disability shall be considered to be "in a continuous study program" when that student's Individualized Education Program (IEP) requires continued services by the School District.

   Graduation with a standard diploma, regardless of age, constitutes cessation of Free and Appropriate Public Education (FAPE) and a change in placement, requiring prior written notice.

Students with disabilities continue to be eligible for FAPE through the end of the day on which the student turns age twenty-two (22) if they have not earned a standard diploma, even if they have earned a General Education Development (GED) credential (Title 34, Code of Federal Regulations (CFR) Section, 300.102 (a) (3) (iv)

6. Students with an Active Section 504 Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104) - Students with a Section 504 Accommodation Plan must be "of school age" to continue receiving elementary and secondary educational services under Section 504. **The Section 504 team must review the plan annually.**

7. Compulsory Attendance Age - Each parent or legal guardian of a child within the compulsory attendance age is responsible for the child's school attendance as required by law. (Florida Statute § 1003.24; School Board Policy 5200). Except as provided in Florida Statute § 1003.24 and State Board of Education Rule 6A-1.09513, all students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility (Florida Statute § 1003.21).

Any further exception to this maximum age provision shall be made by the Superintendent on the recommendation of the principal of the high school involved, or the Director of Exceptional Student Education in the case of an exceptional child.

D. GENERAL TRANSFER INFORMATION (State Board of Education Rule 6A-1.09941).

Parents of public-school students may seek whatever public educational choice options that are applicable and available to students in their school districts. These options may include virtual instruction programs, charter, magnet schools, alternative schools, special programs, Advanced International Certificate of Education, Advanced Placement, Dual Enrollment, International Baccalaureate, Opportunity Scholarship and McKay Scholarship, etc. (Florida Statute § 1002.20) Parents who wish for their child to attend a school other than their zoned school must follow the district's Choice Plan which is available online.

All students who have been approved for a transfer to another school outside of their attendance zone are required to complete a withdrawal form. The school initiating the transfer must complete the form indicating that all obligations were met. The receiving school will not accept transfers without the proper documentation. ~~The parents of students being bused for desegregation purposes may put a request in writing to the Exceptional Student Support Services Department objecting to busing. When a parent makes such a request in writing, that student shall attend his/her zoned school.~~ A student that is found to be attending a school other than the zoned school without permission will be required to return to their zoned school immediately unless an extension is granted by the principal. In any case, the extension cannot exceed the current grading period.

Note: Students participating in sports will need to refer to the Athletic Handbook for more details

1. Kindergarten and First Grade Students - A child who transfers from another state shall be admitted under the same age requirements as established in the state where he/she previously resided. Grade placement should be based on transcripts and/or academic history. Absent academic records, student will be placed age-appropriately.

2. Students-Grades 2-5 - A student in grades 2-5 who transfers from any other public or private school in the United States or a foreign country is placed in comparable classes, and all records from the

previous school are accepted. Grade placement should be based on transcripts and/or academic history. Absent academic records, students will be placed age-appropriately.

Third grade students who transfer from any public or private school in the United States or a foreign country after the current year's statewide, standardized English Language Arts assessment administration must show good cause for promotion prior to being promoted to fourth grade (refer to the explanation for good cause exemption from mandatory retention for reading at grade 3) [Florida Statute §1008.25]. If the transfer occurs after the current school year, and there is proof of promotion (report card) from the previous school, the student may be promoted based on this information.

3. English Language Learners (ELL) Students (State Board of Education Rules 6A-6.0900-6.09091 and 6A-6.0905) A transferring ELL student will be identified and assessed to determine eligibility for services in accordance with State Board of Education Rule 6A-6.0902 (1) and (2).

   Out-of-Country Students-Interpreting Educational Records: In those instances where school site personnel, in collaboration with the school's assigned ESOL Lead Teacher, are unable to interpret a transcript from a foreign country, the Director(s) of Curriculum and/or Director of Federal Programs, or the Supervisor of School Counselors and/or Director of Federal Programs will provide a detailed interpretation, translation, and conversion of coursework taken at each grade level in the foreign country, along with the equivalent grade earned in each subject area. However, the student's enrollment in school shall not be delayed longer than 5 days while the records are being evaluated. [State Board Education Rule 6A-6-6.0902 (3) (b)]. Parental input regarding educational background should be taken into consideration especially when transcripts, records or report cards are not readily available. Placement based on age either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements will result in an ELL Committee meeting. An administrator or administrator's designee must be part of the English Language Learners committee making the placement decision.

   Parents have the right to have their child immediately removed from a language instruction educational program and to decline to enroll the student in such a program or choose other instructional options, if available. A "language instruction program" means an instructional course (ex: Supplemental Title III Extended Day/Year programs or Developmental Language Arts Through ESOL/English Language Development courses) in which an ELL is placed for the purposes of developing and attaining English proficiency and which may make instructional use of both English and a child's heritage language (State Board Rule 6A-6.0902).

   ELL students are scheduled into courses that fulfill graduation requirements based on the School District Student Progression Plan, and on completed academic coursework, regardless of the language in which the coursework was done.

   School Board policy provides flexibility to school staff in making academic placement decisions on behalf of students and parents. Parents/guardians may appeal academic placement decisions to the principal.

4. Students with an Active Section 504 Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104) - A transferring student with an active Section 504 Accommodation Plan is a student who was previously enrolled in any other school or agency with an active Section 504

Accommodation Plan and who is enrolling in a Florida School District. Upon notification that a transferring student has an active Section 504 Accommodation Plan, the receiving school **must** review and revise, as necessary, the existing active Section 504 Accommodation Plan.

A Section 504 Team must meet annually to determine if an otherwise qualified student's mental and/or physical impairment substantially limits one or more of the student's major life activities. Examples of major life activities include learning, walking, seeing, hearing, speaking, and/or breathing. A student need only be substantially limited in one major life activity to qualify for Section 504 eligibility.

5. Exceptional Student Education Eligible Students (ESE) - (State Board of Education Rule 6A-6.0334) - A transferring ESE-eligible student is a student who was previously enrolled as an ESE- eligible student in any other school or agency and who is enrolling in a Florida School District, or in an educational program operated by the ESE Department through grants or contractual agreements.

   The IEP Team will determine whether the kindergarten screening tool is appropriate for transferring ESE-eligible kindergartners.

   For each ESE-eligible student who transfers to a new Florida school district and enrolls in a new school, who had an Individualized Education Program (IEP) or Educational Plan (EP) that was in effect in a previous Florida School District, the new Florida School District, in consultation with the parents, must provide a FAPE to the student, as follows:

   An ESE-eligible student with a disability who is transferring from one Florida public school district to the Hernando County School District who has a current IEP, or Education Plan (EP) for gifted students, will be placed in the least restrictive appropriate educational program(s) consistent with the plan and state education standards. The receiving school **must** review and may revise the current IEP/EP as necessary.

   An ESE eligible student who is transferring from an out of state public school who has a current IEP ~~a~~nd evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs may be determined eligible and have an IEP developed for services in the appropriate educational program. If a student with an EP transfers to a Florida school district and enrolls in a new school within the same school year, the new Florida school district (in consultation with the parents or legal guardians) must provide the student with services comparable to those described in the student's gifted plan from the previous school district, until the new Florida school district develops, adopts and implements of Rule 6A-6.030191, F.A.C. Students who transfer with gifted eligibility from another state do not need to meet the requirements of Rule 6A-6.03019, F.A.C. for continued services.

   (a) The new school district is not required to obtain parental consent for the initial provision of services for transferring gifted students determined eligible for services in Florida under this rule.
   (b) For the purposes of this rule, a gifted plan could include documentation from the previous school district in another state that the student was determined eligible for gifted services in accordance with the applicable requirements of that district or state and was receiving gifted services.

   An ESE eligible student who is transferring from out of state and does not have the evaluation data

necessary to determine that the student meets Florida eligibility criteria for special programs will have an IEP development for services in the appropriate educational program(s) and be referred for initial evaluation to gather the data needed to determine eligibility.

6. International Exchange Students (School Board Policy 5114) - For the purpose of the cultural experience, Foreign Exchange students may be enrolled in HCSD, but are NOT eligible for diploma options. Each high school **may** accept up to **one-half of one percent (.5 of 1%)** of its total student population as foreign exchange students each year on a first-come, first served basis. It is recommended that different countries be represented.
Foreign Exchange students must be sponsored by an accredited foreign exchange visitor agency which has been recognized and approved by the United States Information Agency (USIA) and the Council on Standards of International Travel (CSIET). In addition, the sponsoring organization must receive school enrollment authorization for placements each year prior to contacting potential host families - and follow school policy.

   Out-of-county transfers will not be accepted unless the host family has relocated into Hernando County. Schools will accept in-district foreign exchange transfers following the district's transfer procedure. The principal or principal's designee will be responsible for ensuring that the student complies with School Board Policy 5114. **Rules regarding educational choice and schools over capacity also apply to foreign exchange students.**
   Note: Eligible foreign exchange students will be placed in grades 10 or 11 only. The duration of time will be for one year only. Foreign exchange students are not eligible for a HCSD high school diploma.

   a. All Foreign Exchange students must meet the following eligibility requirements:
      i. Have not received a terminal degree from a high school.
      ii. Be at least 15 years of age on the date of enrollment and not older than 18 ½, which is the maximum age specified in Council on Standards for International Educational Travel (CSIET) policy. A passport or visa is required for verification of birth and J-1 visitor status.
      iii. Have the required passport for verification of birth and J-1 visitor status.
      iv. Have sufficient command of the English language to enable the student to function well in an English-speaking academic and community environment. The student or sponsor must provide a copy of the test records for the State approved Programmatic Assessment showing proficiency in all four domains (reading, writing, listening, and speaking). In the event that tutoring/ESL help is needed, the organization will make arrangements and ensure that the student accepts financial responsibility for it. (Foreign exchange students will **not** be eligible to receive ESOL services)
      v. Have appropriate medical and accident insurance coverage that meets U.S. Department of State guidelines.

   b. **Procedures for Admission of Foreign Exchange Eligible Students**
      Step 1: The sponsoring organization must apply for and obtain written approval from the district office for admission of the students by July 1st for a full academic year of study or by November 15th for second semester participation. The application shall include:
         1. District application Form
         2. Foreign Exchange Student Organization Agreement Form

3. Proof that the Organization has "Full Listing" status on the most current CSIET Advisory List
4. Proof of J-1 Exchange Visa
5. Proof of birth certificate or passport showing that the student will be at least fifteen (15) years of age but not having attained eighteen and a half (18.5) prior to attending a Hernando County School
6. Proof that the student is proficient in the English language (reading, writing, listening, and speaking) to function in an English-speaking academic environment (test scores)
7. Student's essay in English
8. The student's translated school transcript stating the grades earned in the State of Florida transcript format certified by the student's home school. Include a brief course description which lists the exact title of the subject ("Algebra" – NOT "Mathematics") and describes the focus of the course(s)
9. The student's health record including proof of immunization as required by the district, any medical/physical restrictions and a recent physical exam with proof of required immunizations.
10. An assurance of appropriate medical insurance coverage

Step 2: Following the district office review, the agency representative will be notified no later than July 15th or November 30th respectively. At the time of application, it shall be determined whether the student will be enrolled in Grade 10 or 11. Preferred registration date and elective course choices will accompany the confirmation notice.

Step 3: The host family must make arrangements to enroll the student on the pre-arranged date or prior to the second week of school.

c. **Enrollment, Scheduling and Orientation -** The exchange student, accompanied by a representative of the sponsoring organization and a member of the host family, will meet with the appropriate certified school counselor to enroll the student. An orientation designed to acquaint the student with the school and the rules governing the behavior of all students will be provided by the school staff. The student will be expected to follow school rules and to participate fully in the educational program provided. Since foreign exchange students do not meet all of the graduation requirements of the state of Florida, they are **not** eligible to receive a diploma from a Hernando County school. In the interest of providing a typical American high school program of study, enrollment in the following subjects is recommended:

10th	11th
English II	English III/AICE General Paper
World History	US History
Mathematics	Mathematics
Science	Science
Elective	Elective
Elective	Elective

d. **Suggested Electives** - Fine Arts, World Language, ROTC, Physical Education, Career and Technical Education.

e. **Career and Technical Education** -Students on a J-1 visa will NOT be eligible to participate in any work-study programs.

f. **District/Statewide Assessment -** Foreign Exchange students must participate in all grade level /subject area assessments [Florida Statute § 1008.22 (3)].

g. **Compliance with Policies and Supervision -** Each foreign exchange student is expected to comply with the policies of the Hernando County School District, including the Student Code of Conduct, and with all other legal provisions pertaining to the student. It is the sponsor's responsibility to resolve problems that arise among the student, the host family and/or the school including, if necessary, the changing of the host family or the return of the exchange student to his/her country in the event that any differences cannot be reconciled. The principal or principal's designee will notify Student Services of any suspected neglect of the student on the part of the host family. Student Services will notify the sponsor organization of any non-compliance status.

h. **Financial Support -** School-related expenses are the responsibility of the sponsoring organization or the host family.

i. **Athletic Eligibility -** Students will be governed by the Florida High School Activities Association rules and regulations regarding participation in interscholastic athletic competition. Sponsoring organizations shall not knowingly be a party to seeking out or permitting placements initiated by a host family, a school, a student or his/her parent(s)/guardian(s) or any other interested party based on athletic abilities.

7. Out of State Students - Students who enter a Florida public school in the eleventh or twelfth grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she 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 meet the requirements (Florida Statute §1003.433; Florida Statute § 1003.4282;**http://www.fldoe.org/academics/graduation-requirements/)**

   Third grade students who transfer from any public or private school in the United States or a foreign country after the current year's statewide, standardized English Language Arts assessment administration must show good cause for promotion prior to being promoted to fourth grade (refer to the explanation for good cause exemption from mandatory retention for reading at grade 3) [Florida Statute §1008.25]. If the transfer occurs after the current school year, and there is proof of promotion (report card) from the previous school, the student may be promoted based on this information.

8. Within State Students - The grade or course placement of students transferring from Florida non-public schools or home education programs will be determined by the evaluation of the student's record. Grade placement on the transcript from the sending school must be honored and credits should be interpreted to meet the promotion and graduation of the cohort.

   Third grade students who transfer from any public or private school in the United States or a foreign country after the current year's statewide, standardized English Language Arts assessment administration must show good cause for promotion prior to being promoted to fourth grade (refer to the explanation for good cause exemption from mandatory retention for reading at grade 3) [Florida Statute §1008.25]. If the transfer occurs after the current school year, and there is proof of promotion (report card) from the previous school, the student may be promoted based on this information.

9. Within District Students – The registrar at the receiving school may contact the withdrawing school to release the records for the purpose of facilitating the transfer of students between schools within the district. However, the parent must ensure the return of all materials issued to the student. Materials not returned to the withdrawing school will result in a notice of obligation on the student's record and may prevent the student from participating in extracurricular activities.

   When a Full-Time student withdraws from Hernando eSchool in grades 6-12 to return to a zoned school prior to completing a course, Hernando eSchool will calculate a grade based on all assignments and will send zoned school a form with current grade.

10. Within School Transfer - A parent whose student is assigned an out-of-field teacher may request that his or her child be transferred to an in-field classroom teacher within the school and grade in which the student is currently enrolled. The school district must approve or deny the parent's request and transfer the student to a different classroom teacher within a reasonable period of time, not to exceed 2 weeks, if an in-field teacher for that course or grade level is employed by the school and the transfer does not violate maximum class size pursuant to s. 1003.03 and s. 1, Art. IX of the State Constitution. If a request for transfer is denied, the school must notify the parent and specify the reasons for the denial. This requirement does not provide a parent the right to choose a specific teacher.

11. Military Personnel Dependent Children (Florida Statute § 1003.05) - Students of military families who enter Grade 12 from out-of-state or from a foreign country and provide satisfactory proof of attained scores on an approved alternative assessment that is equivalent to a passing score on the Grade 10 Florida Statewide Assessment (FSA), shall satisfy the assessment requirement for a standard high school diploma. For additional information on the Interstate Compact on Educational Opportunities for Military Children, (http://www.fldoe.org/academics/exceptional-student-edu/military-families) see F.S. 1000.36

E. ATTENDANCE REQUIREMENTS

School attendance is the direct responsibility of the parent(s)/guardian(s) and students. ([Florida Statute §1003.24]; (School Board Policy 5200) Except as provided in Florida Statute §1003.24, and State Board of Education Rule 6A-1.09513, all students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility. [Florida Statute §1003.21] and (School Board Policy 5200)

At the secondary levels, teachers shall record absentees and tardies each period of the school day.

When the student is absent, each parent is responsible for notifying the school and for informing the school of the reason for the absence. Each student is also responsible for completing all work assigned in each course in which the student is enrolled. The following practices are intended to promote proper attitudes and encourage student responsibility.

A student who has ten (10) or more days of unexcused absences within a semester ("days" defined as full days for elementary schools and individual periods for secondary schools) or five (5) or more days for schools on a block schedule, may not receive a passing grade for the course if he/she cannot

demonstrate mastery of the student performance standards, as identified in curriculum guides and/or adopted textbooks. The school administration will provide opportunities for students who accrued unexcused absences as described herein to demonstrate mastery of the student performance standards in order to receive a passing grade for the course. Examples include, but are not limited to: credit recovery, progress monitoring data, and state standardized tests.
Per School Board Policy 5200

a. **High School:** All Students enrolled in the Hernando County School District are obligated to attend school regularly and punctually. **Based on the number of unexcused absences, students must not have more than 9 unexcused absences per semester (in each period) or more than four (4) for schools on a block schedule, in order to maintain privileges and participate in extracurricular events to include but not limited to: parking, homecoming events, grad night, prom, dances, field trips, performances, athletics, and any other activity with attendance requirements.** A student must be reported as present for the entire school day (all class periods) in order to participate in extracurricular events, interscholastic competitions, performances, and practices. Exceptions may only be approved by the principal or principal's designee. **Alternative assignments are to be provided for students who are ineligible to attend field trips due to the attendance requirement. Excused absences will not be factored into the participation requirements. When an absence is excused, each student is also obligated to complete all work assigned in each course in which the student is enrolled**.

   Attendance reports can be accessed through Skyward.

b. Middle School (grades 6-8) Students enrolled in grades 6-8 in the Hernando County School district are obligated to attend school regularly and punctually. Based on the number of unexcused absences, students must **not have more than 9 unexcused** absences per semester **(in each period),** in order to maintain privileges and participate in extracurricular events to include but not limited to: dance, field trips, performances, athletics, and any other activity with attendance requirements. A student must be reported as present for the entire school day (all class periods) in order to participate in extracurricular events, interscholastic competitions, performances and practices. Exceptions may only be approved by the principal or principal's designee. Alternative assignments are to be provided for students that are ineligible to attend field trips and performances due to the attendance requirement. Excused absences will not be factored into the participation requirements. When **an absence is excused**, each student is also obligated to complete all work assigned in each course in which the student is enrolled.

   Attendance reports can be accessed through Skyward

c. High school students are awarded credit based on instructional hours. One full credit means a minimum of 135 hours of bona fide instruction in a designated course of study or a minimum of 120 hours of bona fide instruction in a block schedule approved by the district school board [Florida Statute §1003.436 (1a)]. Students participating in virtual instruction or the Credit by Acceleration (CAP) may not have to meet the minimum hour requirement.

d. The Florida Legislature requires that schools report to the Department of Highway Safety and Motor Vehicles (DHSMV) the names, birth dates, gender and social security numbers of minors who attain the age of 14 and accumulate 15 unexcused absences within a period of 90 calendar days. The

legislation further provides that those students who fail to satisfy attendance requirements will be ineligible to obtain or maintain driving privileges.

Poor academic performance is generally associated with non-attendance and school districts must take an active role in promoting and enforcing attendance as a means of improving student performance. It is the policy of the state that each district school superintendent be responsible for enforcing school attendance of all students subject to the compulsory school age in the school district (Florida Statute §1003.26). The following applies to all students:

1. Tardies - Punctuality is necessary for a student to take full advantage of available educational opportunities. If a student is not in the classroom when the tardy bell rings or class begins, he/she will be classified as tardy.

   Secondary Students: Parents/Guardians can excuse up to 5 combined late arrivals to school and/or early dismissals from school per semester for verified medical, dental or other reasons defined for excused absences by the school board.

   Based on the number of combined unexcused late arrivals to school and/or early dismissals from school, a student must have a combined 9 or less unexcused late arrivals to schools and/or early dismissal from schools, in order to maintain privileges and participate in extracurricular events to include but not limited to: parking, homecoming events, grad night, prom, dances, field trips, performances, athletics, and any other activity with attendance requirements. Students have a maximum of two days to turn in an excused late arrival or early dismissal note in order for it to be excused.
   Tardy to class is addressed in the Student Code of Conduct.

   Elementary Students: Parents/Guardians can excuse up to 5 combined late arrivals to school and/or early dismissals from school per semester for verified medical, dental or other reasons defined for excused absences by the school board.

   If a student has more than 9 unexcused late arrivals to school and/or early dismissals in a semester, a **parent/guardian conference** will be required to discuss attendance concerns and support the student in improving their on-time attendance. K-5 students will not receive disciplinary action(ISS or OSS) as a result of excessive late arrivals and/or early dismissals.

2. Excused Absences - Parents or guardians can excuse up to five (5) days**(Personal Illness, ~~Death in the Family, Doctor/Dentist Appointment, Religious Holidays,~~ Trips/Vacations, ~~School Sponsored Activities, College Visits, Court Appearance by Subpoena, Pediculosis)~~** per semester (half a year) by providing **a written and signed note(s) within two (2) days of the student's return to class.** This shall also include prearranged absences. For more than (5) days of excused absences in any one class period, a doctor's note may be required. Extenuating circumstances may be addressed with the administration. The following absences are excused.

   Personal Illness*: A note signed by the parent(s)/guardian(s) must accompany the student on his/her return to school explaining the student's illness. Notes must be received within two days after the student returns. The principal may agree to waive this two-day requirement. For long term illness, a doctor's excuse will be required.
   Death in the Family*: A note signed by the parent(s)/guardian(s) must accompany the student on his/her return to school.

Doctor/Dentist Appointment: If possible, these appointments should be made after school hours.
Religious Holidays*: A student shall be excused from attendance in school in grades K-12 for observance of a religious holiday.
Trips/Vacations*: Trips or vacations with parent(s)/guardian(s) must be pre-arranged and approved by the principal's office, except in cases of emergencies. The principal or principal's designee shall make final determination and have the authority to limit the number of days for such absences **based on student's grades, prior attendance and the dates of the proposed trip/vacation. (Pre-arranged excused absences will not be approved during district and statewide assessments).**
School Sponsored Activities: School sponsored activities must be pre-arranged and approved by the principal's office.
College Visits*: Trips to visit colleges by juniors and seniors must be pre-approved by the principal's office.
Court Appearance by Subpoena: Absence due to a subpoena to appear in court is excused.
Pediculosis: When a child is discovered to have live lice, the first three days a child is sent home are excused. A child may be excused for lice for no more than nine days in any school year.

*Parent/Guardian notes can be provided for up to 5 days each semester to be an excused absence.

3. Unexcused Absences - Unexcused absences shall mean any absence that is not explained by a written and signed note from the parent(s)/guardian(s) citing one of the criteria for excused absence. If requested by school officials, a physician's note explaining the absence may be required. Absences without a parent(s)/guardian(s) note are unexcused. Absences without a Health Care Provider note (when required by the school) are unexcused. All absences shall be recorded as unexcused until proper documentation is received to change the absence to an excused absence within two(2) days of returning to school. **Please refer to make up work policy on page 43.**

4. Excessive Absences - A student who has a pattern of non-attendance may, upon the request of administration, be required to present a certificate of illness from a licensed physician. It is the responsibility of the student and parent(s)/guardian(s) to be aware of all absences and to be able to verify absences. Lack of notification by the school is not an acceptable excuse for not knowing the number of, and the penalty for, excessive absences. When a school administrator determines that a student's absences are excessive, the student's parent(s)/guardian(s) shall be contacted in an attempt to determine the reasons for the absence. If this does not correct the problem, a mandatory Child Study Team meeting will be held.

   If the Child Study Team (Florida Statute § 1003.26) finds that a pattern of non-attendance is developing (5 unexcused absences within 30 days or 10 days within 90 days), the team along with the parent(s)/guardian(s) will identify potential remedies. If the parent(s)/guardian(s) fails to attend the meeting, or appropriate interventions do not address the problem, the case may be forwarded to the state attorney for parental prosecution. If the absence is determined to be the fault of the student, the case may be forwarded to the Circuit Court for a CINS petition (Child in Need of Supervision). The principal or principal's designee shall also comply with the Driver's License Requirements regarding students with a driver's license.

   Public Assistance Penalty: Truancy may impact on public assistance the family receives through the Learnfare program (414.1251)

   The Department of Children and Families (DCF) may limit temporary cash assistance for an eligible parent's dependent child or for an eligible teenage participant who has accumulated fifteen (15)

unexcused absences within ninety (90) calendar days with or without the knowledge or consent of the student's parent or legal guardian. Students not exempt from school attendance requirements and listed as a dropout may be referred to Learnfare.

Reinstatement of cash assistance shall occur after a student has demonstrated thirty (30) days of attendance compliance or met other reinstatement criteria outlined or described in (F.S. 414.1251.)

5. Students on Homebound Services - If a student is confined to home or hospital, but is able to participate in and benefit from an instructional program, the student may be eligible for a hospital/homebound program. Complete information regarding the criteria for a hospital/homebound program can be found in State Board of Education Rule 6A-6.03020 and is available in "Exceptional Student Education Policies and Procedures (SP&P)" and State Board of Education Rule 6A-6.03411. Parents/Guardians should contact their child's Certified School Counselor for information.

6. Students with an Active Section 504 Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104) - If a student with a Section 504 Plan is excessively absent, a 504 Team should be convened to determine if the absences are caused by the disability of record in the active *Section 504 Accommodation Plan*. If the Section 504 Team determines that the absences are caused by the disability, the student's Section 504 Accommodation Plan **must** be re-evaluated as to the appropriateness of the current accommodations. The Section 504 Accommodation Plan must address any additional accommodations needed.

   If the Section 504 Team determines that the absences are not caused by the disability, the student is treated in the same manner as a general education student. Documentation of the Section 504 Team meeting should be provided on the form entitled *Section 504 Accommodation Review/Dismissal meeting.*

7. Exceptional Student Education (ESE) Eligible Students - In the case of an ESE-eligible student with excessive absences, an IEP Team meeting **must** be conducted to determine whether or not the absences are related to the student's disability. Attendance data shall be reviewed and used as one indicator of a student's access to instruction [Florida Statute § 1003.26(1)].

   If the IEP Team determines that the excessive absences **are** related to the student's disability, the IEP Team **must review** the current IEP and revise it to address attendance through an attendance goal. To the maximum extent possible, the student will be educated in the least restrictive environment.

   If the IEP Team determines that the student's excessive absences **are not** related to the student's disability, the student will be treated in the same manner as a general education student.

8. Senior Student – The last day of school for **graduating seniors** will be 10 days prior to the last official day for all students as indicated on the district adopted school calendar.

F. STUDENT WITHDRAWAL

A student who leaves before the close of the school term shall receive grades on the withdrawal form covering the periods in attendance. The parent(s)/guardian(s) of a student who leaves school during the last two weeks of the school year **must** show evidence (parent/guardian employment transfers, relocating, medical) that the withdrawal is necessary, and the student **must** successfully complete examinations, as appropriate, prior to withdrawal. Principals are authorized to make arrangements for the administration of any tests or examinations, as appropriate.

1. Permanent Withdrawal - Students who withdraw from a face-to-face classroom instruction setting shall be given grades based upon the work completed while a member of the class. Partial grades are not issued for virtual instruction courses.

2. Voluntary Withdrawal - Upon receipt of parent(s)/guardian(s) permission, the student will receive a withdrawal form from the registrar office. Students will not be permitted to withdraw unless they are at least 16 years of age. If applicable, a student who withdraws from school must sign a ***Declaration of Intent to Terminate School Enrollment*** (SO-SS-042) indicating that they understand that withdrawing from school is likely to reduce their potential earnings. The principal or principal's designee will have a conference with the student to learn of the reason(s) for the withdrawal, and to complete **a student exit interview.** A conference with the parent(s)/guardian(s) will also be scheduled.

   Parent(s)/guardian(s) of students 18 years old or older will not be notified of their student's decision to withdraw. If the student does become a dropout, accurate records should be maintained. Students should be informed of the possibilities open to them and should also be advised where and how to seek aid in finding employment.

   If a student drops out of school without returning books and other property belonging to the school, parent(s)/guardian(s) should be notified and a request should be made to return all school property.

3. Withdrawals to Home Education Program - To withdraw a student for enrollment in a Home Education Program, custodial parent(s)/guardian(s) must notify the Superintendent or designee, in writing, of the intent to establish a Home Education Program within thirty (30) days of the establishment (F.S. 1002.41). **The notification of intent must be signed by the parent/guardian.** Parent(s)/Guardian(s) are responsible for returning textbooks, uniforms, school equipment, et cetera to the school. If items are not returned within thirty (30) days, a notice of obligation will be issued for the return of, or payment for, items and/or fees. **Student withdrawing to fulltime FLVS or eSchool are not Home Education Students.**

Home education students transferring to Hernando County Schools must be enrolled as a full-time student by October 1st during their final full academic year and pass the required state test(s) to receive a diploma from the district.

Note: Home Education Program students enrolling or re-enrolling in a public school system must meet current graduation and statewide assessment requirements for their cohort. Also see "General Transfer Information". **Home Education students are not issued a diploma in the state of Florida. Students who withdraw to Home Education and earn enough credits to graduate cannot be re-enrolled for the sole purpose of issuing a diploma.**

Home Education correspondence should be mailed to:
Hernando County School District
Supervisor of School Choice
919 North Broad St.
Brooksville, FL 34601

4. Withdrawals to Virtual Instruction Hernando eSchool – The full-time enrollment period for K-12 students runs 90 days from the district start date up until two weeks before the district start date. Students that register with Hernando eSchool after the enrollment period has closed will be coded as Homeschool students taking courses through eSchool.

5. Withdrawals due to Non-Attendance – W-15

   Students may be withdrawn due to nonattendance using a W15 code. Each school is responsible for documenting strategies in compliance with Florida Statutes 1003.26 and 1003.27. Schools must document attempts to contact the student and family through a Child Study Team Process, contacting student and family and documenting attempts to improve attendance including sending an attendance officer to the home. Once a school documents the process, they will send to Student Services. Student Services will approve or deny the use of the W15 code for non-attendance.

   Before requesting approval for the W15 (WD due to non-attendance) code, F.S. 1003.26 and 1003.27 lists criteria that school districts must follow. The school needs to:

   - Provide documentation of parent calls to find out why student is not in school - F.S. 1003.26 requires parents to justify each absence of a student. Schools must contact the home in cases of unexcused absences from school, or for which the reason is unknown.

   - Provide documentation sending out attendance officer to the home to make contact with parent to determine non-attendance reason (please provide copies of attendance officer documentation).

   - Provide documentation from child study team meeting in regards to truancy. (for 16 year and under) F.S. 1003.26 states - 5 unexcused in a calendar month or 10 unexcused in 90 calendar days is criteria for referring the student to the school's child study team. Students 16 and 17 must have documentation of parent /student contact to address the attendance.

   - All Attendance documentation should be kept in an attendance file in the cumulative file folder.

G. COUNSELING and ACADEMIC ADVISEMENT

Counseling services are direct supports provided by trained and certified personnel to assist students with personal/social adjustment issues that present barriers to learning and student safety or well-being. Counseling services are available to all students through the district's multi-tiered system of support and general education intervention procedures. Student services professionals employed by the district

typically provide counseling and crisis intervention services. Section 1012.01(2)(b), Florida Statutes (F.S.), identifies school counselors, school social workers, and school psychologists as among the student personnel services staff with responsibility for addressing student personal and social adjustment, which includes counseling and crisis intervention.

Any student who may be deemed as a potential dropout or whose cumulative grade point average falls below 2.0 shall receive advising on enrollment in career-themed courses, as well as options to participate in career and professional academies. These students must be provided with in-person academic advising that includes information on career education programs by a certified school counselor, the school principal or his or her designee.

Academic advisement services are available for all students. These services include assistance with educational planning, interpretation of test scores, occupational information, career information, study help and any questions that students may want to discuss with a certified school counselor. Students wishing to visit the certified school counselor should follow the procedures established by their respective school.

1. Schedule Changes – In order to maximize instructional time, all schedule changes must adhere to drop and add dates for all brick-and-mortar classroom courses.
   a. Teacher initiated drop/add period with administrative approval is 20 days from the first day of school year
   b. Student initiated drop/add is the first 9 school days of the school year for course changes only.
   c. Parent requests for a schedule change must be made within the first 9 school days of the school year for course changes only.
   d. Dual enrolled students must adhere to Pasco-Hernando State College (PHSC) or the postsecondary institution drop/add and withdrawal timeline. Students who drop or withdraw from a dual enrollment course are subject to:
      - Being placed in a high school campus course, or
      - Possible non-approval for future dual enrollment courses
   e. Any senior taking 12 credit hours or more a semester in DE and/or taking 4 or more AP/IB/AICE courses a semester will be considered a full time student and does not need additional courses if student has met graduation requirements.
   f. 11th/12th Grade Students in AP/IB/AICE Courses:
      a. Students may request dropping a yearlong course within 5 days at the end of the first quarter to take another yearlong course. The principal must approve this drop.
      b. Principals can approve dropping a yearlong course midyear and placing the student in a semester course within 5 days of the start of the 2nd semester.

2. Hardship Waiver Approval for Reduced Schedules - Reduced schedules may only be granted to high school **seniors** who are approved for a hardship by the administrative hardship committee and have earned:
   1. at least two credits in accelerated coursework (AP, DE, IB, AICE)
      a. Student must receive a college credit qualifying score on an AP, IB, or AICE Tests
   2. or completed a CTE program of study with an industry certification earned (a student may receive a reduced schedule if they are enrolled in the final year of their program of study and has earned an industry certification), and

3. **a minimum 2.0 GPA, and**
4. **all testing requirements met. (Level 3 on the Grade 9 Algebra 1 EOC and Grade 10 ELA FAST or concordant/comparative scores), and**
5. **maintained 9 days or less per semester attendance rate during the previous year(in all classes)**

If a hardship waiver is granted:

a. Students must have a signed hardship waiver form on file.
b. Students are required to sign in and sign out when entering and exiting campus.
c. Students may not be on campus during class periods designated as "reduced" on their schedule.
d. Students must provide their own transportation in regards to reduced schedules. If transportation becomes unavailable, the reduced schedule will be revoked and replaced with a regular schedule.
e. Reduced class periods may only be at the beginning or end of the school day.
f. Reduced schedule changes must adhere to the same timelines for drop/add. Students meeting the above criteria during the school year will have the opportunity to have their schedule reevaluated. If eligible, the reduced schedule may not impact the CTE course.

Note: Students who qualify for a reduced schedule and meet requirements for dual enrollment are encouraged to participate in the Early Admission Program. Refer to the Dual Enrollment Handbook for the minimum number of credits for Early Admission. These students will continue to have the same privileges afforded to students in their cohort to include honors recognition and participation in extracurricular activities.

II. INSTRUCTIONAL PLAN

The School District of Hernando County Curriculum incorporates the strands, performance standards and benchmarks that delineate student performance standards as defined by the Florida Department of Education Next Generation Sunshine State/B.E.S.T. Standards. (Florida Statute §1001.41; Florida Statute § 1003.41; State Board of Education Rule 6A-1.09401). The curriculum includes benchmarks for:

Elementary	Secondary
English Language Arts	English Language Arts
Mathematics	Mathematics
Science	Science
Social Studies	Social Studies
Physical & Health Education	Physical & Health Education
Visual & Performing Arts	Visual & Performing Arts
World Languages	World Languages
Career and Technical Education	Career and Technical Education

Note: See Appendix A for progression charts

Instruction will be provided in a setting that emphasizes integration and reinforcement of reading, writing, speaking, listening and mathematics skills across all subjects. In addition, course descriptions or frameworks are provided for each course. These course descriptions meet the requirements of State Board of Education Rules 6A-1.09412 and 6A-1.09441. District-adopted textbooks and/or instructional materials are provided for all schools. School credit is not awarded for any course not supported by a curriculum description/framework provided by the School District. [Florida Statute § 1006.28(1)(a)}.

The schools offer a wide range of courses in all disciplines. Courses are provided to meet the needs of all students [Florida Statute § 1003.42 (1)]. Courses may be year- long or a semester in length. With the exception of certain dual enrollment courses, one- half (½) credit is awarded for passing a semester in each course. Additionally, schools may offer curriculum that are integrated or stand alone. No credit is awarded solely on the basis of participation in extracurricular activities.

A. SPECIAL PROGRAMS

All students in the Hernando County School District are eligible for consideration and participation in all special programs. Any student who requests and is granted special attendance to a school for a special program shall be responsible for his/her own transportation and must maintain satisfactory academic performance, attendance and behavior. A student who is not progressing or does not meet the guidelines for the program or withdraws from the program will be required to return to his/her zoned school.

Note: Students who are required to return to his/her zoned school for any reason must refer to the Athletic Handbook for rules governing future participation.

1. CAPE Digital Tools Certificates (CAPE) – Elementary and middle schools may offer curriculum that result in attainment of CAPE Digital Tool Certificates. The curriculum targets skills to include digital skills that are necessary to the student's academic work and skills the student may need in future employment (Florida Statute § 1003.4203). The skills include but are not limited to word processing; spreadsheets; presentations, including sound, motion, and color presentations; digital arts; cybersecurity; and coding. The certificates must be consistent with CAPE industry certifications on the CAPE Industry Certification Funding List.

2. Career and Technical Education (CTE) – Middle and high school students may enroll in courses that are part of an overall program of study designed to prepare students to be successful in the workforce and equip them to make informed decisions about future college and career pathways. CTE offers students opportunities to earn highly valued industry certifications and to develop a multitude of skills while experiencing rigorous curriculum with real world applications. CTE students who complete a Program of Study are eligible for many scholarships, including the Gold Seal Bright Futures Scholarship.

3. Junior Reserve Officers' Training Corp (JROTC) - The Junior Reserve Officer Training Corps (JROTC) is a cooperative between the school district and the military. The program prepares high school students for leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired Navy, Army, Air Force, Marine Corps, and Coast Guard officers and enlisted personnel. Classroom instruction is augmented throughout the year by community service activities, drill competition, field trips, marksmanship training, and other extra-curricular activities. Cadets are required to participate in civic service, wear a uniform and dress up at least twice a month.

B. SERVICES

1. English for Speakers of Other Languages (ESOL) (State Board of Education Rules 6A-6.0902, 6A-6.0903; 6A- 6.0904; 6A-6.0908) - Students who are identified as ELLs **must be** provided **equal access** to the general curriculum. The general education standards and benchmarks should be the basis of their curriculum. ELLs are placed in courses based on need and eligibility, regardless of their English

language proficiency. The individual student's English Language Learner Plan documents the student's English Language proficiency level. Instructional strategies are required to ensure the student an equal opportunity to master the general education curriculum. See Hernando County School District's Plan for Services to English Language Learner (ELLs) for a full explanation of services and models.

With appropriate instructional support, strategies, accommodations and adaptations, grades for ELL students should be reflective of the students' academic progress. ELLs should not receive failing grades strictly due to limited English-language proficiency. With instructional support, ELL students should be experiencing some measurable success in grade level content. To determine ELLs English-language proficiency, teachers should reference the students WIDA placement and the WIDA Can-Do Indicators.

ESOL Instruction provided to English Language Learners in the elementary grades who are classified as non-English speakers may be grade by S, N, or U during their first year of receiving ESOL services as determined by the ELL Committee. The percentages for S, N, or U as 70-100 = S, 60-69 = N, 0-59 = U.

2. Students with an Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. Part 104) - Any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan is the decision of the Section 504 Team, if it is addressed in the Section 504 Accommodation Plan. Parent(s)/guardian(s) of a student with an active Section 504 Accommodation Plan must be notified of any proposed changes to the Section 504 Accommodation Plan, and must be given the opportunity to provide input on decisions made by the 504 Team. Thus, the individual student's Section 504 Accommodation Plan documents the accommodations and/or modifications that are required to ensure that the student has an equal opportunity to access the general education curriculum.

3. Exceptional Student Education (ESE) - Pursuant to School Board Policy 2460, IEPs for students with disabilities, who are enrolled in an Exceptional Student Education (ESE) program, must specify the specifically designed instruction and related services that are necessary to meet each student's unique needs. See State Board of Education Rule 6A-1.09961 & 6A-6.03028, F.A.C and the ESE Standard Policy & Procedures (SP&P). All students **must** be given access to the general curriculum as defined in relation to their unique needs and abilities and as delineated on each student's IEP. For the majority of these students, the general education standards and benchmarks should be the basis of their curriculum. For some students, modified standards and/or Access Points in one or more content areas may be more appropriate (see State Board of Education Rule 6A-1.09414 for course descriptions).

   In all cases, the IEP Team, which includes the parents, makes special program placements and the educational decisions. The IEP Team develops a statement of measurable annual goals, including benchmarks or short-term objectives related to meeting the student's needs that result from the student's disability. The IEP should enable the student to be involved in and progress in the general curriculum, or for preschool children, as appropriate, to participate in appropriate activities, as well as meeting each of the student's other educational needs that result from the student's disability (State Board of Education Rule 6A-6.03028).

   In particular, the IEP Team should draft benchmarks or short-term objectives for students

with disabilities who take alternate assessments aligned to Florida Standards connectors, or any other student with a disability, at the discretion of the IEP Team (State Board of Education Rule 6A-6.03028). The IEP may specify whether *accommodations/**modifications are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations or modifications do not include modifications to the curriculum descriptions/frameworks or student performance standards. The IEP must be implemented as developed by the IEP Team. The IEP contains an explanation of the extent, if any, to which the student will participate with non-disabled students in the general education class (SP&P 95-103).

A student with a disability may only be removed from the general education environment if the nature and/or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. (SP& P 108-168).

The IEP for each student with a disability must include during the student's seventh (7th)- grade year or during the school year of the student's twelfth (12th) birthday, whichever comes first, a statement of which course of study the student is pursuing (State Board of Education Rule 6A-6. 03028). The student should be invited to the meeting. Beginning by the student's fourteenth (14th) birthday (or younger, if determined appropriate by the IEP team), or to be operational on the first day of high school the IEP must include a statement of needed transition services for the student including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The School District must invite the student to that meeting, as well as any other agency representative necessary or helpful to assist in the student's post-secondary transition. Consent from a parent or the student that has reached the age of majority is required in order to invite an agency representative to attend (State Board of Education Rule 6A-6.03028).

Programs for students with disabilities are defined by the diploma options identified in each student's Individualized Education Plan (IEP).

**Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.*

*** Modifications to the curriculum are generally used in coordination with an assessment that is compatible with the modified expectations. Grading systems that should be used for students using curriculum modifications should reflect the student's expected level of performance based on modified Access Points/Florida Standards and the functional level on which the student is working on. For students who participate in a modified curriculum, the IEP team should determine that it is most appropriate to use grading procedures that reflect the student's expected level of performance in relation to progress toward pre-established learning criteria, which would be the Access Points/Florida Standards . In this case, it is essential that all members of the IEP team, including the student and parent(s), have a clear understanding of how the student will be graded.*

4. Gifted Education (State Board of Education Rule 6A-6.030191) - Students identified as gifted under State Board of Education Rule 6A-6.030191 and the Hernando County School District Exceptional Student Education Policies and Procedures (SP&P) have an Education Plan (EP) that outlines goals,

strengths and weaknesses, and that provides direction for the instructional program. The instructional program includes advanced-level content, acceleration and enrichment that address the student's special abilities and interests.

Curriculum options include an effective and differentiated curriculum designed to enhance the abilities of the gifted students to ensure that each individual student progresses in the curriculum to the maximum extent possible. The curriculum includes, but is not limited to, opportunities for problem solving, critical thinking, problem-based learning, and application of knowledge and skills. Curriculum for each student is driven by the student's EP focusing on the performance levels of the student and needs for developing further skills and abilities, recognizing opportunities to extend the present program through appropriate scaffolding for gifted students. The curriculum for the gifted student includes access to the general curriculum (Florida Standards) with emphasis on what the EP team determines will offer opportunities for growth for the gifted learner based on the student's strengths and present level of performance.

5. Home Education - A home education program is sequentially progressive instruction of a student directed by his/her parent(s) or guardian(s). The parent shall notify the Superintendent or designee of their intent to establish and maintain a home education program. The parent(s)/guardian(s) of each registered home education student shall maintain a portfolio of records and materials. The portfolio shall consist of the following:
    a. A log of educational activities that is made contemporaneously with the instruction and that designates by title any reading materials used.
    b. Samples of any writings, worksheets, workbooks, or creative materials used or developed by the student.

    Registered home education students may also take a partial or full schedule with Hernando eSchool, and may participate in interscholastic extracurricular student activities in accordance with the provisions of Florida Statute §. 1006.15. The district may permit the enrollment of a registered home education student in a specified course at his/her zoned school provided the school adheres to class size. The Supervisor of Choice must authorize the enrollment.

Note: The parent(s)/guardian(s) of a home education student is responsible for submitting an annual evaluation in accordance with *Florida Statute* § *1002.41*. The school district of Hernando County does not send reminder notices prior to the due date.

C. ACCELERATION MECHANISMS (Florida Statute § 1003.429)

At the beginning of each school year, students and parents/guardians are notified during orientation of the opportunities and benefits of mechanisms that result in acceleration through high school and/or college [Florida Statute §1003.02(1); Florida Statute § 1003.429; Florida Statute § 1008.25]:

- **Whole grade and during the year promotion,**
- **subject matter acceleration,**
- **virtual instruction,**
- **Advanced Placement (AP), International Baccalaureate (IB), Credit Acceleration (CAP), Dual Enrollment (DE), Advanced International Certificate of Education (AICE),**
- **College Level Examination Program (CLEP) - credit by Exam**
- **Early College Admission**
- **Career and Professional Education and Career Dual Enrollment**

In accordance with the **Academically Challenging Curriculum to Enhance Learning (ACCEL)** (Florida

Statute § 1002.3105), students wishing to participate in any of the accelerated mechanism options will need to meet with their Certified School Counselor to review eligibility requirements. Participation in ACCEL options that result in whole-grade promotion, during the year promotion, subject-matter acceleration, and virtual instruction in higher grade level subjects will require a **District Performance Contract (SO-SS-181)**. The performance contracts will require compliance with minimum course grade, attendance, conduct, and any other requirements which may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.

Monitoring Expectations

Failure to maintain the minimum course grade or GPA may result in a schedule change. In determining academic progress, all student work will be reviewed by the school's administrative team overseeing the subject area/grade level. Final determination is within the principal or designee authority and notification will be made to the student's parent/guardian. Course grades earned and posted to the report card will remain part of the student's academic record.

Note: A student's application for participating in the District's Controlled Choice Plan may be rescinded if he/she changes the course/program of study (i.e., CTE, IB, etc) that was the basis for admission to the requested school. Refer to the Control Choice Plan

1. Elementary School Level

   Factors to be considered for the acceleration of elementary students:

   a. A record of outstanding (90-100%) academic progress is evident on the student's cumulative record.
   b. The student has a minimum number of absences.
   c. Current school year indicate outstanding (90-100%) performance on assignments based on Florida Standards in language arts, science, mathematics~~.~~, and social studies.
   d. Standardized and district approved screening and assessment scores reveal achievement above grade level.
   e. Samples of the student's work indicate superior performance above grade level.
   f. MTSS Team minutes indicate that other options of advancement have not met the student's needs (i.e. Quest, differentiated instruction, specific subject area advancement, virtual instruction options).
   g. Observations, social and behavioral assessment, and written reports produced by the classroom teacher, school counselor, school psychologist, school administrator(s) and other qualified special service personnel indicate that acceleration would greatly benefit the student academically, socially, and emotionally.

      * Two or more years above grade level for students in grades K-5.

2. Middle School Level

   Factors to be considered when enrolling in high school courses at the middle school level include:

   a. The impact on the student's GPA and subsequent graduating class ranking
   b. State University and College admission requirements
   c. The grades earned will remain a part of the student's middle and high school academic record
   d. Maturity levels among other students in the high school courses
   e. Course content and course performance expectations

Acceleration Options

1. Honors Courses – courses that provide students access to accelerated curriculum. Students who have demonstrated high achievement, interest, and/or potential in one or more academic areas may be ready to take advanced classes.

   Placement will be based on:

   a. The student's cumulative grade records indicating outstanding (90-100%) academic progress in language arts, science and mathematics based on Florida Standards
   b. Standardized and district approved screening and assessment scores revealing achievement above grade level
   c. Samples of the student's work indicating superior performance at or above grade level
   d. Teacher recommendation
   e. The student having a minimum number of absences during the previous year

2. Advanced International Certificate of Education (AICE) - The AICE program is administered by the University of Cambridge Local Examinations Syndicate and is available to eligible secondary students. The State Board of Education and the Board of Governors shall specify in the statewide articulation agreement cutoff scores and AICE examinations that will be used to grant postsecondary credit at community colleges and universities. Students will be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination [Florida Statute § 1007.27 (8)]. **(See the (FCCD) for additional information)**. Since the assessment dates are set by the University of Cambridge Local Examinations Syndicate, students who fail to report for the exam will receive a notice of obligation for the cost of the exam(s). For additional information contact the AICE coordinator at the school. Students who attend the AICE school through the School Choice process must enroll at their zoned high school if they are exited from the AICE program. Students who exit the AICE program must meet all state of Florida graduation requirements in order to earn a Standard Diploma.

3. Advanced Placement (AP) - the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. The postsecondary institution **may** award college credit to students who score a minimum of 3 on a 5- point scale on the corresponding AP exam (F.S. 1007.27). Students shall be exempt from any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination [Florida Statute § 1007.27 (6)]. **Refer to the Florida Course Code Directory (FCCD) for additional information.** Since the assessment dates are set by the College Board, students who fail to report for the exam will receive a notice of obligation for the cost of the exam(s). In addition, the student may be restricted from further enrollment in Advanced Placement classes. Furthermore, students who enroll in semester long AP classes such as AP U.S. Government, AP Comparative Government, AP Microeconomics, or AP Macroeconomics must complete the entire course and sequence of classes as prescribed by school (ie- AP Microeconomics in the 1st semester and AP Macroeconomics in the 2nd semester). Students who request withdrawal from an AP class, either yearlong or semester, before the November exam order deadline, but must remain the class for the remainder of the 1st semester, will sign a waiver that releases the school from ordering an AP exam for that student. Students who are withdrawn from an AP class, either semester or year long, upon student request after the November AP exam order deadline, but before the March AP exam confirmation deadline, will incur a $40 per exam cancellation fee. Students who are withdrawn from an AP class upon student request after the March AP exam confirmation deadline or fails to sit for the exam(s), will incur a $98 fee per exam. Withdrawn

students may opt to challenge the corresponding exam(s) for the course from which they were withdrawn by paying the AP examination fee by the March exam order deadline. These students should contact the AP coordinator of their zoned high school to make arrangements for exam order, payment, and test administration.

Note: Students who complete the course successfully but do not take the AP Exam will receive honors-level credit.

A Home Education student wishing to sit for an AP exam at his/her zoned school must pay for the cost of purchasing the exam in advance at the school. The exam will not be ordered unless payment is received by the school's deadline to order the exam. Please contact the zoned school for information on the cost and deadline.

4. Career and Professional Education (CAPE) - is an initiative to prepare students for post-secondary education and the workplace. High schools in the district offer a variety of Career and Technical Academies and programs that prepare students for employment in specific occupations, many of which are high skill, high wage occupations. These job-preparatory courses do not stand alone but are part of a 3-4 year planned program of study leading to occupational proficiency and program completion. Once a student begins a program of study, he/she may not divert from that program unless they receive administrative approval **(See Appendix B).** To learn more about the different programs speak with your Certified School counselor or visit the district's website to learn more about the Programs of Study for each of the academies and frameworks. In addition, students have the opportunity to earn one or more of the following:
    a. Industry -recognized credential or certificate, measured by an industry assessment
    b. Dual or concurrent credit, putting students on a fast track to an industry-recognized certification or licensure and postsecondary certificate or degree
    c. Course substitution credit for some mathematics and/or science courses
    d. Florida Bright Futures Vocational Gold Seal Vocational Scholar and Gold Seal CAPE Scholar Scholarship

    A list of the Gold Standards Industry Certification aligned to Associate in Applied Science (AAS)/Associate in Science (AS) degrees can be viewed on the district's website.

    The administration of the written exams must be in accordance with the test administration procedures specified by the certifying agency, district procedures, and State Rule 6A-6.0573 which states the following:
        i. The exams are third-party developed,
        ii. Scored by the certifying agency,
        iii. Given in a proctored testing environment (not by the individual providing the direct instruction),
        iv. Administered to each student no more than three times during the academic year,
        v. A minimum of twenty-one (21) calendar days between test administrations.
        vi. A student who successfully passes the industry exam is not eligible to retake the exam.

5. Career Dual Enrollment is a specific form of dual enrollment in which students enroll in postsecondary courses that lead to an industry certification as identified in s. 1008.44, F.S.2 Career

dual enrollment is available (by clock-hours) to students in Hernando Schools, home education, and private high schools that are in compliance with s. 1002.42(2), F.S. and provide a secondary curriculum pursuant to s. 1003.4282, F.S.3

Refer to the Dual Enrollment Articulation Agreement, certified school counselors, College & Careers and / or district websites for additional information

Career Dual Enrollment courses may be available through traditional high school CTE programs or through partnerships with Pasco-Hernando State College and Wilton Simpson Technical College.

6. Credit Acceleration (CAP) – allows a secondary student to earn high school credit if the student earns a specified score on the corresponding standardized EOC assessment (Algebra 1, Geometry, Biology, and US History), AP and College Level Examination Program (CLEP) exams whether the student is enrolled in the course or has not completed the course or failed the course in the year the student passed the EOC. A student who has failed the course, but earned credit as a result of scoring Level 3 or above on the EOC, will still need to participate in the Grade Forgiveness program to forgive the failed grade and repair his/her GPA. Students cannot use concordant scores from ACT/SAT/PERT to earn high school credit under this policy. The Certified School Counselor must document advisement of the risk and consequences related to meeting graduation requirements (F.S. 1003.4295). ***The student must notify the Certified School Counselor by the end of the first semester to participate in CAP and pay the AP or CLEP examination fee. NCAA does not recognize course credit by exam. Therefore, the student will need to enroll and complete the course to meet eligibility.***
   Note: Credit earned for Advanced International Certificate of Education, Advanced Placement, Dual Enrollment and International Baccalaureate courses via **CLEP, P/F and S/U courses are not included in the calculation of the student's GPA.** These earned credits do not receive weighted value (quality points).

7. Dual Enrollment (DE) – an acceleration program that allows high school students to simultaneously earn credit toward high school completion and an associate or baccalaureate degree or career certificate at a Florida public institution [Florida Statute § 1007.271 (1)]. Students in grades 6-12 who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses during school hours, and after school hours [Florida Statute §1007.271(2)]. The district uses the Florida Department of Education Dual Enrollment Course – High School Subject Area Equivalency List to award high school credit. Any course not listed will be awarded 0.5 high school elective credits.

   Instructional materials for dual enrollment courses shall be made available to students at no cost in accordance with Florida Statute 1007.271. Instructional materials required for each course shall be identified prior to the start of the academic term, consistent with Florida Statute 1004.085 and applicable State Board of Education rules regarding instructional materials adoption and affordability.

   To facilitate the distribution of instructional materials and ensure compliance with state requirements, the district will implement a standardized materials request process. Students are

required to complete the textbook request form through Hernando County Schools in order for textbooks, textbooks access codes, and required materials to be ordered. The students will use their HCSB login credentials to access the form and request materials each semester.

Notification of the availability of the form will be sent out via School Counselors, Parent/Student Square, and any other notification methods available. The form will be open at least two weeks prior to the beginning of the scheduled semester and will close at midnight on the last day of drop/add per PHSC deadlines.

Instructional Materials Request & Distribution:

Instructional materials will be made available to students prior to or at the beginning of the academic term. Students must complete the designated instructional materials request form within the established timeline in order to receive materials. Submission of the request form constitutes acceptance of instructional materials.

Declination of Instructional Materials:

Failure to submit the instructional materials request form by the established deadline shall constitute a formal decline of instructional materials. Students who decline instructional materials, including by non-submission of the request form, acknowledge that materials may not be available for later distribution. This includes, but is not limited to, access needed for assignments, projects, or assessments such as open-book exams.

Late Requests:

The district and/or postsecondary institution is not obligated to purchase or provide instructional materials after the established distribution period has closed. Students who request materials after the deadline may be responsible for obtaining required materials independently.

Note: Middle grades students who elect to participate in college/university summer programs with which the district does not have an articulation agreement will NOT receive high school credit.

8. Early Career / Early Admission to College [Florida Statute § 1007.271(5)] – a form of dual enrollment and a public educational choice option. High school students may enroll at PHSC full time upon submission of a completed Application for Admission. Credit earned applies toward high school graduation and college credit. Students who apply for early admission to college **must meet with their high school counselor to ensure that the course selections articulate into high school courses required for graduation.** The following table contains a list of differences between the traditional dual enrollment and the Early College Admission programs. [Florida Statute § 1007.27 (5); Florida Statute§ 1002.20 (6)(a)]
9.

Dual Enrollment (DE)	Early College Admission
Eligible secondary students with college ready scores in all subsections (provision for up to 12 credits for non-ready math scores)	Eligible 11th and 12th grade students with college ready scores in all subsections
Course access based on availability	Guaranteed priority courses access
Registration on designated dates	Early registration

Credit load of 0-16 credits per term	Must be full time: Credit load of 12-16 credits per term
Attend classes on high school and/or approved post-secondary campus	Full schedule through post-secondary institution
Withdrawal with restrictions on the dropped course	Withdrawal with restrictions—impacts program eligibility
Restrictions on the failed courses	Restrictions on the failed courses—impacts program eligibility
Eligible to participate in social events, honors and graduation ceremonies with their high school cohort	Eligible to participate in social events, honors and graduation ceremonies with their high school cohort

Students may select colleges or universities other than those that have inter-institutional agreements with the Hernando County School District. However, the parent(s)/guardian(s) and/or student will be responsible for payment of tuition/fees. All other statutory rights and privileges will be afforded these students as those under dual enrollment agreements [Florida Statute § 1007.27(5)].

Students participating in the Early Admission program are required to maintain full-time enrollment at the college, defined as a minimum of twelve (12) college credit hours per term. Early Admission students are not enrolled in high school courses on campus and are expected to remain fully scheduled through their college coursework. In the event that an Early Admission student drops or withdraws from one or more college courses resulting in enrollment below twelve (12) credit hours, the student must notify their high school counselor immediately. Failure to report schedule changes may result in removal from the Early Admission program and/or additional academic consequences.

Students whose enrollment falls below full-time status will be required to work with their high school counselor to revise their schedule. This may include enrollment in high school coursework to ensure the student meets full-time enrollment requirements for the school district. Schedule adjustments must be completed within a timeframe established by the high school.
Continued participation in the Early Admission program is contingent upon maintaining full-time college enrollment and compliance with all reporting and scheduling requirements.

Registered home education students may participate in early admission. Students should contact the postsecondary institution for specifics. Home education students incur no tuition costs, but are responsible for textbook costs [Florida Statute § 1007.271 (14)].

10. International Baccalaureate (IB) - The IB program is administered by the IB office and is available to eligible secondary students. The State Board of Education and the Board of Governors shall specify in the statewide articulation agreement cutoff scores and IB examinations that will be used to grant postsecondary credit at community colleges and universities. Students will be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination [Florida Statute § 1007.27 (8)]. **(See the (FCCD) for additional information).** Since the assessment dates are set by the International Baccalaureate organization, students who fail to report for the exam will receive a notice of obligation for the cost of the exam(s). For additional information contact the IB coordinator at the school**.**

Students who attend the IB/AICE schools through the School Choice process will enroll at their zoned high school the following semester if they are exited from the IB/AICE programs. Students

who exit the IB/AICE programs must meet all state of Florida graduation requirements in order to earn a Standard Diploma or any other diploma options offered at the zoned schools.

11. Virtual Instruction Programs (VIP) - Provides instruction in an interactive environment created by using technology where the student and a highly-qualified teacher in the subject area are separated by space or time or both (Florida Statute § 1002.45). Students enrolled in an online course as part of the regular school day schedule are provided access to an appropriate and supervised classroom or lab at their zoned school or lab with computer and internet access so that they may complete the online course on campus during the specified scheduled class period. Students may also work from home after or before school hours just as they do when completing homework.

    The Hernando County School District provides K-12 virtual instruction through its Hernando *e*School Program as authorized by Florida Statute § 1002.45. Secondary students that meet the Hernando *e*School enrollment criteria to enroll in virtual courses may enroll with Hernando *e*School.

    Hernando *e*School will enroll students through age 19. The student's age on the date of the course enrollment may not be older than 19 (we cannot enroll students once they turn 20). For the purposes of this policy, "date of course enrollment" refers to the date on which a complete registration or course request for the course segment is made. Students must complete all coursework, including final exam, before their 21st birthday.

    A student who has been identified under Rule: 6A-6.03011 – Exceptional Student Education Eligibility for Students with Intellectual Disabilities through Rule: 6A-6.0361 – Contractual agreements with Nonpublic Schools and Residential Facilities, has an Individual Education Plan (IEP) in place and has not earned a standard diploma will remain eligible for educational services through the end of the semester in which they become 22 years old.

    Note: Since Hernando *e*School is a franchise of FLVS, when registering for an online course, students will be scheduled through Hernando *e*School as priority.

    a. Virtual Course Participation Criteria and Guidelines

    A student will not be denied access to virtual instruction unless it is not educationally sound based on the student's academic history and goals. The principals or designee are responsible for making proper placement and may deny a request when not appropriate.

    To ensure a safe learning environment and adherence to room occupancy limits, when assigning students to a learning lab, a student's grade level classification will be the first criteria considered. Students in grade 8 or 12 who are course or credit deficient will be given priority placement. Next will be students having a plan of study that includes acceleration.
    Continued participation in online courses with Hernando *e*School and FLVS can only be approved for students that meet the following criteria:

    i. Consideration for an online course should include the student's success level in a text-rich environment.
    ii. Student must comply with log-in requirements, completion of lessons, assignments and test on a regular basis or as outlined in the course syllabus.
    iii. Students must have no more than two (2) previous attempts with online courses that were not completed successfully.
    iv. Exceptional Education students with an Individual Education Plan (IEP) will need to have a staffing conducted at their zoned schools prior to enrollment in virtual courses to ensure IEP compliance. If a student has a 504 plan, the 504 plan must be in date

compliance prior to enrolling in eSchool classes.

Note: School administrators may request an independent review due to extenuating circumstances.

b. Virtual Course Participation Expectations

i. A fifth or eighth grade student choosing to use virtual instruction as an acceleration mechanism during the school year or summer, must complete all virtual coursework with passing grades before the start of the school year in order to be placed in the next core sequential course. ACCEL contract must be used.

ii. Students enrolled in an online course as part of their regular school schedule will be dropped from the course if they are not making progress. **Progress is defined as having completed and passed at least 20% of the course work within 14 days and consistently submitting 3-5 assignments per week. (Students are expected to make approximately 6% progress per week per course.)** Staff assigned to supervise virtual learning labs are encouraged to monitor student progress and report concerns to the counselor and or administrator.

iii. Students enrolled in an online course in addition to their regular school schedule may need to consider class load in order not to jeopardize course grade. Upon completion of an online course, students may be enrolled in an additional course.

iv. Registered home education students that meet Hernando *e*School's course enrollment criteria may take a partial or full schedule with Hernando *e*School in accordance with Florida Statute § 1002.37 and 1002.41. The Home Education Office must provide verification of active status and compliance for all registered home education students who enroll in online courses as outlined in the District's Florida Virtual (FLVS) agreement.

v. All students enrolled in a course with an End of Course (EOC) requirement must participate in the administration for a final grade to be issued. The law prohibits any individual from knowingly and willfully taking an online course or examination on behalf of another person for compensation. Any individual that violates this provision commits a misdemeanor of the second degree. Students will sit for the statewide assessment that closest aligns with the near completion (at or about 80% complete) of their course.

D. ACADEMIC SUPPORT

Each student's progression from one grade to another is determined, in part, by satisfactory performance in English Language Arts, Science, Social Studies, and Mathematics. All students in grades K-5 and students in intensive math and reading courses in grades 6-8 will be administered the iReady Diagnostic Assessment two to three times per year in Mathematics and ELA. This progress monitoring data will be used to determine the student's instructional level. A student who does not meet district performance standards, or who scores below achievement Level 3 on the English Language Arts (ELA) FAST and/or, the math FAST must receive remediation and have a progress monitoring plan. The plan may be either a federally required student plan such as IEP, a school wide system of progress monitoring for all students or an individualized progress monitoring plan. The specific diagnosed academic needs to be remediated must be identified and strategies must be put in place to meet the student's needs. Monitoring and re-evaluation activities must be employed and will be overseen by the MTSS Team. The team is comprised of the principal, school counselor, teacher and other school and district officials. (Florida Statute § 1008.25).

When an ESE student is determined to be performing below grade level in language arts, mathematics, and/or science, the IEP Team may be convened to review the IEP. The student's IEP must address all of the student's educational needs including the students below grade level performance. The IEP Team may consider a Progress Monitoring Plan to address the student's educational need in language arts, mathematics, and/or science.

At the elementary level, the academic support plan must emphasize reading proficiency in prekindergarten through grade 3 and provide targeted instructional support for students with identified deficiencies in Language Arts, mathematics, science, and social studies. The results of evaluations used to monitor a student's progress in grades PreK-12 must be provided to the student's teacher in a timely manner and as otherwise required by law. In addition, evaluation results must be provided to the student's parent in a timely manner. When available, instructional personnel must be provided with information on student achievement of standards and benchmarks in order to improve instruction. In accordance with Florida Statute § 1008.25(3)(a)(b), remedial and supplemental (academic) instructional resources must be allocated to students in the following priority:

- students who are deficient in reading in kindergarten through 3rd grade;
- students who are deficient in math in kindergarten through 4th grade; and
- students who fail to meet performance levels required for promotion.

F.A.S.T. Star Early Literacy will be used to identify kindergarten students who do not meet readiness expectations. Specific strategies will be identified to address the developmental needs of each student with indicated weaknesses.

1. PreK-5 Reading Remediation - Any elementary student who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments or through teacher observations, must be given intensive reading instruction, immediately following the identification of the reading deficiency. F.S. 1008.25(5)(a)

   Students who exhibit a substantial deficiency in reading must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. Schools must progress monitor students with a reading deficiency a minimum of three (3) times per year. This includes a baseline, midyear, and an end of the year assessment.

   Any elementary student 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 that are grounded in the Science of Reading, immediately following the identification of a reading deficiency or the characteristics of dyslexia to address his or her specific deficiency or dyslexia. A school may not wait for a student to receive a failing grade at the end of the period or wait until a plan is developed to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. Immediate intensive intervention (iii) must be provided three (3) times per week for all students who have been identified with a reading deficiency. This intervention must be in addition to or as an extension of the ninety (90) minute reading block in a smaller group size setting or one-on-one. Pursuant to Florida Board of Education

Rule 6A-6.054(1)(b), the student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

2. PreK-3 Reading Deficiency and Parental Notification - Pursuant to Florida Statutes §§ 1002.20(11) and 1008.25(5)(c)1, the parent(s) of any Grade PreK-3 student who exhibits a deficiency in reading, must be **immediately notified in writing,** shall be consulted in the development of a plan, as described in s. 1008.25(4)(b), and shall be informed that the student will be given intensive reading instruction until the deficiency is corrected. **Principals will make such notification immediately following the administration of diagnostic assessments and/or quarterly reports indicating below level performance.** In addition to informing the parents that their child has been identified as having a substantial deficiency in reading (per Florida Statute § 1008.25(5)(c)), the following information must be provided:

   a. a description, understandable to the parent(s), of the exact nature of the difficulty in learning and lack of achievement in reading [Florida Statute § 1002.20(11)];
   b. a description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency (Florida Statute § 1008.25(5)(c)3);
   c. a description of the current services that are provided to the student (Florida Statute § 1008.25(5)(c)2);
   d. the District's specific criteria and policies for midyear promotion, which means promotion at any time during the year of retention once the student has demonstrated ability to read on grade level [Florida Statute § 1008.25(5)(c)8];
   e. strategies for parent(s) to use in helping their child succeed in reading proficiency [Florida Statute §1008.25(5)(c)5];
   f. the District's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts;
   g. that if the child's reading deficiency if not remediated by the end of Grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause;
   h. that the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluation, 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 reading for promotion; and
   i. the district's specific criteria and policies for a portfolio and evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a 3rd Grade student who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio. [Florida Statute §1008.25(5)(c)7]

3. Intensive Instruction Services for Retained Grade 3 Students

Grade 3 students retained for reading must be provided with intensive instructional services and supports that include intensive interventions in the areas of reading deficiency. The specific areas of reading must be identified using a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies that are grounded in the Science of Reading, a minimum of 90 minutes of daily uninterrupted reading instruction, an additional 30 minutes of daily intensive immediate intervention, the opportunity to participate in the District's *3rd Grade Summer Reading Camp*, and appropriate teaching methodologies necessary to assist those

students in becoming successful readers, able to read at or above grade level, and be ready for promotion to the next grade. [Florida Statute § 1008.25(7)(a)(b)1)]

Retained third grade students, including students participating in the school district's summer reading camp will be provided with a highly effective teacher as determined by the teacher's performance evaluation (F.S. 1012.34), and beginning July 1, 2021, the teacher must also be certified or endorsed in reading (F.S. 1008.25(7)(b)(3)).

Other strategies prescribed by the District may include but not be limited to the following:

- small group instruction;
- integration of science and social studies content within the 90-minute block;
- reduced teacher-student ratios;
- more frequent progress monitoring;
- tutoring or mentoring;
- extended school day, week, or year.

F.S.1008.25(7)(b)(4)(a-e) requires each school to establish, when applicable, an intensive reading acceleration course (IAC) for any student retained in third grade who was previously retained in kindergarten, grade 1, or grade 2. The intensive reading acceleration course must provide the following:

1. Uninterrupted reading instruction grounded in the science of reading for the majority of student contact time each day and opportunities to master the grade 4 state academic standards in other core subject areas through content-rich texts.

2. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice and more opportunities for error correction and feedback.

3. Targeted small group instruction.

4. Reduced teacher-student ratios.

5. The use of explicit, systematic and multisensory reading interventions grounded in the science of reading, including intensive language, phonics and vocabulary instruction, and use of a speech-language therapist, if necessary, that have proven results in accelerating student reading achievement within the same school year.

6. A read-at-home plan.

Grade 3 students retained for reading must have a highly effective teacher as determined by the teacher's performance evaluation. [Florida Statute § 1012.34] **Beginning July 1st, 2021, the teacher must be reading certified or endorsed. [Florida Statute § 1008.25(7)(b)(3)]**

4. K-5 Writing Remediation - Students in Grades K-5 who exhibit a substantial deficiency in writing based upon locally determined or statewide assessments or through teacher observations, must receive remediation in one of the following ways:
    - small group instruction, based on identified student needs; and/or
    - one-on-one instruction, based on identified student needs

5. PreK-5 Mathematics Remediation - Any elementary student who exhibits a substantial deficiency in math based upon locally determined or statewide assessments or through teacher observations, must be given supplemental math instruction, immediately following the identification of the math deficiency. F.S. 1008.25(6)

    Students who exhibit a substantial deficiency in math must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. Schools must progress monitor students with a math deficiency a minimum of three (3) times per year. This includes a baseline, midyear, and an end of the year assessment.

    PreK-4 Substantial Math Deficiency and Parental Notification - Pursuant to Florida Statute 1008.25(6), the parent(s) of any Grade PreK-4 student who exhibits a deficiency in math, must be immediately notified in writing, shall be consulted in the development of a plan, as described in s. 1008.25(4)(b), and shall be informed that the student will be given math intervention until the deficiency is corrected. Principals will make such notification immediately following the administration of diagnostic assessments and/or quarterly reports indicating below level performance. In addition to informing the parents that their child has been identified as having a substantial deficiency in math (per Florida Statute § 1008.25(6)), the following information must be provided:
    a. a description, understandable to the parent(s), of the exact nature of the difficulty in learning and lack of achievement in math;
    b. a description of the current services that are provided to the student
    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 his or her child succeed in mathematics.

    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.

6. Scheduling – Extra instructional time programs may be designed to provide remedial instruction for students. This may include Saturday classes, transitional, after school programs, summer programs or additional instructional time during the school day. As authorized by Florida Statute § 1008.22, the district provides academic support in English Language Arts and mathematics for those students identified as having deficiencies in content knowledge and skills based on teacher/principal recommendation, norm-referenced tests, Florida Standards Assessment (FSA)**/Florida Assessment**

of Student Thinking (F.A.S.T.) for English Language Arts (ELA) and Mathematics, and school-selected ELA and mathematics tests. Student placement will be as follows:

Intensive Instruction Scheduling	
English Language Arts	All students scoring at Level 1-2
	All students scoring a Level 1 or 2 must be placed with a teacher who is reading certified or endorsed.
Mathematics	All students scoring at Level 1-2

7. Curriculum - The district provides schools with research-based curriculum for intensive instruction in print and digital form. All students in intensive classrooms will utilize the district-wide adopted intensive English Language Arts and Mathematics curriculum to provide direct and explicit instruction by trained teachers.

8. Progress Monitoring - Schools will engage in a systematic review of multiple data points to make data-driven instructional decisions that answer such questions as "what do we see?" or "now what do we do?" Such data points may include but are not limited to: mid-quarter and quarterly classroom grades, common formative and quarterly assessments, and pre-/post-assessment embedded into the intervention curriculum.

9. Progress Monitoring Plan - Academic support shall be provided through the implementation of an individual Progress Monitoring Plan (PMP) developed in consultation with parent(s)/guardian(s). The plan is intended to provide the school district and the school with flexibility in meeting the academic needs of the student. A student who is not meeting the school district or state's requirements for proficiency shall be covered by one of the following Individual Student Plans:
    a. A federally-required student plan such as Individualized Education Plan (IEP), Section 504, ELL Plan
    b. A school-wide system of progress monitoring for all students, or
    c. An individualized Progress Monitoring Plan

    See Appendix C for more detail.

    Each plan **must** outline a strategic or intensive academic support program in the area(s) of weakness designed to assist the student in meeting state and/or district expectations for proficiency. It is the responsibility of the teacher and the principal to ensure that the PMP is substantive, activities and resources are research-based, and that the outlined instructional and support services are provided. Listed below are the steps for developing and implementing the PMP in consultation with the student's parent (Florida Statute § 1008.25):

    Step 1 MTSS problem solving and academic support will occur as soon as possible after a student has been identified as needing academic support beyond the core instruction. Parents should be involved throughout the tiered levels of support to remain informed and provide input. If the student identification occurs during the fourth marking period, the MTSS problem solving process will begin and interventions will be put in place and continued the following school year.

    Step 2: Additional diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention. Diagnostic assessments may include teacher assessment, placement tests and /or diagnostic software results.

Step 3: Data from the additional assessments are to be used to formulate the student's PMP. The PMP should clearly identify:

- the specifically diagnosed identified problem --either academic/behavior
- the scientific, research-based intervention to be implemented
- how, when, how often, by whom, and how long strategic or intensive instruction is to be provided, and
- the monitoring and reevaluation activities to be implemented

Step 4: At the conclusion of the school year, appropriate teacher(s) of the student on a PMP are to make recommendations regarding the student's educational program for the following year.

Note: The PMP must be in place and implementation begun for students including those who are transferred into the school district within 45 calendar days of being identified as needing academic support.

10. ACADEMIC SUPPORT PROGRAMS

1. Extended School Year (ESY) Program
   a. English Language Learners (ELLs) - The purpose of Extended School Year (ESY) services for English Language Learners (ELL) is to provide beginning and some intermediate English speakers with the opportunity to develop their oral language. This is accomplished through content related instruction in a non-threatening environment that promotes the use of oral English. In order to be eligible for ESY, placement on the student's individual ELL Plan must show that additional English oral language development is needed.

   b. ESE-Eligible Students -- Extended School Year (ESY) services means specially designed instruction and related services that are provided to an ESE-eligible student beyond the normal school year of the School District, in accordance with the student's IEP. ESY services must meet state educational standards. ESY services are always at no cost to the parent.
   At least annually, an IEP Team for each ESE-eligible student must consider whether ESY services are necessary for the provision of a Free Appropriate Public Education (FAPE) to the student. ESY services must be provided if a student's IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the student.

   The School District may not limit ESY to particular categories of disability or unilaterally limit the type, amount, or duration of those services [State Board of Education Rule 6A- 6.03028(3)(g)(11)].

2. Intensive Camp Program - Intensive Program or "Boot Camps" are designed to provide students who did not meet the satisfactory level on the ELA and/or Algebra 1 statewide assessments additional practice to improve proficiency and success on the next administration of the assessment. Students may participate in the district and/or school sponsored after school and/or summer intensive programs to work on necessary skills and problematic areas prior to re-taking the statewide assessment.

3. Summer School (seniors) - A student must successfully complete coursework to earn the required 18 or 24 high school credits, have a 2.0 GPA, and meet all state assessment requirements to earn a standard high school diploma. The purpose of the extended summer school for grade 12 is to provide the student with the opportunity to master the essential elements of incomplete/failed courses

(maximum of two courses) and to ensure on-time graduation. The student may exit upon completing the required coursework.

11.ALTERNATIVE PROGRAMS

Alternative Education program refers to programs or services designed to meet the needs of students who may otherwise be unsuccessful in traditional environments and provide multiple paths to graduation. The School District provides academic support to students identified as not meeting district-established performance standards and the specified performance levels as measured by district indicators and state assessments. All students not meeting performance standards are eligible for these programs.

1. Adult High School – Adult High School classes are available for students who were close to finishing their high school diploma prior to leaving their secondary education. Students will have an opportunity to earn a high school diploma once all graduation requirements are completed. Call to schedule an appointment through the Adult High School Counselor. The cost is $30.00 per term for AHS.

2. Co-enrolled – Currently enrolled students who are behind in credits needed for graduation may participate. Registration occurs through high school guidance office and students will be accepted based off seats available and students' grade level for priority. (Seniors and Juniors will have priority)

3. Discovery Academy - Students in grades 4-12 who are significantly behind their cohort group may be referred by the principal or principal's designee for placement. The Alternative Program Team will review the student's data and recommend placement. The data may include but is not limited to: academic history, attendance, and previous retentions. Utilizing a combination of direct instruction and computer based instruction, students would be given an opportunity to accelerate learning, enabling them to reach the level of their peers. Students completing the requirements will be allowed to enroll at the zoned high school.
4. Endeavor Academy - Students who have **committed expellable** offenses in grades 6-12 may be referred by their principal or the principal's designee for placement in an alternative education through the pre-expulsion hearing process.
5. PACE Center for Girls – A comprehensive education and therapeutic prevention and intervention services for troubled eligible adolescent girls in grades 6-12. Students are generally referred by their counselor by completing and submitting a referral form to the district office.

6. Pregnant and parenting students enrolled in HCSD who are working towards the completion of high school are eligible to participate in the Teenage Parenting Program (TAPP). The decision to attend the TAPP is voluntary; and the option to decline services is provided by the TAPP social worker. Coordination of health, social services, parent education, transportation, and childcare are ancillary service components of teenage parent program.

   TAPP students must successfully complete at least one (credit bearing) pregnancy and/or parenting courses earning a grade of "C" or better. TAPP students are offered non-credit bearing courses tailored to their individual pregnancy or parenting related needs. On-site childcare, licensed by the Department of Children & Families, is available for the children of TAPP students at the districts' designated sites.

Pregnant and parenting students in HCSD will continue to benefit from existing school-based services provided to all students such as, crisis and academic support not related to pregnancy/parenting through the same system of delivery as their non-pregnant or parenting peers. High school students enrolled in the program will receive their high school diploma if all graduation requirements are met. Exit interviews with TAPP students who dropout or withdraw to attend other programs must include TAPP representation.

TAPP participants and completers are expected to follow all school and district policies and procedures. To learn more about the program, contact the Student Services Dept – Teenage Parenting Program Social Worker.

12. HOMEWORK

Homework is an important tool used to ensure the student's readiness for each day's lesson in school. Research shows that homework is a proven benefit to the student's academic achievement when it enhances the classroom curriculum and encourages creativity and discovery. Homework assignments must have a real purpose, and students should receive **feedback** on assignments prior to assessment on the content. Teachers, students, and parents must work as a team for homework to be an effective part of instruction.

Homework assignments should be given within established homework guidelines in compliance with School Board policy 2330. Refer to the grading procedures section for homework weighting percentages. In addition:

- Students are accountable for homework assignments.
- Homework assignments must be based on Florida Standards and grade level benchmarks and must be directly related to the classroom instruction.
- Homework should be assigned to provide time for practice and reinforce lesson objectives.

13. MAKING UP WORK

A student shall be given the opportunity to make up work within two class meeting days per absence upon their return. Excused Absence work will receive full credit. Unexcused absence work **will receive full credit**, **up to 5 days per semester. Out-of-school suspension is considered an unexcused absence for the purpose of make up work policy only.** However, the make-up work must be made up within two days of the unexcused absence occurred. Also, the make-up rule does not apply when the work was assigned ***prior*** to the student's absence. **In such cases the test(s), project(s), etc. must be turned in immediately to the teacher when the student arrives on campus unless an extension of the time has been approved by the teacher or the principal due to extenuating circumstances.**

If the work is not made up within the time period granted, all zeroes will remain. If a student fails as a result of incomplete work, the report card shall reflect that the grade is based on incomplete work.

14. REPORTING STUDENT PROGRESS

Parent(s)/guardian(s) and students **shall** receive accurate and timely information regarding academic progress and the School District's promotion requirements.

1. All notifications to parent(s)/guardian(s) of English Language Learners **shall** be made in their home/native language whenever feasible.
2. Parent(s)/guardian(s) should contact the school to request a conference. Teachers may schedule

a conference when needed to review student performance.

3. Parent(s)/guardian(s) of a student who is in danger of failing a course, not meeting the 2.0 cumulative grade point average or not meeting promotion/graduation requirements **must** be notified in writing. This notification shall include an explanation of the options to assist the student in meeting the grade point average (e.g., forgiveness rule, summer session, counseling, tutoring, grade recovery, and study skills courses).
4. A report card will be uploaded in Skyward to each student at the end of each nine-week marking period and serves as a written notification of the student's progress. The student's final report card for the school year will indicate end-of-the year status regarding performance or non-performance at grade-level, acceptable or unacceptable behavior, attendance, and promotion [Florida Statute § 1003.33 (2)].
5. Report cards will be available via Skyward at the end of each quarter. The report card for the fourth nine weeks grading period will be available for pick up at each school by request only. **Please note that student grades are available on Skyward.** This is not to prevent a teacher from notifying a parent/guardian more frequently if a problem is apparent.
6. The virtual school student's grades are maintained and updated in the parent and student learning management system. The parent has complete access to review and respond regarding student progress through continuous access to the student's academic performance in course work and time on work (attendance). Final course grade will be recorded in the student's academic history file.
7. High school certified counselors will initiate credit checks, at least annually, to inform students of their needed credits for graduation. In addition, it shall be the responsibility of students to monitor their progress and to complete all requirements for graduation. Graduation requirements and a checklist of completed requirements are available on Skyward.

15. GRADING SYSTEM

Grades provide students with feedback on their own learning, clarifies for them what they understand, what they don't understand, and where they can improve. Grades also provide information that can inform future teaching decisions. Therefore, it is important that grades accurately reflect the quality of student work. The grading system and interpretation of letter grades must comply with the state approved grading scale. For letter grades, an average of .50 or higher **must** be rounded up (i.e., 79.50 becomes a "B", while 79.49 is a "C"). The grading system and interpretation of letter grades for all grade levels shall be as follows:

Letter Grade	Percent Range	Point Value	Description (Florida Statute § 1003.437)
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure
S	N/A	N/A	Satisfactory
N	N/A	N/A	Needs Improvement
U	N/A	N/A	Unsatisfactory
P	N/A	N/A	Applies to transfer credits
T	N/A	N/A	Passed Exam (Applicable only to AP, EOC and CLEP)

SB	N/A	N/A	Used to award credits for passing score on approved world language test

A student must be enrolled at least 10 days during a grading period to receive a report card grade. The report card grade for a student transferring into the Hernando County School District during the last 10 days of the marking period will be calculated as follows:

a. Students with transcripts – the report card will reflect the transfer grade. The following scores will be entered for any student transferring with an S, N, U (S = 85, N = 65, U = 55)
b. Students without a transcript – the report will reflect the grades earned in the classroom. In the event the student does not demonstrate proficiency, he/she may participate in the district's course/credit recovery program.

To allow for developmental growth, grades for kindergarten should not be cumulative (averaged). The report card grade must be an indication of the student's current demonstrated performance on the Grade Level standards that have been taught. In addition, the terms satisfactory (S), needs improvement (N) or unsatisfactory (U) will be used to describe student performance in some areas. This grade scale will be used in indicated areas:

• All subject in kindergarten • Science in grades K-2	• Fine Arts in grades K-5 • Physical Education in grades K-5 • Social Studies in grades K-3

Kindergarten: A minimum of twelve (12) grades per marking period and at least three (3) grades per weighted category are required for Math and ELA only; all other subject areas are exempt from minimum grade requirements.

Fine Arts / Physical Education

Students are marked for effort and participation in art, music and physical education classes. As per Florida Statute §1003.455 the school shall provide 150 minutes of physical education each week for students in kindergarten through grade 5. The physical education requirement may be waived for a student who requires remediation. Schools will also provide at least 100 minutes of supervised, safe, and unstructured free-play recess per week for students in kindergarten through grade 5, ensuring at least 20 consecutive minutes daily.

1. Student Conduct [Florida Statute § 1003.33(1) (b)] - Student conduct codes are separate from the grade earned for the marking period. The conduct codes reflect the student's overall conduct in all class activities and cannot be cause for lowering an academic grade.

2. Attendance (Florida Statute § 1003.33) - Attendance and academic performance shall be reported separately on student report cards. Students cannot be exempted from state academic performance requirements based on policies or practices designed to encourage student attendance.

3. Course Weight (High School) [Florida Statute § 1007.272(18); Florida Statute §1007.271 (16)] - Courses that are **un-weighted** have a point value ranging from 0-4. Courses that are weighted have an added point value of .5-1.0. Unweighted courses can be used to satisfy graduation requirements

as well as admission requirements for the state university system.
The **weighted grade** point average will be used to determine the student's ranking in class and the Valedictorian and Salutatorian. Parent(s)/guardian(s) should be aware that the weighted grade point average might not necessarily increase a student's chances for scholarships or admission to in-state or out-of-state colleges or universities.

The following courses shall be assigned an additional .5 weight value:

i. Honors courses
ii. Advanced/Pre-AICE/Pre-IB/Pre-AP level 3 core academic courses including World Language courses that comply with the Bright Futures Scholarship and university admission guidelines
iii. Level 3 CTE courses that lead to an industry certification (SB 850) and belong to a registered Career Academy with the Florida Department of Education.

The following courses shall be assigned an additional 1.0 weighted value:

Advanced International Certificate of Education (AICE): The Cambridge Advanced International Certificate of Education (AICE) courses offered will be assigned an additional 1.0 weight value.

Advanced Placement (AP): The Advanced Placement courses offered will be assigned an additional 1.0 **weight** value. A student who does not participate in the administration of the AP exam will not receive the additional 1.0 weight. Current Florida Virtual School policy requires all FLVS and franchise (Hernando *e*School) AP students to take the AP exam in order to receive AP credit for the course. Students enrolled in AP courses must be prepared to take the exam, which requires students to complete all assignments prior to the exam. **Grades for completed FLVS/Hernando *e*School AP courses are not issued until the exam has been completed.** Students must take the Advanced Placement Exam to receive Advanced Placement credit. **Students who complete the course successfully but do not take the AP Exam will receive honors-level credit.** As AP courses are college-level classes, it is the final step in completing AP curriculum. If a qualifying score is received on the exam, participating colleges may offer credit or waive requirement for equivalent courses. **College course waivers resulting from AP scores do not revert back for additional high school credit. Only the post-secondary institution can issue the waiver.**

Dual Enrollment (DE): The dual enrollment courses offered through PHSC or through any postsecondary institution with which the District has an articulation agreement, whether taken on the college campus or at the high school campus, will be assigned an additional 1.0 **weight** value (Florida Statute § 1007.271). Students not properly enrolled in a dual enrollment course shall not receive college credit or the additional 1.0 **weight** value. Students are strongly encouraged to speak with their Certified School Counselor about dual enrollment courses. Refer to the Dual Enrollment Articulation Agreement and handbook for additional information.

International Baccalaureate (IB): The International Baccalaureate courses offered will be assigned an additional 1.0 weight value.

CAPE / Career & Technical Education Academies: 1.0 Additional GPA weighting to those Students enrolled in Level 3 CTE courses, that lead to an industry certification (SB 850,) and belong to a registered Career Academy with the Florida Department of Education.

Note: Credit earned for Advanced International Certificate of Education, Advanced Placement, Dual Enrollment and International Baccalaureate courses via CLEP, P/F and S/U courses are not included in the calculation of the student's GPA. These earned credits do not receive weighted value (quality points).

4. Grading Procedures
   a. Grades are based on the quality of student performance relative to expected levels of achievement of the Next Generation Sunshine State/B.E.S.T. Standards, the course frameworks, the course syllabus approved by the principal or principal's designee, and will conform to adopted departmental grading weights.
   b. Quality of work will be assessed by multiple measures including, but not limited to, the following:
      i. teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking, student participation, laboratory practices and demonstrations);
      ii. classroom assignments (paper and pencil assignments; reports, term or research papers, models, projects, exhibits, posters, and computer programs);
      iii. homework (School Board Policy 8420);
      iv. examinations (paper and pencil tests including: essay; multiple choice and completion; oral tests; and skill tests requiring demonstration); and
      v. alternate methods (Edgenuity or portfolios and performance assessments) and services
      [Florida Statute § 1003.33 (1) (a)]
   c. **A minimum of three (3) grades per weighted category for the marking period and a minimum of twelve (12) grades per marking period for all grades 1~~K~~-12**. In Kindergarten, these requirements apply only to Math and ELA.
   d. **A sufficient number of grades in each weighted category will be issued at both middle of the quarter and end of term. Every effort should be made to ensure the grades represent proficiency/mastery of the standards taught in the marking period. ~~The report card effort code will provide additional information regarding the student's academic effort from progress report to end of the marking period.~~**
   e. Grade(s) will be input weekly.
   f. A recorded grade may **NOT** be changed after report cards are posted except by the following procedures:
      i. The change is initiated by the teacher and approved by the principal or principal's designee. The principal or assistant principal may initiate the grade change if teacher of record is inactive.
      ii. The required Grade Change must be submitted through Skyward and approved by the Principal.
   e. Students enrolled in Exceptional Student Education (ESE) program(s) **must** have the opportunity to earn grades that are equivalent to the grades earned by general education students. No student may be denied the opportunity to earn above-average grades because of placement in an ESE program or due to the accommodations that have been deemed appropriate for use with his/her instructional setting(s). ESE students with disabilities **must** be graded on the basis of their performance.
   f. Alternate assessments, including performance assessments, may be used to document progress for the ESE student with a disability. Criteria and evaluation procedures will be identified and discussed with the student and the parent(s)/guardian(s) upon entry to the program and/or at each annual review.

g. The grade of ***P*** (Pass) is used when validating/granting transfer credit for coursework when an official transcript or grades that equate to those used in Hernando County cannot be obtained. It is also used when P is specified on an official transcript. A grade of ***P*** is a transcript grade only, not a report card grade. It results in credit for coursework but does not affect the grade point average (GPA).

h. Transfer grades received as letter grades and for which numerical grades were not available, will be computed by using the middle scale (A=95%, B=85%, C=75%, D=65%, F=55%) of the grading system used in Hernando County Schools. The transfer student is also exempt from all assignments prior to their enrollment in the school/class. This process must be completed for every prior marking period so that there is an accurate end of year cumulative grade.

   For transfers out of state not awarding high school credit because their semester has not ended, after our second semester has begun:

   After the conclusion Semester 1 and before the conclusion of semester 1 at the previous school and that school is not awarding semester 1 credits, the following will occur:
   - Counselors will record the semester 1 withdrawal grades on the transcript analysis form.
   - Counselors will make a comment on this form that states *"the previous school did not award semester 1 credit due to withdrawal date".*

   then
   - **If the student is enrolled in semester 2 of the same class**:
   - **Data Entry will** manually enter the transfer grades into the active course's grade book.
   - The teacher will get a Skyward notification of the transfer grade.

i. All grades posted to the gradebook must have a numeric value.

5. <u>Grading Weights and Categories</u> – The following weighted categories are for the purposes of ensuring:
   a) Fair and consistent treatment of students across all classrooms,
   b) Consistency in grading as students transfer between classrooms and schools,
   c) Objectivity in grading,
   d) Emphasis on activities that reflect what the student can or cannot do based on the Florida Standards, and
   e) Reliability of the data when making correlations between course grades, benchmark and statewide assessments, and promotion/retention decisions.

   In addition, the categories represent a collection of the different activities and skills that students may engage in a classroom and that teachers view critical to the student's success in the course. The sum total of these weights will represent the course average prior to the calculation of the nine weeks grade.

Elementary		
S	**N**	**U**
70 – 100%	**60 – 69%**	**0 – 59%**

Elementary Grading			
English Language Arts	**Mathematics**	**Science**	**Social Studies**
Summative Assessments 40% (Cold read text set assessments, selection tests)	Summative Assessments 40% (teacher tests, projects, etc.)	Summative Assessments 40% (Performance Tasks, tests, FSSA reading tests, quizzes, essays, etc.)	Summative Assessments 40% (Chapter/unit test, writing task)
Extension Activities 30% (short/extended responses, paragraph writing, graphic organizers, text-based essay writing)	Extension Activities 30% (quizzes, written responses, assignments etc.)	Extension Activities 30% (Reading content-based activities, research, labs, notebooks/journals, written response, etc.)	Extension Activities 30% (Projects, writing in response to SS ELS texts, group activities)
Classwork 20% (Responses to reading, graphic organizers(reading), curriculum-based assignments and activities)	Classwork 20% (journals, projects, group work, etc.)	Classwork 30% (home projects, science fair, study guides, data communication, group projects, homework, centers, etc.)	Classwork 30% (Newspaper activities, think and review questions, crossword/vocabulary)
Other 10% (Encoding(spelling/dictation), grammar, projects, homework)	Other 10% (homework, centers, etc.)		
Middle School Grading			
English Language Arts	**Mathematics**	**Science**	**Social Studies**
Summative Assessments 40% (Unit assessments, novel assessments, final draft essays, final projects, presentations)	Summative Assessments 40% (unit/chapter test, unit projects)	Summative Assessments 40% (test, major projects, performance-based test)	Summative Assessments 40% (chapter and unit assessments)

Extension Activities 30% (quizzes, solo activities, writing process pieces (planning, outline, draft, edit, revise), close reads, group activities, projects)	Extension Activities 30% (quizzes, small projects, notebook checks for understanding)	Extension Activities 30% (quizzes, checks for understanding, for progress monitoring, etc.)	Extension Activities 30% (projects, essays, presentations, skits, journals, DBQs, etc.)
Classwork 20% Graphic organizers, response to reading/questions, notes, curriculum-based assignments and activities	Classwork 20% (Do Now, bell work, journal, ticket outs, checks for understanding)	Classwork 20% (Minor projects, labs, notebook, Do Now, bell ringers)	Classwork 20% (quizzes, tickets-out the door, Do Now, bell work, notebook, etc.)
Other 10% (Exit tickets, grammar, success starters, frontloading)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)

High School Grading				
English Language Arts	**Mathematics**	**Science**	**Social Studies**	**Pre-AP**
Summative Assessments 40% (tests, final drafts, presentations, etc.)	Summative Assessments 40% (unit/chapter test, unit projects)	Summative Assessments 40% (tests, major projects, Performance based Tasks)	Summative Assessments 40% (chapter and unit assessments)	Summative Assessments 40% (Performance Tasks. Tests, essays, teacher created unit assessments, etc.)
Extension Activities 30% (Close reads, group work, draft writing, paragraph/short response, quizzes)	Extension Activities 30% (quizzes, small projects, notebook, checks for understanding, Quarter Exams for non-AGA courses, etc.)	Extension Activities 30% (quizzes, do now, bell ringers, Quarter Exams, etc.)	Extension Activities 30% (projects, essays, presentations, skits, journals, DBQs, Quarter Exams, etc.)	Extension Activities 30% (Learning checkpoints, quizzes, projects, etc.)
Classwork 20% (Graphic organizers, response to reading/questions, notes, curriculum-based assignments and activities)	Classwork 20% (do now, bell work, journal, ticket outs, checks for understanding)	Classwork 20% (minor projects, labs, notebooks,)	Classwork 20% (Quizzes, tickets-out the door, do now/bell work, notebook, etc.)	Classwork 20% (CW, minor projects, checks for understanding, etc.)

Other 10% (grammar, vocabulary, root words, tickets out the door)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)

Intensive/Remedial Coursework	
Intensive Reading (Iready)– Middle School	**Mathematics – Middle School**
Classwork 40% (Centers, whole group instruction)	Assessments 50% (on grade level assessments)
Assessment 25% (Tests, quizzes)	Classwork 50% (skill center and whole group activity tasks)
iReady Lessons 25% (Instructional path lesson grades or teacher assigned lessons)	
iReady Computer Center 10% (iReady lesson target)	
No homework will be assigned for Middle Grades Intensive Courses	
Intensive Reading – High School	
Summative Assessments 40% (online activities, tests)	
Classwork 35% (close reads, group work, paragraph/short response, quizzes)	
Foundational 25% (bell work, graphic organizers, grammar, vocabulary, root words, logs)	
No homework will be assigned	

The grading weights and categories for courses not listed above will be decided by the school administration and teachers of those courses. Teachers of these courses must follow grading procedures listed on page 45 under Grading Procedures.

6. Calculating Report Card Grades

a. **Nine weeks** grades will be calculated for all four quarters at the school level based on the following criteria:

Course Average	Nine Weeks Grade
100% (100% of the average of all grading categories)	

Note: Courses exempt from a fourth (4th) quarter exam are the following: (a) Courses with a Florida Standards Assessment FSA/EOC/F.A.S.T. (b) Advanced Placement (c) Cambridge Advanced International Certificate of Education, (d) Career Technical with a designated industry certification

(e) International Baccalaureate (f) Developmental Language Arts Through ESOL(DLA-R/English Language Development).

b. **Semester** grades will be calculated at the high school school level based on the following criteria:

Nine Weeks	+	Nine Weeks	Semester Grade
50%	+	50%	

Example: 1st Nine weeks grade: 82 x .50 = 41
2nd Nine weeks grade: 77 x .50 = 38.5

Nine Weeks	+	Nine Weeks	Semester Grade
41	+	38.5	(80)

c. **Final** course grade will be programmatically calculated at the district level based on the following criteria:

j. **<u>Courses with a Statewide End of Courses (EOC) assessment and a mandated 30% calculation</u>** (Algebra 1, Geometry, US History, and Biology)

Semester 1 Grade	+	EOC	=	Final Semester 1 End of Course Grade 0.50 Credit
70%	+	30%	=	

Semester 2 Grade	+	EOC	=	Final Semester 2 End of Course Grade 0.50 Credit
70%	+	30%	=	

<u>Courses with a Statewide End of Courses (EOC) assessment and a mandated 30% calculation</u> (Civics)

Course Final Grade	+	EOC	=	Final Course Grade
70%	+	30%	=	

<u>Courses with a Statewide End of Courses (EOC) assessment and student has ESE waiver for 30% grade of EOC</u> (Algebra 1, Geometry, US History, Biology, and Civics)

Semester 1 Grade	+	Semester 2 Grade	=	Final Course Grade
50%	+	50%	=	

The EOC score may be excluded for graduation and 30% final grade calculation purposes for ESE students, in accordance with state waiver provisions. However, if the EOC score improves the student's overall grade, it may be included at the school's discretion.

Note:

[2] A student who does not participate in the statewide assessment for a course with a 30% calculation will receive an incomplete course grade. A grade adjustment will be made once the school receives the score.
[3] A student who commits an infraction that results in a test invalidation will receive an incomplete course grade and will be required to retake the assessment during the next administration of the assessment.
[4] A student who takes EOC courses through FLVS will not earn credit until the student has taken the EOC.

d. **Conversion Table** – The fourth nine weeks grade for a high school level Career and Technical Education courses with a CAPE industry certification exam will have the following grade calculation.

Industry Certification (IC)		
Pass = 100%	Fail = 69%	Refusal = 0%

7. Examinations - Exams will be administered during the last week of the marking period unless justified and approved by the principal or principal's designee. Early final examinations may be administered to students under the following provisions:
   i. Early induction into the U.S. military services
   ii. Early entrance as a student into a summer session at an institution of higher learning
   iii. Transfer of the place of employment of parent(s)/guardian(s) necessitating the family's moving to another location
   iv. Medical conditions or other reasons approved by the principal
   v. Early exams **will not** be granted for students taking vacations prior to the end of the marking period.
   vi. Make up exams will be administered for excused and 5 or less unexcused absences. Notification timeline for an excused absence applies.

K. COURSE and CREDIT RECOVERY

All students will be provided continuous opportunities to achieve proficiency to meet course standards established by the State of Florida. Teachers are expected to use embedded support strategies to provide opportunities for students to demonstrate proficiency. Any grade change that impacts the student's academic transcript is to be completed by the teacher of record, the principal, or principal's designee and submitted through Skyward.

1. Grade Repair
   a. Elementary – When a student's academic performance on any grade level assessment falls below 60%, the classroom teacher may provide the needed re-teach and practice through appropriate instructional strategies and differentiated instruction. **The student may retest on that assessment, however, the assessment completed through grade repair can receive a maximum grade of ~~70~~60%.**

   b. Middle and High School - Grade repair is a practice that may be offered to help a student earn a passing grade for failed assignments and/or assessments while enrolled in the course**. However, any assignments or assessments completed through grade repair can receive a maximum grade of 70%**. Any failing grade due to a Code of Conduct violation (i.e. cheating, plagiarism, etc) or failure to submit assigned work may not be repaired. Teachers may elect to use Edgenuity/Imagine Learning as a Grade Repair option.

2. Course Recovery

(Middle School) - Course recovery is a practice to help a middle grade student repair a failed quarterly or course grade on the report card, during the subsequent marking period, allowing for the student to get back on track for promotion.

a. Florida Assessment of Student Thinking (FAST)/State Science Assessment/Civics EOC: Students who meet satisfactory performance (Level 3 or higher) can recover a failed course based on demonstration of grade level skills as indicated by the statewide standardized assessment score. The student will receive a 60% as the final course grade.
b. Edgenuity/Imagine Learning Course Recovery: Students may be assigned specific quarter(s) of coursework to complete online.
    i. Students enrolled in course recovery must have previously attempted the corresponding course and earned a grade of "F". Students that have earned an "F" will be given priority placement in course/credit recovery courses.
    ii. The instruction may be prescriptive; therefore, the student may exit upon completing the required nine weeks, semester, or yearlong coursework.
    iii. Summative assessments are to be proctored at the school site by the Lab Facilitator (designated by the principal) who supervises and provides support in the credit recovery/online learning lab. The designated Lab Facilitator will be bound by the district test administration agreement.
    iv. Documented and appropriate district and state testing accommodations will be provided to eligible students.
    v. The new grade earned and any applicable state or district end of course assessment grade previously earned will be used to calculate the new final grade.
    vi. Grade changes must be completed through Skyward and approved by an administrator.

3. Credit Recovery (High School) - Credit recovery is a practice to help a high school student recover either the first half, second half, or both semesters of a credit bearing course for which averaging of the grades obtained in each half would not result in a passing grade (A-D). The student may recover the nine weeks, semester, or the entire yearlong course. The practice permits students to get back on track for graduation. Credit recovery can be completed during the school day or after hours (Co-enrollment Adult Education, Hernando *e*School, and/or credit recovery program) via technology enhanced curriculum or face to face instruction when available.

a. Specific credit recovery course numbers must be used when available.
   Note: **(The National Collegiate Athletic Association (NCAA) consisting of Division I and II schools through which students receive athletic scholarships, do not recognize courses, credits, or grades that were earned based on less than the full completion of a semester course. Potential NCAA candidates cannot participate in credit recovery but must instead repeat the entire course.)**
b. Credit recovery courses are elective credit bearing courses with specific content requirements defined by Next Generation Sunshine State/Florida Standards.
c. Students enrolled in a credit recovery course must have previously attempted the corresponding course and earned a grade of D or F (Florida Statute § 1003.4282).
d. Credit recovery courses are not bound by Florida Statute § 1003.436 requiring 135 hours of bona fide instruction since the students have previously attempted completion of the corresponding course.
e. Summative assessments are to be proctored at the school site by the Lab Facilitator designated by the principal to supervise and provide support in the credit recovery/online learning lab. The designated Lab Facilitator will be bound by the district test administration agreement.

f. The new grade earned and any applicable state or district end of course assessment grade previously earned will be used to calculate the new final grade.
g. Documented and appropriate testing accommodations will be provided to eligible students.
h. Only quarter or semester grades are to be entered once a student completes all required coursework. Grade changes will be submitted through Skyward and approved by the Principal.

4. Grade Forgiveness [Florida Statute § 1003.4282 and Rule 6A-1.0955(3)] (High School Only) – Forgiveness policies for required courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned **subsequently** in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in another course. The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of "C," "D," or "F". In such cases, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

a. A required course may be forgiven by the same or a comparable course taken subsequently. A regular level course may be used to forgive the same course at the honors level. An honors level course may be used to forgive the same course at the AP/IB/AICE level. **A lower level of the same course is considered comparable because the benchmarks and/or course objectives are similar. However, the grade for any AP/IB/AICE/DE course recovered with an unweighted course will no longer be weighted.**
b. A required course may be forgiven by a dual enrollment course of the same subject area and topic. This is considered a comparable course.
c. A non-specific course requirement may be forgiven by another course within the same subject area. For example, physics may be forgiven by ecology.
d. Any course that is not being used to fulfill a subject area requirement is considered an elective for forgiveness purposes. An elective course may be forgiven by another elective course taken subsequently. When using a different course to forgive an elective, the same semester in which the previous "D" or "F" was earned does not have to apply. For example: a second semester "F" in ~~foreign~~ World language may be forgiven by a subsequent first semester "C" in Art; an "F" in law studies (a semester long course) taken first semester may be forgiven by a "C" in weight training (a semester long course) taken second semester ; an "F" second semester in intensive reading (a yearlong course) may be forgiven by a "C" in law studies (a semester long course) taken either semester.
e. Students earning a grade of "D" on the repeat effort earn credit for that course; however, the initial failing grade is not forgiven. Students may again choose to repeat the same course, and upon earning a grade of "C" or higher, all earlier grades will be forgiven.
f. If a student's final average with the EOC assessment included as 30 percent results in a course grade of "D" or "F", options for the student include retaking a semester of the course or retaking the entire course.
g. If retaking the course and including the EOC assessment as 30 percent results in a final course average of "C" or above, then this grade replaces the "D" or "F". If it does not result in a "C" or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student's GPA [F.S. 1003.4282(6)]. In all cases of grade forgiveness, only the new grade shall be used in the

calculation of the student's GPA. Any course not replaced according to the District school board forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation.

h. If a student completes a course for grade forgiveness that has a corresponding EOC that counts 30 percent of the final grade, the grade is to be recalculated to include the 30 percent equivalent earned on the first attempt of the EOC.

i. If a student has more than the three (3) electives for required graduation under the ACCEL option, elective credits can be forgiven following the District grade forgiveness policy.

In all cases where courses are forgiven under the provisions above, the initial "F" or "D" grade(s) will remain as part of the academic history. Students should be advised that many universities calculate GPAs based on **all** courses attempted.

III. PROGRESSION and GRADUATION REQUIREMENTS

A. PROMOTION and RETENTION (Elementary-Middle)

Each student's progression from one grade to another is determined, in part, upon satisfactory performance in English Language Arts, mathematics, science, and social studies. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. A minimum final grade of "D" in all 12 required core courses in the middle school is required.

1. Mandatory Retention for Grade 3 Students - To be promoted to Grade 4, a student must score a Level 2 or higher on the ELA FAST Assessment as required under Florida Statute §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 Florida Statute §1008.22 for Grade 3, the student must be retained, unless the student has met a good cause exemption as outlined by Florida Statute § 1008.25(5)b and Board of education Rule 6A-1.094221. **Any student not having a reported achievement level on the ELA FAST Assessment must be retained**. Students enrolled after the statewide assessment will be assessed using a district selected assessment.

2. Parent Notification Requirements for Retained Grade 3 Students - Written notification must be given to the parent(s) of any 3rd Grade student who is retained for reading stating that his/her child has not met satisfactory performance required for promotion, and the reasons why the child is not eligible for a Good Cause Exemption. The notification must comply with the Student Report Cards provisions of Florida Statutes §§1002.20(14) and 1003.33(2), as well as include a description of proposed interventions and supports that will be provided to the student to remediate the identified areas of reading deficiency. [Florida Statute § 1008.25(7)(b)2]

3. Good Cause Exemptions For Retained Grade 3 Students - Good Cause is defined as conditions that exist such that retention would be more adverse for the student than promotion. In accordance with Florida Statute § 1008.25(6)(b)(c) and State Board of Education Rule 6A-1.094221, the School Board may exempt a student from retention for Good Cause.

   Good Cause Exemptions are limited to the following:

   a. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States;

b. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirement of State Board of Education Rule;
c. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education, i-Ready AP3 or AP4 scale score of 535 or higher;
d. Students who demonstrate, through a student portfolio, that they are reading at least Level 2 on the Florida Standards Assessment (FSA), as evidenced by demonstrating mastery of applicable state standards in reading 19;Refer to *Academic Portfolio for Good Cause Exemption (#4)* section.
e. Students with disabilities who participate in the FSA and who have an IEP or a Section 504 Accommodation Plan that reflects that the student has received intensive remediation in reading and English Language Arts (ELA) for more than two full academic years, but still demonstrates a deficiency and was previously retained in Kindergarten, Grade 1, Grade 2, or Grade 3;
f. Students who have received intensive remediation in reading for two or more full academic years but still demonstrates a deficiency in reading and who were previously retained in ESE PreK (by parent), Kindergarten, Grade 1, Grade 2, or Grade 3, for a total of two years **(A student may not be retained more than once in Grade 3.)**

4. Academic Portfolio for Good Cause Exemption - In accordance with State Board of Education Rule 6A-1.094221(3)(a-e), the student portfolio must meet the following criteria:
    a. be selected by the student's teacher;
    b. be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
    c. include evidence that the benchmarks assessed by the Grade 3 statewide English Language Arts assessment have been met. Evidence is to include multiple choice items and passages that are approximately 50 percent literary text and 50 percent information text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the District's/School's adopted core reading curriculum or teacher assessments that are aligned with the BEST Standards;
    d. be an organized collection of evidence of the student's mastery of the BEST Standards that are assessed by the Grade 3 FSA ELA22; and
    e. be signed by the teacher and the principal as an accurate assessment of the required reading skills. This assessment portfolio meets all of the criteria outlined in State Board of Education Rule 6A-1.094221(3)(a-e).
    f. This applies to students with disabilities who participate in the FAST Assessment, but still demonstrate a deficiency in reading after more than two years of intensive remediation, and were previously retained in in PreK, Kindergarten, Grade 1, Grade 2, or Grade 3.
    g. For each benchmark, there must be at least eight examples of mastery as demonstrated by a score of 70 percent or above. A parent of a student in Grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio. [Florida Statute § 1008.25(5)(c)7]

5. Documentation for Grade 3 Good Cause Exemption - The classroom teacher must provide the principal with documentation that indicates the student should be promoted based on one of the Good Cause Exemption criteria listed above. This documentation should consist only of the existing Individual Education Plan (IEP), 504 Accommodation Plan and/or Progress Monitoring Plan (PMP),

the report card, or the student portfolio. Documentation for Exemptions 3 and 4 shall be consistent with Florida Statute § 1008.25(6)(c)23. The school principal shall review and discuss recommendations with the teacher and make the determination as to whether the student should be promoted or retained. In accordance with Florida Statute § 1008.25(6)(c)2, information gathered for Third Grade Good Cause.

6. During the School Year Promotion of Retained Grade 3 Students - In accordance with Florida Statute § 1008.25(7)(b)3 and State Board of Education Rule 6A-1.094222, a student retained in 3rd grade may be eligible for mid-year promotion prior to November 1 if he/she demonstrates:
   - successful and independent reading at or above grade level;
   - sufficient progress to master appropriate 4th grade reading skills; and
   - meeting any additional requirements, such as satisfactory achievement in other curriculum areas, per local school board policies.

   The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has met the requirements above as evidenced by:
   - Satisfactory performance as demonstrated by scoring a Level 2 or above on beginning of the year administration of the statewide assessment (Section 1008.25(8)(b)2, F. S.)
   - Satisfactory performance on locally selected standardized assessment(s) measuring state academic standards in English Language Arts (Section 1003.41,F.S.)
   - Satisfactory performance on a state approved alternative assessment (State Board of Education Rule 6A-1.094221, F.A.C.)
   - successful completion of portfolio elements (State Board of Education Rule 6A-1.094222, F.A.C.)

   Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the month in which the transition to grade four occurs.

   The Progress Monitoring Plan (PMP) for any retained Grade 3 student who has been promoted midyear to Grade 4 must continue to be implemented for the entire school year and if necessary, for additional years. [State Board of Education Rule 6A-1.094222(4)]

7. Criteria for Exemptions from Retention (Grades K-2 and 4-5) - A student who does not meet the requirements for promotion as defined in the Student Progression Plan may be exempted from retention for compelling verifiable evidence indicating the student is performing at or near grade level. This information may be utilized to enact a decision to promote such students. The PS/R+I Team must review the student's file and make a recommendation to the principal.

8. Course Requirements (Middle School) - Promotion from a school that includes middle grades 6, 7, and 8 requires students to successfully complete the following academic courses:

Cumulative Course Requirements for Middle Grades Promotion

SUBJECT AREA	Grade 6	Grade 7	Grade 8
English Language Arts	1 Year	1 Year	1 Year
	These courses must emphasize literature, composition, and technical text.		
Mathematics	1 Year	1 Year	1 Year
	Successful completion of a high school level Algebra 1 or Geometry course is not contingent on a student passing the end-of-course (EOC) assessment. The student's performance on the EOC assessment constitutes 30 percent of the student's final course grade.		
Science	1 Year	1 Year	1 Year
	Successful completion of a high school level Biology 1 course is not contingent on a student passing the end-of-course (EOC) assessment. The student's performance on the EOC assessment constitutes 30 percent of the student's final course grade.		
Social Studies	1 Year	1 Year	1 Year
	One semester of these courses must include the study of state and federal government and civics education. The student's performance on the Civics EOC assessment constitutes 30 percent of the student's final course grade. (1003.4156 F.S. *A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education).*		
Career & Education Planning	To be completed in 6th- 8th grade. The activities must assist students in determining educational and career options and goals and result in the completion of a personalized academic and career plan for the student. Each student shall complete a course in career and education planning (1003.4156 (e) F.S). This is a district requirement to ensure students graduate career and post–secondary school ready.		
One semester of physical education is required each year for students enrolled in grades 6-8 (1003.455 F.S.). The following waiver options are available: 1) The student is enrolled or required to enroll in an academic support course 2) The student's parent indicates in writing to the school that: a) the student be enrolled in another course from among those courses offered as options by the school district; -OR b) the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.			

9. Retention Chart – (Middle) To be promoted within middle school at the end of a given year, a student must pass a minimum number of core courses. Conditionally promoted students who do not complete an academic support program will be retained, based on principal decision, in the grade level to which they were conditionally promoted. It is the responsibility of the administrator and counselor to ensure proper scheduling in both grade level and recovery courses. The following will serve as a guide for making conditional promotion and retention decisions:

Grade 6-8			
#Failures	**Action**	**Schedule**	**Course Recovery** (in a concentrated one semester format)
0	Promoted	Regular schedule	N/A

1 - 2	Conditional Retention	Placed in the next grade level coursework and scheduled to repeat courses not passed as appropriate	1 course recovery period
3 or more	Retained	Retained in the grade level and scheduled to repeat courses not passed. Scheduled for the next level of the core academic course successfully completed	3 to 4 course recovery periods during the school year
Students in grade 8 who have not met the middle grades promotion requirements to high school described in Florida Statute § 1003.4156 will not be promoted to high school.			

Note: Upon successful completion of the recovery course, the student may return to a full grade level schedule.

Students with multiple retentions may be placed in an alternate program of instruction or an alternate instructional setting as required by Florida Statute §1008.25(2)(c). The program will incorporate multi-tiered support systems, intensive instruction in deficient areas to bridge the gaps, and acceleration in areas of strength.

10. Special Programs and Retention
    a. English Language Learners (ELLs) (State Board of Education Rule 6A-6.0902) - Students identified as English Language Learners (ELLs) **must** meet the District levels of performance as indicated on the Student Progression charts. ELLs must demonstrate literacy skills on grade level in either English or their native language.

       ELLs may not be retained if they are substantially-below-grade-level in reading in English, but can demonstrate grade level literacy skills in their native language. An ELL Committee **must** meet to determine whether an ELL should be retained. Adequate progress, as determined by the ELL Committee, should be used as cause for promotion. An ELL **may** be retained if the ELL Committee has determined that the student has not progressed satisfactorily.

    b. Students With An Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104) - A student's Section 504 Accommodation Plan documents each of the accommodations required to ensure the student receives a free appropriate public education and has an equal opportunity to access the general education curriculum. If a Section 504 Team decides to make any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan, such alteration must be documented in the student's 504 Accommodation Plan. A parent or guardian of a student with an active Section Accommodation Plan must be notified of any proposed changes to the 504 Plan. In addition, a parent or guardian must be given the opportunity to provide input on decisions made by the 504 Team. A 504 plan must be updated and reviewed annually in the student information system (SIS).

       A student with an Active Section 504 Accommodation Plan **must** meet the School District's levels of performance. Parent(s)/guardian(s) **must** be notified if a student with a 504 Plan is being considered for retention. The Team **must** determine if the reason(s) for retention is/are caused by the disability of record on the active Section 504 Accommodation Plan. If the team determines that the below-grade-level performance is caused by the disability, the student's placement **must** be re-evaluated.

       The re-evaluation **must** include a review of the student's records, the student's intellectual and academic abilities and other pertinent information provided by the student's teachers. Comprehensive documentation regarding student placement **must** be provided each time re-evaluation occurs.

If the team determines that the below-grade-level performance is not caused by the disability, the student is treated in the same manner as any general education student.

c. Exceptional Student Education (ESE) Eligible Students

> ***The Individuals with Disabilities Education Improvement Act of 2004 requires:***
> - *The IEP for each child with a disability to include:*
> - A statement of measurable annual goals, including academic and functional goals designed to meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum.

A student who is enrolled in Exceptional Student Education (ESE) **must** meet the School District's performance standards, **unless** the IEP specifies that the student is unable to meet the grade-level performance standards, because:

- The student's demonstrated cognitive ability and/or behavior prevent the student from completing required class work and achieving mastery of Florida Standards or Access Points, even with appropriate and allowable class work modifications.
- The student is unable to apply or use academic skills at a minimal competency level in the home or community.

When an ESE-eligible student with a disability is determined to be performing below-grade-level in reading, writing, mathematics, and/or science, the IEP Team should be convened to review the IEP. The student's IEP **must** address **all** of the student's educational needs, including the student's below-grade-level performance. The IEP Team may recommend a Progress Monitoring Plan (PMP) to address the student's educational need in reading, writing, mathematics, and/or science.

Students with disabilities who are enrolled in an ESE program(s) may be considered to have met promotion requirements when he/she has achieved the goals that are specified on the student's IEP. The primary responsibility for determining each student's level of performance is that of the special program teacher and the general education teacher. The principal may (upon recommendation of the instructional staff and the IEP Team) determine that the promotion requirements have been satisfied. Other factors that may be considered are the students':

i. previous retention history
ii. current goals and objectives on the student's IEP
iii. social/emotional behavior
iv. attendance
v. placement and a possible change in the current placement
vi. grades
vii. current accommodations/modifications/services

B. PROGRESSION and GRADUATION REQUIREMENTS CHARTS (High School)

Florida Statute § 1003.4282 identifies state minimum graduation requirements for grades 9-12, adult students, and students with disabilities who are to be awarded a standard high school diploma by a public school. The state has specified a total number of credits that students shall earn in certain subject areas.

Students shall be required to satisfy the graduation requirements in effect at the time the student first enters the ninth grade regardless of the date the student graduates, unless the requirements

participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade*:

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

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

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

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

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

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

- Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)
- An identified computer science** credit may substitute for up to one science credit (except for Biology 1)

3 Credits Social Studies

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

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

1 Credit Physical Education*

- To include the integration of health

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.

* Eligible courses are specified in the Florida Course Code Directory.

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

ed for all students by Florida Statute, **or**
ears after the student's original class
k-12-public-schools/bosss/graduation-

ation concerning high school graduation
32, so that the students and their parents
-year high school student may elect to
§ **1003.4282).**

~~Florida High School Graduation Requirements~~ ~~STUDENTS ENTERING GRADE NINE IN 2015-2016 School year & thereafter~~			
Subject Area	~~24 Credit Program~~	~~**ACCEL Program (18 credits minimum)**~~	~~**CTE Graduation Path (18 credits minimum)**~~
English/ Language Arts (ELA)	~~• 4 credits in ELA 1, 2, 3, 4 ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement (must pass the Grade 10 ELA statewide assessment or earn a concordance score in order to graduate with a standard diploma)~~	~~Same requirement~~	~~Same requirement~~
Mathematics	~~• 4 credits, one of which must be Algebra 1 and one of which must be geometry (must pass the Algebra 1 EOC or earn a comparative score to earn a standard diploma and the EOC results count 30% of the final course grade; Geometry EOC results count 30% of the final course grade)~~ ~~• Industry certifications that lead to college credit may substitute for up to 2 mathematics credits (except for Algebra 1 and Geometry)~~	~~Same requirement~~	~~Same requirement~~
Science	~~3 credits, one of which must be Biology 1 (Biology EOC results count 30% of the final course grade), 2 of which must have a laboratory component~~ ~~• An Industry certification courses that lead to college credit substitute for up to 1 science credit (except for Biology 1)~~ ~~• An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology)~~	~~Same requirement~~	~~Same requirement~~
Social Studies	~~• 1 credit in World History~~ ~~• 1 credit in U.S. history (U.S. history EOC results count 30% of the final course grade),~~ ~~• .5 credit in U.S. Government~~ ~~• .5 credit in Economics~~	~~Same requirement~~	~~Same requirement~~

World Language**** (same language)	• 2 credit sequential (Not required for high school graduation, but required for admission into state universities)	Not required for high school graduation, but required for admission into state universities	
Fine and Performing Arts, Speech and Debate, or Prac. Arts	1 credit in Fine or Performing Arts, Speech and Debate, or specified Practical Arts (eligible courses specified in Course Code Directory)	Same requirement	Not required
Physical Education	1 credit in Physical Education to include the integration of health	Not required	
Electives	8 credits	3 credits	2 credits in career and technical education** 2 credits in a work-based learning program***
Electives (2023-2024 Freshman Cohort)	7.5 credits	2.5 credits	2 credits in career and technical education** 2 credits in a work-based learning program***
Financial Literacy (2023-2024 Freshman Cohort)	.5 credit	Same requirement	Same Requirement
Grade Point Average (GPA) Requirements[6]	Cumulative GPA of 2.0 on a 4.0 scale		

*At this time, industry certifications approved for meeting mathematics and science high school diploma requirements are NOT accepted as one of the 4 math or 3 natural science credits required for SUS admission and/or Bright Futures Scholarships.
** The courses must result in program completion and an industry certification.
*** A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement.
**** A student can earn a Spanish I credit and/or a Spanish II credit with a combination of beg./int./adv. Spanish courses in middle grades. A combination of 2 M/J Spanish courses will equal 1 Spanish HS credit and all 3 courses will equal a credit in both Spanish I and Spanish II HS courses.

Scholar Designation	**Merit designation**
In addition to meeting the standard high school diploma requirements: • 1 credit in Algebra 2 or an equally rigorous mathematics course • Pass Geometry EOC • 1 credit in statistics or an equally rigorous mathematics course • Pass the Biology 1 EOC • 1 credit in Chemistry or Physics • 1 credit in a course equally rigorous to Chemistry or Physics • Pass the U.S. History EOC • 2 credits in the same World Language • Earn at least one credit in AP, IB, AICE or a dual enrollment course. A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student and the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.	In addition to meeting the standard high school diploma requirements: • Attain one or more industry certifications from the established list (Florida Statute § 1003.492). ftp://ftp.hcsb.k12.fl.us/docs///Curriculum/2013-2014/CTE/GoldStandardArticulationIndexHernando.pdf

Biliteracy Designation — Starting 2016-2017 level of competency in listening, speaking, reading and writing in one or more languages in addition to English

Rule 6A-1.09951, FAC, Requirements for the Florida Seal of Biliteracy Program

Silver Seal of Biliteracy	**Gold Seal of Biliteracy**

1. Has earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale; or **2. Has earned a score or performance level on any of national or state level exams(school site will have chart)**	~~**1. Has earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale and Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA); or**~~ ~~**2. Has earned a score or performance level on any of the national or state level exams(school site will have chart)**~~

FLORIDA DEPARTMENT OF EDUCATION
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Academic Advisement
Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway (See section [s.] 1003.4282, Florida Statutes [F.S.])

What are the state assessment requirements?

Students must pass the following statewide assessments:

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

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

Refer to Graduation Requirements for Florida's Statewide Assessments for concordant and comparative scores.

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

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

*Special note: Thirty percent not applicable if student is not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]). (See s. 1008.22, F.S.)

Students enrolled in the U.S. Government course, including dual enrollment and AP classes, are required to take the assessment of civic literacy. This score does not impact the student's course grade nor graduation status. However, students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25, F.S.

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

- 2.5 elective credits instead of 7.5
- Physical Education is not required

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

- At least 18 credits are required
- 3.5 elective credits instead of 7.5
  - 2 credits in CTE courses, must result in a program completion and industry certification
  - 1.5 credits in electives or work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA

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

4 Credits Mathematics*

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

3 Credits Science*

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

3 Credits Social Studies

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

0.5 Credit in Personal Financial Literacy**

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

1 Credit Physical Education*

- To include the integration of health

7.5 Elective Credits

Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

*Eligible courses are specified in the Florida Course Code Directory.
**Industry certifications for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.
***A computer science credit may not be used to substitute for both a mathematics and science credit.
****This requirement was added for students entering grade nine 2023-2024 and thereafter.

NOTE: The required credits may be earned through equivalent, applied, or integrated courses or career education courses as defined in s. 1003.01(2), F.S., including work-related internships approved by the State Board of Education and identified in the course code directory.

Academic Advisement
Students Entering Grade 9 in 2023-2024 and Thereafter
What Students and Parents Need to Know



Scholar Diploma Designation

In addition to the requirements of s. 1003.4282, F.S., a student must satisfy the following requirements:

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

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

Industry Scholar Diploma Designation

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

What is CAP?

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

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

What are the additional graduation options for students with disabilities?

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

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

State University System

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

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

Florida College System

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

Career and Technical Colleges and Centers

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

Career, Adult and Technical Education
District Postsecondary Institutions

Where is information on financial aid located?

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

Office of Student Financial Assistance

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/.

https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/?subject

Florida High School ACCESS DIPLOMA Graduation Requirements STUDENTS ENTERING GRADE NINE IN 2017-2018 School year and Thereafter	
Subject Area	**24 Credit Program**
English/ Language Arts (ELA)	Four (4) credits Access English Language Arts (ELA)
Mathematics	Four (4) credits in Mathematics • Access Algebra 1, or Access Algebra 1A and Access Algebra 1B, • Access Geometry • Access Liberal Arts • Access Math for Data and Financial Literacy • Access Algebra 2
Science	Three (3) credits, one of which must be Access Biology 1 • Access Earth/Space Science • Access Physical Science • Access Biology I • Access Chemistry • Access Integrated Science
Social Studies	Three (3) credits • 1 credit in Access World History • 1 credit in Access U.S. History • .5 credit in Access U.S. Government • .5 credit in Access Economics
Fine and Performing Arts, Speech and Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or specified Practical Arts (eligible courses specified in Course Code Directory) http://www.fldoe.org/policy/articulation/ccd
Physical Education	1 credit in Physical Education to include the integration of health
Industry Certification	Not required
Electives	8 credits (suggested courses in the area of career and technical education)
Grade Point Average (GPA) Requirements[6]	Cumulative GPA of 2.0 on a 4.0 scale
*At this time, industry certifications approved for meeting mathematics and science high school diploma requirements are NOT accepted as one of the 4 math or 3 natural science credits required for SUS admission or Bright Futures Scholarships.	

C. EARLY GRADUATION

A student may choose the option of early graduation (less than eight semesters) if the student earns credits **required for a standard diploma under the 18 or 24 credit option** as set forth in Florida Statute 1003.4281. A student that has met all of the graduation requirements as prescribed by the State of Florida and the Hernando County School District and wishes to graduate before the end of the academic year, the following are required:

a. Notification in writing of the student's intent to graduate early.
b. Approval of the principal.

Early graduation students will continue to participate in school and social events and other specifically named events as if the student were still enrolled in high school including class ranking, honors, and award determinations as part of the student's cohort. The student will be allowed to participate in the graduation ceremony. If the student chooses to participate in the graduation ceremonies, he/she must attend all required practices and meet all other requirements as if he/she was still in attendance at the high school. A student who graduates from high school midyear (September 1-January 31) may

receive an initial Bright Futures Scholarship award during the spring term following graduation if the student applies for the scholarship award no later than August 31 of the graduation year. (Office of Student Financial Aid – OSFA)

D. GRADE POINT AVERAGE (GPA)

GPA is defined as the numerical average represented by the point value of the letter grades earned divided by the number of courses. The point value is based on a standard scale of 4.0 with **no** weighting factor for different levels of difficulty. The scale is based on 4.0 (***A***), 3.0 (***B***), 2.0 (***C***), 1.0 (***D***) and 0 for any other grade (Florida Statute § 1003.437). Refer to the section on Grading for more information on course weights.

Students **must** earn a minimum grade point average (GPA) of 2.0 **unweighted** on a 4.0 scale for all credits attempted except, to meet graduation requirements (Florida Statute § 1003.4282).

E. CREDIT

1. Awarding Credits - Credits are awarded in one-half (½) credit increments per semester upon successful completion of course requirements. [Florida Statute § 1003.436 (2)].

   High School students may earn one-half (.5) credit for semester long courses. A student enrolled in a full-year course will receive one full credit (1.0) upon earning a passing course grade including any EOC requirements. Virtual School, Credit Recovery and Correspondence School grades may be averaged with regular high school grades for the same course number for purposes of awarding credit as defined above.

   Note: Any high school course for which a grade is awarded at the middle school (i.e.: Algebra I or ~~Foreign~~ World Language) cannot be dropped from the transcript and will be used to calculate the GPA. The student may recover the grade under the Forgiveness policy (Florida Statute § 1003.4282).

2. Transfer Credits [Uniform Transfer of Middle and High School Credits Act FS § 1003.4282 (7)] - Student transferring to a Florida public high school in 2012-13 and thereafter from out of country, out of state, a private school, or a home education program or DJJ and the student's transcript shows an Algebra 1 course in progress, the student must pass the statewide, standardized Algebra 1 EOC assessment in order to earn a standard high school diploma unless the student:
   a. *These students must earn a comparative passing score on the Mathematics section of either the SAT or the ACT or PSAT* or
   b. passed a statewide assessment in Algebra 1 administered by the transferring entity, or
   c. passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20 U.S.C. s. 6301.

   If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma the student must:
   a. Take and pass the grade 10 ELA assessment or
   b. Earn a concordant score on the ACT or SAT

   If a transfer student's transcript shows a **final course grade and course credit** in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the

assessment results constituting 30 percent of the student's final course grade [Florida Statute § 1003.4282 (8)**].**

3. Procedures for Validating Credits (State Rule 6A-1.09941 and Rule 6A-1.09942) –
   a. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation. If the student does not possess an official transcript or is a home education student, previous credits shall be validated through performance during the first grading period.
   b. By Performance: A student transferring into a school shall be placed at the appropriate sequential course level and should have passing grades (middle grades) or a minimum grade point average of 2.0 (high school) at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure.
   c. Alternative Validation: If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
      i. Portfolio evaluation by the superintendent or superintendent's designee (middle and high;
      ii. Demonstrated performance in courses taken at other public or private accredited schools (middle) ;
      iii. Satisfactory performance in courses taken through dual enrollment or at other public or private accredited schools(High);
      iv. Satisfactory performance on nationally-normed standardized subject area assessments (middle and high);
      v. Satisfactory performance on a statewide standardized assessment (middle and high);
      vi. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal (high) or
      vii. Written review of the criteria utilized for a given subject provided by the former school (middle and high).

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

Note: Transfer grades which are received as numerical grades will be computed by using the grading scale provided by the sending school when possible. Certified School Counselors should access FASTER to obtain numerical grades. **Transfer grades received as letter grades and for which numerical grades were not available, will be computed by using the middle score (A=95%, B=85%, C=75%, D=65%, F=55%) of the number grade in use in Hernando County School District.**

F. OPTIONAL REQUIREMENTS

1. Service Learning and Volunteer Service (Florida Statute §1009.536) - High school students may receive one-half credit (for each 75 hours served) in a voluntary public service elective course (0500370) or in a voluntary school/community service course (2104330). For both programs, students are required to complete a Community Service Plan that describes the social problem being served, the plan for personal involvement and a final evaluation of the service experience. A maximum of one credit may be earned for community service. For more information on community service and high school credit, awards, and hours that may be counted, please contact the school counselor

Service hours are not a requirement for graduation. However, it is a requirement for Bright Futures scholarship and must be completed after grade 8th promotion. Non-credit volunteer hours:

a. Must have pre-approval from the Certified School Counselor and principal
b. Can only be earned at a not for profit institution (501(c)(3) as well as educational institutions provided the volunteer hours are performed after school hours
c. Must be submitted no later than the end of each month
   If you have questions concerning the type of organization contact your Certified School Counselor immediately.

2. World Language (Florida Statute § 1003.429)
   World language credit is not a requirement for graduation. However, Section 1007.261(1)(a), Florida Statutes, requires two credits of sequential ~~foreign~~ World language instruction at the secondary level as a prerequisite for admission to all Florida state colleges and universities. **A student whose native language is not English is exempt of this requirement, provided that the student demonstrates proficiency in his/her native language.** Two credits of American Sign Language can satisfy the ~~foreign~~ World language requirement. Students can fulfill this requirement as follows:

   a. Enroll in and complete two (2) consecutive courses of instruction at the high school level. The second consecutive year enrollment in the language may be waived only if there is a scheduling conflict and must have administration approval. The second year must be completed as soon as scheduling permits. **OR**

   b. Demonstrate competency to the second high school level or higher (i.e. Spanish 2, Creole 3, etc.) without taking the first course, **OR**
      Note: Placement of native speakers into language courses must be at an appropriate and challenging level (i.e. Spanish 2, Dual Enrollment, and Advanced Placement). School counselors should consult with the world language teacher and ESOL support staff for proper placement.

   c. Earn one high school credit at the middle school level and a subsequent credit at the high school level. Students pursuing the 18-credit graduation option who wish to satisfy the world language requirement for Language I and II through the credit by exam program process must arrange with the school counselor and the appropriate world language teacher for proper placement. [Refer to the FCCD]

      Note: Students may actually meet the state university admission requirement for world (foreign) language or American Sign Language without obtaining two credits. If a student is able to demonstrate competency to the second high school level or higher (Spanish 2, Creole 2, etc.) without taking the first course, the student will be considered as meeting the requirement. Students able to show competency at the second level or higher without taking 2 credits in the same language will still be required to submit 18 credits as approved for state university admissions. Refer to the Bright Futures Course Table for the list of state university approved list.

G. COURSE SUBSTITUTIONS (High School)

1. Career and Technical Education (Florida Statute § 1003.4282) - A student who earns one industry certification for which there is a statewide college credit articulation agreement approved by the

State Board of Education may substitute the certification for one mathematics credit. Students who earn two certifications may substitute for up to two mathematics credits, except for Algebra I and Geometry. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one science credit, except for Biology I. Course code waiver numbers for mathematics and science have been added to the CCD for student transcript purposes.

Some CTE courses identified in the FCCD and courses in which the student earns a nationally recognized industry certification have dual credit value and may be used to satisfy the following standard high school diploma requirements:

a. One credit requirement in fine or performing arts, speech and debate, or practical arts

Note: [1]At this time, industry certifications approved for meeting mathematics and science high school diploma requirements are NOT accepted as one of the four (4) math or three (3) natural science credits required for SUS admission.
[2]As of 2015-2016, if a student seeks to attain CAPE Digital Tool Certificate or CAPE industry certification, this information must be included in the student's Individual Educational Plan (IEP).

2. Physical Education - One (1) credit in physical education to include the integration of health. Schools meet the physical education graduation requirements through:
   a. Health Opportunities through Physical Education (HOPE) [Florida Statute § 1003.428 (2)(a)(6)] **OR**
   b. Students may meet the requirement through .5 credit Personal Fitness and .5 credit of a Physical Education activity elective

   The **HOPE** option may be waived by the following:
   a. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education. **OR**
   b. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. **This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Student will need to complete .5 credit in Personal Fitness.**
   c. Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. **This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan. Student will need to complete .5 credit in Personal Fitness.**

   The school may not require that the one-credit physical education requirement be taken during the Grade 9 year [Florida Statute § 1003.428 (2)(a)(6)]. Refer to Florida Department of Education Technical Assistance Paper June 15, 2007. K-12: 2007-103.

3. Fine and Performing Arts:
   The fine or performing arts includes speech and debate or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses are identified with a "PA" designation in the Course Code Directory. [Florida Statute §

1003.428 (2)(a) (5)]. This requirement may also be fulfilled by completing the following:

a. Two years of JROTC, a significant portion of which is drills. One credit of JROTC satisfies the performing arts requirement and one credit of JROTC satisfies the HOPE requirement. See the Physical Education section above [Florida Statute § 1003.4282 (3)(f)].

H. COURSE ACCOMMODATIONS/MODIFICATIONS

Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.

1. English Language Learners (ELLs)
   English Language Learners (ELLs) will be enrolled in English through ESOL I, II, III and IV or English 1, II, III and IV to guarantee the necessary credits needed for graduation. Any exceptions **must** be documented through an ELL Committee meeting.

2. Students With an Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104)
   The Section 504 Team must meet annually to determine if a student's mental or physical impairment substantially limits one or more of an individual student's major life activities, such as learning, walking, seeing, hearing, speaking, and/or breathing. The team will consider a variety of sources such as: medical information, behavioral observations, checklists, classroom tests, teacher recommendations/reports, current grades, academic history, standardized-test reports or other reports. Any deviation and/or exemptions to the general-education content requirements would be the decision of the Section 504 team (with parent(s)/guardian(s) notification) and would be addressed on the Section 504 Accommodation Plan. Thus, the individual student's Active Section 504 Accommodation Plan would document the accommodations to the general-education content requirements needed for that student to ensure an equal opportunity to master the general-education content requirements.

3. Exceptional Student Education (ESE) Eligible Students - If accommodations have been provided for ESE students and the IEP committee determines that modifications would be necessary for the student's needs, a decision may be made to provide modifications to the curriculum.

   Modifications to the curriculum are only used for students that are determined eligible for receiving instruction on Florida Access Points and that are looking to obtain a standard diploma using the course codes aligned with these standards. Modifications should be used to support the curriculum expectations and grading systems for students to reflect the student's expected level of performance. For students that participate in modified curriculum, the IEP team should frequently visit and determine that the standards based grading measures are being used in accordance with the progress towards the criteria set forward through the use of the Access Points. On the standardized assessment, the students on Access Points will participate on the aligned assessment to gain insight as to whether course progression towards the standards are being mastered. In this case, it is essential that all of the members of the IEP team, including the student and parent(s), have a clear understanding of how the student will be graded through the use of the Access Points along with progression towards IEP goals.

The School Board approves modifications to vocational courses to ensure students with disabilities the opportunity to meet graduation requirements for regular diploma. When modifying vocational courses, the particular outcomes and student performance standards that a student must earn credit must be specified on the student's IEP.

IV. DISTRICT/STATE ASSESSMENT REQUIREMENTS

The primary purpose of the student assessment program is to provide academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff. This data is to be used by districts to improve instruction and guide learning objectives (Florida Statute § 1008.22). Each student must participate in statewide standardized assessments at designated grade levels and for designated courses, as required by Section 1008.4282. The Florida Assessment of Student Thinking (F.A.S.T.) replaces the Florida Standards Assessment (FSA) for reading, writing and mathematics, measures Florida Standards in English Language Arts and Mathematics. Student achievement of the NGSSS benchmarks for science and social studies is measured by the FCAT 2.0.

A. ASSESSMENT CHARTS

The following charts represent district and statewide assessments administered to students in grades 3-12 designed to identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school.

Districtwide Assessments	
Assessment Type/ Purpose	**Assessment Name/Target**
Diagnostic: To determine the nature of the student's difficulty and areas of academic need	iReady K-8 ELA and Mathematics (grades 6-8, intensive students only) English Language Arts Progress Monitoring (11-12) Mathematics (AGA) STAR Assessments
Common Exams: To measure student progress toward academic goals for the marking period in the course	Mathematics grades 11-12 Quarter Checkpoints Science Quarter Checkpoints Social Studies Quarter Checkpoints
College Readiness: To measure college readiness skills and eligible students wishing to participate in Dual Enrollment	Post-Secondary Education Readiness Test (PERT) PSAT 10th Grade Students intending to participate in Dual Enrollment

State Assessment (Level 3 = On Grade Level)	**Grades Assessed**									
	3	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Florida Assessment in Student Thinking in ELA - Reading Florida Alternate Assessment in ELA	X	X	X	X	X	X	X	X*		
B.E.S.T. Writing		X	X	X	X	X	X	X		
Florida Assessment in Student Thinking in Mathematics Florida Alternate Assessment in Mathematics	X	X	X	X	X	X				
Science NGSSS Assessment			X			X				
Civics NGSSS EOC Assessment (30% of course grade)					X					
Florida Civic Literacy Exam										X
Algebra 1 B.E.S.T./FAA EOC Assessment *	Administered to students who complete the respective coursework. The score is averaged as 30% of their course grade									
Geometry B.E.S.T./FAA EOC Assessment										
Biology 1 NGSSS EOC Assessment										

U.S. History NGSSS EOC Assessment	
***To earn a standard diploma, the student is required to score satisfactory (Level 3, on grade level) or higher on the grade 10 ELA and Algebra 1 EOC or achieve a concordant/comparative score on a college readiness assessment.**	

10th Grade ELA FAST Concordant/Comparative Scores that Meet Graduation Test Requirement		
All students entering 9th Grade ~~2022-2023~~ 2020-2021 and after		
Assessment	**Assessment Scale**	**Concordant Score**
SAT Reading and Writing section	200–800	490
PSAT/NMSQT Reading and Writing section	160–760	470
PSAT 10 English and Writing section	160–760	470
ACT English and Reading subject test (averaged)	1–36	18
PreACT Secure English and Reading subject test (averaged)	1–36	18
CLT Grammar/Writing and Verbal Reasoning subtest tests (sum)	0–80	39
CLT10 Grammar/Writing and Verbal Reasoning subtest tests (sum) 0–80	0–80	39
Algebra I EOC Concordant/Comparative Scores that Meet Graduation Test Requirement		
All students entering 9th Grade ~~2022-2023~~ 2020-2021 and after		
Assessment	**Assessment Scale**	**Concordant Score**
SAT Math	200–800	420
PSAT/NMSQT Math	160–760	430
PSAT 10 Math	160–760	430
ACT Math	1–36	16
PreACT Secure Math	1–36	16
CLT Quantitative Reasoning	0–40	14
CLT10 Quantitative Reasoning	0–40	14
Statewide, Standardized Geometry EOC Assessment	Achievement Level 1–5	Achievement Level 3

Students who entered grade 9 in the 2022–2023 school year (who would be seniors during the 2025–2026 school year) can use either the previous or the newly-adopted concordant/comparative scores to meet their assessment graduation requirements.

~~Students who enter grade 9 in the 2025–2026 school year, or students who entered grade 9 in the~~

~~2023–2024 through 2024–2025 school years and have not yet earned a concordant/comparative score by the August 1st, 2025, will be required to use the B.E.S.T. aligned concordant/comparative scores.~~

B. DISTRICT/STATE ASSESSMENT ACCOMMODATIONS FOR SPECIAL PROGRAM STUDENTS

1. English Language Learners (ELL) - On classroom assessments and district common assessments, like the Balanced tests, lesson, chapter, unit tests and nine-week exams accommodations listed on the district's strategy sheet or other documented adaptations appropriate to the student's language proficiency level may be provided. The use of Model Performance Indicators (MPIs) based on the WIDA tools for assessment is encouraged.

   English Language Learners (ELLs) must take all required state and district achievement tests unless they have an IEP or ELL Plan, which indicates otherwise [State Board of Education Rules 6A-1.09432(2) and 6A-6.0909]. Accommodations to **statewide testing, like FSA and EOCs**, are limited to the following:
   a. flexible setting
   b. flexible scheduling
   c. flexible timing
   d. state-approved Heritage Language Dictionary or Glossary, and
   e. limited assistance by the ESOL, or heritage language teacher, or paraprofessional using the student's heritage language

   ELLs **must** have access to an English-to-heritage language translation dictionary or glossary, such as those made available in instructional settings for ELL students. When a student is classified as both ESOL and ESE, all accommodations listed on their IEP as well as their ELL Plan **must** be offered. Parents/guardians are notified in writing of all accommodations offered to their child. A copy of this document is maintained in the ELL folder.

2. Students With An Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104)
   Accommodations will be provided based on the completed and annually reviewed form. Students with active Section 504 Accommodation Plans may be eligible to receive appropriate accommodations on both School District and state assessments. The Section 504 Team should refer to the student's past performance on standardized tests and the classroom testing accommodation section of the Section 504 Accommodation Plan to determine how the disability could substantially interfere with his/her performance. If so, the Section 504 Team will determine the necessary and appropriate accommodations for district and state assessments.
   Testing accommodations during School District/State testing will be implemented as appropriate and as specified in the student's 504 Accommodation Plan based on the student's need and requirements represented in the respective test manual. The 504 Accommodation Plan must specify standard administration with accommodations.

3. Exceptional Student Education (ESE) Eligible Students
   Testing accommodations during School District/state testing will be implemented as appropriate and as specified in the student's IEP based on the student's need and requirements represented in the restrictive test manual. The IEP **must** specify:

a. standard administration or administration with accommodations
b. accommodations

Note: Specific information regarding accommodations for each assessment instrument can be found in the *Statewide Assessments Accommodations Guide, ~~2023-2024~~of the current year.*

4. Computer Based Testing Accommodations
   Computer based testing accommodations are provided for students with disabilities enrolled in public schools with current IEPs or Section 504 plans and English Language Learners (ELLs) based on the student's need and requirements represented in the respective Computer-Based Test Administration Manual.

   Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.

5. Accommodations for students taking an industry certification exam varies based on each industry recognized certified agency. The course instructor should be notified of any requested accommodations to begin the 3rd party approval process.

C. EXEMPTIONS FROM DISTRICT/STATE ASSESSMENTS FOR SPECIAL PROGRAM STUDENTS

1. English Language Learners - English Language Learners shall be assessed for academic progress using guidelines established under Section 1008.22, F.S.

   Students who will receive a standard diploma **must** achieve passing scores on the Statewide Standardized Assessment or meet the concordant subject area test score on a State Board of Education approved alternate assessment and satisfy student performance standards for each course in Grades 9-12 for which credit toward graduation is awarded. Students with a disability may meet certain criteria for waivers from this graduation requirement [Florida Statute § 1008.22(3)(c)5; Florida Statute § 1003.428(3); Florida Statute § 1003.43(4); Florida Statute § 1003.438; State Board of Education Rule 6A-1.0995-6]. A student who has taken the Statewide Standardized Assessment a minimum of once without earning a passing score may satisfy the Statewide Standardized Assessment requirement by achieving an equivalent score on an alternate assessment, the ACT or SAT. The one-time test administration requirement shall not apply to a new student who enters the Florida public school system in Grade 12 who may either achieve a passing score on the Statewide Standardized Assessment or use approved subject area concordant score to fulfill the graduation requirement [Florida Statute § 1008.22(9)].

   Pursuant to FS 1003.433(3) and FAC 6A-1.09422

   For English Language Learners who have been enrolled in an ESOL program for less than two years and have met all other requirements for graduation except for the state assessment(s), the following two options for determining whether students have satisfactorily demonstrated grade-level expectations that can be interpreted as a measure of grade 10 level achievement in ELA are:

Assessment Option

Assessment	Criteria
Chalk Talk	Grade 10 Lexile of at least 905L
ACCESS for ELLs	4 in Reading and 4 overall
AICE English General Paper	Passing score of A, B, C, D, E
Curriculum Benchmark Assessments	Passing score of 70% or higher

Portfolio Option

The use of a portfolio of student work, which will:

- Contain artifacts that are evidentiary of grade 10 ELA standards being met with a score of 70% or higher;
- Include student work that has been independently produced in the classroom; and
- Be signed by the teacher and principal that it is an accurate assessment of the required skills for meeting the graduation requirements of the state of Florida.

English Language Learners who have completed the credits required for graduation and who have failed to meet the 10th grade standards as measured by the Statewide Standardized Assessment shall be eligible for compensatory education for "a thirteenth year" as provided in Florida Statute § 1003.43 State Board Rule 6A-6.0909.

English Language Learners who failed to meet the standards after completing the "thirteenth year" may be eligible to be reported for FTE funding in the appropriate courses in the adult education program of the Florida Education Finance Program (State Board Rule 6A-6.0909).

2. Students With An Active Section 504 Accommodation Plan - Students with active Section 504 Accommodation Plans may **not** be exempted from District or state assessments. However, the Section 504 Team **must** determine whether a student with an active Section 504 Accommodation Plan may need testing accommodations. Testing accommodations are determined by the Section 504 Team.

3. Exceptional Student Education (ESE) Eligible Students - The IEP Team determines whether an ESE-eligible student participates in state and School District assessments. The decision to exclude any ESE-eligible student **must** be documented in the student's IEP and **must** meet the following criteria:

   a. The student is unable to master grade level general content standards pursuant to Rule 6A-1.09401, F.A.C., even with accommodations, assistive technology, or accessible instructional materials.
   b. The student is participating in a curriculum based on access points pursuant to Rule 6A-1.09401, F.A.C., for all academic areas.
   c. The student requires direct instruction in academics based on access points in order to acquire, generalize and transfer skills across settings.

   In accordance with Florida Statute § 1003.5715, separate parental consent is required for instruction in access points curriculum and administration of an alternate assessment. The district may not implement the changes without parental consent unless the district documents reasonable

efforts to obtain parent's consent and the parent has failed to respond or the district obtains approval through a due process hearing and resolution of appeals.

Statewide Standardized Assessment Waiver for ESE-Eligible Students

(S.1008.22(3)(c)2., F.S., states that students with disabilities can be eligible for a waiver of statewide, standardized assessment results for the purpose of receiving a course grade and a standard high school diploma.)

i. The Statewide Standardized Assessment graduation waiver process is designed for consideration of students with disabilities who may be eligible for a waiver on the reading sections of the assessment.

ii. District responsibilities

In order for the Statewide Standardized Assessment graduation requirement to be waived, the IEP team must meet to determine whether or not the assessment can accurately measure the student's abilities, taking into consideration allowable accommodations.

iii. Eligibility criteria

To be considered for a waiver from the Statewide Standardized Assessment graduation requirement, the student must:

- Be identified as having a disability as defined in Florida S 1007.02(2).
- Have an individual educational plan (IEP).
- Have demonstrated proficiency in the core content knowledge and skills needed for a standard high school diploma.
- Have taken the Grade 10 Statewide Standardized Assessment with appropriate, allowable accommodations at least once but recommended twice.
- Be progressing toward meeting the state's 24 credit/ ACCEL 18 credit and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.

To be considered for the waiver from the EOC assessment requirement (Algebra 1, Geometry, US History, Biology, Civics), the student must meet all of the following criteria:

- Be identified as a student with a disability, as defined in Florida Statute § 1007.02(2)
- Have an active individual educational plan (IEP)
- Have taken the EOC assessment with appropriate allowable accommodations at least once but recommended twice
- Have demonstrated, as determined by the IEP team, achievement of the course standards
- The EOC score may be excluded for 30% final grade calculation purposes for ESE students, in accordance with state waiver provisions. However, if the EOC score improves the student's overall grade, it may be included at the school's discretion.

iv. Additionally, to ensure that each student has had every opportunity to pass the Statewide Standardized Assessment, participation in the assessment during the spring semester of senior year is recommended.

v. Under Florida Statute § 1003.433(1), a student who transfers from another state in 12th grade must pass the Grade 10 Reading Assessment or an alternate assessment that is concordant with the Statewide Standardized Assessment; earn a 2.0 GPA; and meet all requirements of the school District, or state from which he or she is transferring OR meet Florida's course

requirements in order to earn a standard diploma. A transfer student may be considered for the waiver.
*A student who has solely been identified as Hospital/Homebound would not be eligible for a waiver.

A. STANDARD DIPLOMA

A student who meets all of the high school graduation requirements is awarded a standard diploma in a form prescribed by the State Board of Education. Transfer students wishing to receive a diploma from a Hernando County high school or participate in graduation ceremonies must meet all district and state graduation requirements. The Hernando County School District will certify completion of a course of study with one of the following:

B. 24 Credit Option or 18 Credit - Academically Challenging Curriculum to Enhance Learning (ACCEL) Option

A standard diploma is awarded to students who meet all criteria (18 or 24 credits and assessments) established by the School Board, Florida Statute § 1003.4282, Florida Statute 1003.3105(5). Refer to graduation charts.

Home Education/Transfer (N998 and 7004) students wishing to receive a high school diploma from Hernando *e*School must:

a. meet the District's graduation requirements including passing scores on statewide assessments
b. be a full-time student with Hernando eSchool (open enrollment dates are 90 days from the district's start date, until two weeks prior the district school start date).

Note: eSchool student must comply with the grading timelines and clearance as all other graduating seniors. Hernando eSchool does not calculate and award the distinctions of *Valedictorian* and *Salutatorian,* class rankings. Seniors that enroll outside of the fall open enrollment window for Hernando eSchool during the school year can take courses with eSchool. If they meet full time eligibility requirements during the spring open enrollment window and they are still enrolled with Hernando eSchool, they can receive their diploma over the summer. Students may not take completed transcripts back to their zoned school for graduation purposes.

~~D. ACCESS DIPLOMA – Refer to chart on page 62~~STANDARD DIPLOMA WITH ACCESS COURSES

A standard Florida high school diploma earned through Access courses follows the same credit and graduation requirements as a traditional standard diploma; however, instruction and assessments are delivered through Access Points aligned to the B.E.S.T. Standards to support students with significant cognitive disabilities. Reference chart on page 65

E. CAMBRIDGE ADVANCED INTERNATIONAL CERTIFICATE of EDUCATION DIPLOMA

Diploma Section 1003.4282, F.S., defines the revised options for earning an AICE Diploma. Students must Ffield earn equivalent minimum of seven credits by passing a combination of examinations at either double credit (A level) or single credit (AS level), as follows. The core AS Level Global Perspectives and Research (mandatory – one credit) and six credits selected from the following subject group areas: 1. Mathematics and Sciences (minimum of one credit) 2. Languages (minimum of one credit) 3. Arts and Humanities (minimum of one credit) 4. Interdisciplinary and Skills Based (optional – maximum of two credits). The Cambridge AICE Diploma is awarded at Distinction, Merit or Pass level depending on the passing grades earned on the AICE subject examinations. For Cambridge AICE exams, the passing letter

grades range from A* (at A level only) to E with A* being the highest. The lowest passing grade of E is comparable to a US course grade of C or a 3 on an AP examination. Students who do not qualify for a Cambridge AICE Diploma will receive AS or A Level General Certificate of Education (GCE) subject certificates for the subject examinations passed and must meet all general diploma requirements

F. INTERNATIONAL BACCALAUREATE DIPLOMA

This type of diploma is awarded to students who meet defined standards and conditions as established by the International Baccalaureate Organization (IBO). Students who earn at least 24 credits and complete the International Baccalaureate (IB) curriculum requirements will satisfy district and state course requirements for graduation with an IB Diploma. To fulfill Florida Statute § 1003.43 requirements for the IB diploma curriculum, students must complete required coursework and internal and external assessment requirements

G. AP CAPSTONE

The AP Capstone Diploma is granted to students who earn scores of 3 or higher in AP Seminar and AP Research exams and on 4 additional AP Exams of their choosing. The AP Seminar and Research Certificate is granted to students who earn scores of 3 or higher in both AP Seminar and AP Research.

Beginning with students graduating in the 2025–2026 school year (Class of 2026), the AP Capstone Diploma may be used as a pathway to qualify for the Florida Bright Futures Scholarship without the need for SAT/ACT scores.

For students who were in grade 9 during the 2025–2026 school year and thereafter (Class of 2029 and beyond), at least three (3) of the four (4) additional AP courses required for the AP Capstone Diploma must satisfy core graduation requirements in English Language Arts, Mathematics, Science, or Social Studies. These courses do not need to be in different subject areas but must be within the defined core academic areas.

Note: Any student who needs to meet graduation requirements under the 24 credit or ACCEL 18 credit graduation option may elect to remain in the high school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies [Florida Statute § 1003.43(10(b)) (Florida Statute § 1003.428 (7)(b)].

H. GRADUATION DEFERMENT

Students with disabilities may be eligible to defer receipt of the standard high school diploma and continue to receive services through public education. This decision must be made the year in which the student is expected to graduate. However, the student will participate with the graduation class in the year he/she meets graduation requirements.

Options available for deferment include:

1. Accelerated college credit instruction
2. Industry certification courses that lead to college credit
3. Collegiate high school program
4. Course necessary to satisfy the Scholar designation requirement

5. Structured work-study, internship, or apprenticeship programs

Benefits for deferral will vary depending on the individual student needs and program selected. Generally, deferral allows the student to have access to college course work, provides vocational training, preparation for college admission, or job skills training.

V. DIPLOMA DESIGNATIONS and SEALS

Students who satisfy course and testing requirements above-and-beyond those required for a standard diploma may earn diploma designation(s) which may be in the form of a seal, sticker, stamp, or text.

1. **Scholar** – Refer to the Florida High School Graduation Requirements
2. **Merit** – Refer to the Florida High School Graduation Requirements
3. **Seal of Biliteracy** – Students may receive ~~foreign~~ World language recognition on their diploma and transcript if they graduate with a standard diploma (18 or 24) credits and attain a high level of competency in listening, speaking, reading, and writing in one or more ~~foreign~~ World languages. (Florida Statute § 1003.432 and SB Rule 6A-1.09951)

   Gold Seal of Biliteracy

   a. Earn four (4) ~~foreign~~ World language credits in the same language with a 3.0 GPA and Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA) and
   b. A qualifying score or performance level on an approved nationally recognized examination on the state board rule list ; or
   c. Demonstrate language proficiency through maintenance of a portfolio for languages which are not tested on the nationally recognized examinations state board rule list.

   Silver Seal of Biliteracy

   a. Earn Four (4) ~~foreign~~ World language credits in the same language with a 3.0 GPA and
   b. A qualifying score or performance level on an approved nationally recognized examination on the state board rule list or
   c. Demonstrate language proficiency through maintenance of a portfolio for languages which are not tested on the nationally recognized examinations state board rule list.

4. **Seal of Fine Arts** – Students may earn the Florida Seal of Fine Arts upon graduation if they meet state-established requirements demonstrating high levels of achievement and engagement in the visual or performing arts.
   a. Complete a minimum of three (3) year-long courses (or equivalent) in one or more fine arts disciplines (e.g., visual arts, music, theater, dance) with a grade of "B" or higher; and
   b. Maintain a cumulative grade point average (GPA) of 3.0 or higher in fine arts courses; and
   c. Complete a capstone or portfolio demonstrating technical skill, creativity, and application of artistic processes; and
   d. Participate in at least one extracurricular or community-based arts experience (e.g., performance, exhibition, competition, or service activity related to the arts).

Note: A high school student who did not enroll in, or complete, ~~foreign~~ World language courses, shall be awarded four (4) ~~foreign~~ World language high school course credits, upon attaining at least the minimum score or performance level set forth in subparagraph (3)(a)2. for the Silver Seal of Biliteracy." If a student earns a course credit through passage of a CLEP

| or AP examination, a credit is awarded per the Credit Acceleration Program (CAP), [Section 1003.4295 (3)]. For the seal of biliteracy, no more than four (4) credits in a ~~foreign~~ World language should be awarded. Therefore, three (3) more ~~foreign~~ World language credits would be awarded for a total of four (4). Data Element Code SB should be use for credits awarded for passing scores and should be reported in Survey 5.

~~foreign~~ World **Languages Waiver Code Does Count for Bright Futures (0791920)**

For Students Qualifying for a Seal of Biliteracy Who Use the World Languages Transfer Codes, Make Sure to Add the ~~foreign~~ World Languages Waiver Code to Indicate the Student Demonstrates Proficiency to the Second Level in a World Language and Maintain Evidence/Documentation Locally, Thus Meeting the Bright Futures World Language Requirement

VI. HONORS AND RECOGNITIONS **(Elementary, Middle and High School)**

Academic recognition will be based on the courses that the student was enrolled in for the grading period. This policy applies to all students regardless of the program. Data for honor recognition shall be obtained from the automated student database whenever possible and will be computed on the four-point system (weighted). Honor recognition for outstanding performance in all subjects shall use the following guidelines:

1. Honors and Recognitions - Elementary
   a. End of nine week recognitions - Students may be recognized at the end of each nine-week grading period for outstanding performance in all subjects:
      - **Honors:** A,B, and S grades
      - **Principal's List:** A and S grades only
   b. End of year recognitions:
      Students may be recognized at the end of the school year for outstanding performance in all subjects:
      - **Superintendent's Award:** A and S grades in all subjects for the entire school year
      - **Principal's Award:** Final averages of A and S with no grade less than a B in all subjects
      - **Honors Award:** Final averages of A, B, and S with no grade less than a C in all subjects
   c. Recognition for Perfect Attendance:
      Students may be recognized for good attendance at the end of each nine-week grading period and/or at the end of the school year.

2. Honors and Recognitions - Secondary
   - **Highest Honors/Superintendent's List:** 3.80 or higher GPA and no grade lower than a "B"
   - **High Honors/Principal's List**: 3.50-3.79 GPA and no grade lower than a "B"
   - **Honor Roll:** 3.0-3.499 GPA with no grade lower than a "C"

   Any student earning a grade point average (GPA) of 3.50 or higher on his/her report card, who has received a grade below a "B", but no grade lower than a "C", will receive Honor Roll designation rather than Highest Honors/ Superintendent's List or High Honors/ Principal's List.

3. Honors Recognition at Graduation
   A student graduating with a standard diploma including a student who has graduated early, may have one or more of the following special designations as defined below and based on grade point

average computed to four decimal places at the end of second semester as soon as final grades are verified.

a. **Honors:** To receive an Honors designation on the diploma, the student must have achieved all criteria and graduation requirements and have an overall weighted grade point average of 3.0-3.499.
b. **High Honors:** To receive a High Honors designation on the diploma, the student must have achieved all the criteria and graduation requirements and have an overall weighted grade point average of 3.50-3.799.
c. **Highest Honors:** To receive a Highest Honors designation on the diploma the student must have achieved all the criteria and graduation requirements and have an overall weighted grade point average of 3.80 or higher.

4. Valedictorian and Salutatorian **(High School Only)**

To be eligible for valedictorian or salutatorian recognition, a student must have attended the same Hernando County School District public school for three years, two of which must be the junior and senior years.

a. The **weighted grade** point average will be used to determine the student's ranking in class and the Valedictorian and Salutatorian. Parent(s)/guardian(s) should be aware that the weighted grade point average might not necessarily increase a student's chances for scholarships or admission to in-state or out-of-state colleges or universities.
    i. The valedictorian/salutatorian award will be based on high school level course grades earned including DE courses.
    ii. The valedictorian will be the student with the highest weighted average carried to the ten-thousandth place (four digits after the decimal) **at the end of first semester of his/her senior year as soon as grades are verified.**
    iii. The salutatorian will be the student with the second highest weighted average carried to the ten-thousandth place (four digits after the decimal) **at the end of first semester of his/her senior year as soon as grades are verified.**
    iv. In the case of a tie for the highest weighted average, co-valedictorians will be named, and the student with the third highest weighted average will be designated as salutatorian. In the case of a tie for the second highest weighted average, co-salutatorians will be named.
b. In the event of district-initiated boundary changes, (i.e. rezoning, closing a program or school) a student who is required to change schools will be eligible to share the recognition as valedictorian or salutatorian with a fully eligible student, without meeting the three-year attendance requirement in the same school. However, the student must have been enrolled in the District public schools for three years. The criterion for GPA still applies.
c. If a student elects to change schools by changing their educational choice status, they must meet the three-year enrollment requirement as stated above.
d. **A Valedictorian or Salutatorian who commits a major infraction of the code of conduct and/or felony arrests that pose a safety concern during their graduating year will forfeit their designation and may be prohibited from participating in the graduation ceremony. The next highest-ranked student will be elevated to the Valedictorian or Salutatorian position.**
e. Each high school will determine the procedures for their graduation ceremony.

Note: Graduating students who are not part of the graduating cohort will not be considered for class ranking recognition (i.e. top 10%, 20%, valedictorian, and salutatorian)

VII. GRADUATION CEREMONY **(High School)**

The high school graduation ceremony is an event to celebrate students who have successfully met the academic and extracurricular requirements for graduation. Therefore, all graduating seniors must complete all senior clearance procedures prior to participating in graduation ceremonies. Students who have completed all requirements for a Standard Diploma, **which include required credits, 2.0 grade point average, and state assessment requirements,** will be permitted to participate in the graduation ceremonies at the school in which they are enrolled provided all financial obligations are satisfied and behavioral standards are met and maintained throughout the graduation ceremony. In addition, to participate in the graduation ceremony, the student is required to attend graduation practice. Major infractions of the code of conduct and/or felony arrests that pose safety concerns may prohibit a student from participating in the graduation ceremony and other extra-curricular activities

In addition, students who graduate early but have not participated in a graduation ceremony will be permitted to participate in the graduation ceremony for their cohort. **While a student who graduates early is permitted to participate in school activities and social events, the student must comply with district school board rules and policies.**

Any student who fulfills graduation requirements at the end of the first semester will have the graduation date of December entered. Any student who fulfills graduation requirements at the end of the second semester will have the graduation date of June entered.

In the event of the death of a Hernando County high school student in Grade 12 prior to the completion of all state requirements for graduation, the parent(s)/guardian(s) will receive an honorary diploma in the name of the student. If the student had completed all of the state graduation requirements prior to his/her death, the parent(s)/guardian(s) will receive the diploma earned.

VIII. FLORIDA DEPARTMENT OF EDUCATION BRIGHT FUTURES (Florida Statute §1009.53)

The Florida Bright Futures Scholarship Program consists of four awards:
1) Florida Academic Scholars Award (FAS),
2) Florida Medallion Scholars Award (FMS),
3) Florida Gold Seal Vocational Scholars Award (GSV), and
4) Gold Seal CAPE Scholar (GSC).

Each award has its own academic eligibility requirements, award amounts, and funding length. A student may receive funding for only one of the above awards. The highest award earned by the student will be selected (Florida Statute § 1009.53). Bright Futures program requirements are listed in the Florida Counseling for Future Education Handbook or the Office of Student Financial Assistance website at: http://www.FloridaStudentFinancialAid.org/SSFAD/bf/acadrequire.htm

Note: A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award during the spring term following the student's graduation, as long as the student submits the Florida Financial Aid Application by August 31st prior to the intended graduation date and meet the academic school year scholarship requirements.

IX. COLLEGE ADMISSION REQUIREMENTS and COLLEGE ENTRANCE EXAMINATIONS

Refer to the postsecondary institution for admission requirements. General information and test dates offered by the College Entrance Examination Board for the SAT and by American College Testing for the ACT are available in the guidance offices at each high school. Information is also available on-line at www.collegeboard.com and www.act.org. Both the SAT and the ACT are administered at a number of locations in Florida.

X. EXTRACURRICULAR ACTIVITIES

Extracurricular activities are defined as activities outside the scope of the regular academic curriculum. Schools may establish criteria for student participation to include but not limited to: passing grades, overall 2.0 GPA, attendance, outstanding notice of obligations and discipline violations unless special arrangements have been approved by the principal or designee.

1. Field Trips (School Board Policies 2340 and 8640) - A field trip which is directly related to a unit of instruction being studied by a particular group of students shall be considered an educational field trip. A trip which is not directly related to the instructional program but which is related to a school-sponsored or connected activity shall be considered an extracurricular trip.
    - The student must be reported as present for the entire school day in order to participate in extracurricular activities or field trips.
    - When possible, the Student will take the method of travel approved by the school and/or required by event. The principal or principal's designee can make exceptions to allow the student to be transported by parent(s) or guardian(s).
    - The Student will return from the activity by the same method of travel which was used to get to their destination unless prior approval of the principal or principal's designee.
    - Any student expelled from riding a bus will not be permitted to ride on district approved transportation to field trips.
2. Athletic Eligibility ( ) - Refer to the district Board approved Athletic Handbook.

XI MISCELLANEOUS

1. Annual Report - Each district school board must annually publish on the district website and in the local newspaper the following information on the prior school year [Florida Statute §1008.25(8)(b)]:
    a. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion [Florida Statute § 1008.25(8)(b)1].
    b. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the Statewide Standardized Assessment [Florida Statute §1008.25(8)(b)2].
    c. By grade, the number and percentage of all students retained in grades 3 through 10 [Florida Statute § 1008.25(8)(b)3].
    d. Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b) [Florida Statute 1008.25(8)(b)4].
    e. Any revisions to the district school board's policy on student retention and promotion from the prior year [Florida Statute § 1008.25(8)(b) 5].
    Schools' financial reports may be found on the district website at https://www.hernandoschools.org/departments/budget-finance/financial-transparency-data

    f. [Florida Statute §1010.215]

Finance

1. Cafeteria - All students are provided a breakfast and lunch at no cost. Students/Parents may not order food or have food from outside vendors delivered to the school campus. It is a violation of the Competitive Food Rule as stated in the Florida Administrative Code and the Code of Federal Regulation for food deliveries to be made to school sites during the school day.

2. Charitable Drives/Fundraising -
   a. Student participation in all fundraising and charitable drives is voluntary.
   b. Elementary and middle school students are not allowed to do door-to-door solicitation at any time.
   c. All students selling articles for any school will have a current letter of introduction signed by the school principal. This applies to all organizations within the school, i.e. classes, clubs and athletic departments.
   d. Selling and/or distributing food items as fundraisers **may** be allowed on **secondary** school grounds one hour or more after the completion of school lunch periods with approval from the Principal and/or District designee.

3. Fees/Dues - In accordance with Florida Statute §1006.28 (3)(b), parent(s)/guardian(s) and students are held liable for the full replacement cost of any lost or damaged instructional materials.
   a. **Course Fees**:
      Fees for certain courses, clubs and activities may be charged. The student, upon registering, is expected to agree to pay the fee. Fees listed in the Board- approved fee schedule are the maximum allowable. 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.

   All financial obligations of students will be kept in the bookkeeper's office. All obligations are expected to be satisfied annually. A student's participation in extracurricular activities may be denied until all financial obligations are satisfied. Participation in graduation exercises will be denied until all financial obligations are satisfied.

CLASS/CLUB FEES			
	Elementary	**Middle**	**High**
Activity Fee			
K-12 General Activity	$20.00	$20.00	$20.00
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.			
CTE PROGRAM FEES (per program)			
Secondary CTE Programs (per year)		$ 30.00	$50.00
OTHER CLASS FEES (annual)			
Art – per class (per semester)		$10.00	$20.00

Band		$15.00	$150.00
Band Auxiliary			$130.00
Band Camp			Varies by site
Band – rental of school owned equipment		$40.00	$40.00 each
Chorus		$10.00	$40.00
Drivers Education			$45.00
Health Opportunity for Physical Education (HOPE)			$5.00
Humanities			$5.00
Journalism			$5.00
ROTC			$20.00
Science Lab – 6-8		$15.00	$20.00
CLUB FEES (annual)			
BETA Club		$30.00	$40.00
DCT, DECA			$25.00
ESOL Club			$10.00
FFA, FCCLA			$15.00
Florida Federation of Color Guards Circuit & Winter Guard International (FFCC/WGI)			Varies by Site
HOSA			$31.00
Robotics			$25.00
French			$10.00
German			$10.00
Guitar Class			$40.00
Honor Society (French, German, Spanish)			$20.00
Key Club			$20.00
Latin Club			$15.00
National Honor Society			$20.00
Robotics			$25.00
Skills USA			$20.00
Spanish			$10.00
Technology			$5.00
Theatre/Drama/Acting Class			$40.00
Thespian Club			$20.00
Tri-M Club			$20.00
Yearbook			$5.00
OTHER FEES	**Elementary**	**Middle**	**High**
Adult Education			$30.00
Advanced Placement Test Fee (student wishing to test but not enrolled in an AP course or non HCSB student wishing to take the test at their zoned school)			~~$98~~9.00 Subject to change
PSAT (upper classmen)			$16.00 Subject to change
Dual Enrollment – Overdue materials per day			$2.00
Dual Enrollment – lost material after due date			$20.00
Graduation (not to exceed)			$85.00

Lockers		$ 5.00	$10.00
Media – overdue materials per day		$ .05	$ .05
Media – copies		$ .10	$ .10
Parking – per semester			$25.00
Parking Violations			$25.00
PE Uniform		$25.00	$35.00
Postsecondary Education Readiness Test (PERT)		$5.00	$5.00
Transcripts			$2.00
ATHLETIC FEES			
First Sport		$50.00	$60.00
Second Sport		$30.00	$40.00
Third Sport		$10.00	$20.00
Family (Same School)		$160.00	$200.00
Individual Cap		$90.00	$120.00

- **Athletic fees must be paid prior to the student participating in the sport**
- **The athletic fee does not guarantee playing time, only the opportunity to be on the team when an eligible student is selected.**

4. Returned Checks (**NOTICE TO PARENT(S)/GUARDIAN(S) REGARDING RETURNED CHECK POLICY)**
In an effort to curb the internal cost our district bears each year for returned checks (Non-Sufficient Funds-NSF, Account Closed, Fraud and Stop Payment), we have contracted with an outside check collection agency.
This collection agency will be in charge of collecting checks for our district that are not honored by the check writer's bank. In addition to the face value of the check, service charges and bank fees will be added to each returned check based on the laws of the State of Florida. The following is a summary of the base service charge authorized by the State of Florida for returned checks:

Amount of Check Written	Service Charge
$.01 to $50.00	$25.00
$50.01 to $300.00	$30.00
$301.00 to $800.00	$40.00
$800.01 – plus	5% of Face of Check

All returned checks will be directly sent to the check collection agency once dishonored. Should your check be dishonored by your bank, the collection agency will send a letter explaining the breakdown of the fees and charges.

5. Student Insurance - Student accident insurance is available to all students. During the first week of school, the students will be given an insurance packet citing the prices, types of coverage, and procedures to follow for enrollment in the student accident insurance plan. Athletes and sideline cheerleaders are required to have this coverage or proof of equivalent coverage in order to participate in any athletic or cheerleading activity. Student accident insurance may also be purchased on a 24-hour basis (see Athletic Handbook for further details).

How to File an Insurance Claim:
All accidents to students must be reported to the school's clinic. All students covered by the student accident insurance policy should request the "claim form" required by the insurance company. The form should be completed with the help of the school secretary. All the pertinent information required on the form must be completed.

Health

1. Blood Drives - The Hernando County School District assists LifeSouth Community Blood Centers and the community by sponsoring on campus blood drives two times (2x) each school year. While the School Board permits LifeSouth to conduct blood drives on its campuses, donation is not required. If any 17 year old student wishes to give blood, his or her parent(s) or legal guardian(s) must read and sign the permission form prior to a student being allowed to donate blood. LifeSouth staff will be contacting parents to verify their permission prior to the blood drive. All students who donate blood will not be allowed to participate in any practice, physical education or any other activity that requires strenuous exertion on the day of the donation.

   The screening process for blood donation, which includes weight, blood pressure, temperature and health assessment, is completed by LifeSouth Community Blood Center personnel. Parent(s) or guardian(s) should know that an adverse reaction, which may include dizziness, fainting or slight drop in blood pressure may occur under rare circumstances. It is the School District's recommendation that all students eat foods containing a protein and a carbohydrate prior to any blood donation and donation is denied for any students who have not eaten within 2 hours of donation. Nourishment should be provided by LifeSouth Community Blood Center as needed.

2. Students with Special Health Care Needs - Parent(s)/guardian(s) are requested to notify the principal or school health professional in writing if there are any known health problems, allergies or chronic illness which may affect the student's successful participation in school activities. The school personnel must be aware of conditions that may justify prescribing special attention to the student during school hours. For some conditions it may be necessary for the parent(s)/guardian(s) to obtain written instructions from a physician and assist in the development of a health care plan. Parents are required to complete a parent health care packet including any required physician orders for medication and/or treatments annually - signed after July 1st. The overseeing Registered Nurse will use this information to develop a health care plan if applicable. ~~Health care plans must be completed each school year Parent(s)/guardian(s) are requested to schedule a conference with the registered nurse assigned to the school in order to share pertinent information if a child has a health problem or condition that requires special attention.~~

   a. Glucose Monitoring - Children who ~~must~~ need to have their blood sugar level monitored at school must have a doctor's order on file indicating the times that monitoring should be done and the specific steps to be taken by school staff if the child's glucose level is high or low. ~~It is against state policy to allow children to perform glucose monitoring without a doctor's order. For further information, consult with the school health professional.~~

      Students with diabetes are required to have a Diabetic Medical Management Plan, completed annually by the physician ~~or if~~ and/or if updated if treatment changes are made. If they are to manage their diabetes without supervision, and/or ~~if they are going to~~ carry supplies on their person, a ~~Contract to Carry is required signed by the physician, parent and the student.~~ documentation is required, signed by the physician and parent/guardian.

      It is the responsibility of the parent/guardian to ensure that the student is carrying all necessary supplies to manage their diabetes and that these items are not expired.

b. Seizures - House Bill 173 (2022); requires that an Individual Seizure Action Plan (ISAP) be developed by a medical professional in consultation with a parent and signed by both individuals. All school staff that have regular contact with a student with an ISAP must complete a Department of Education approved seizure training.

c. Asthma/Allergy – If the student is asthmatic or has life threatening allergies that require emergency medications at school, the Medication Authorization form must be completed and signed by the physician and parent. If the student will be carrying their Albuterol inhaler or Epinepherine auto injector on their person, the Contract to Carry form must also be completed and signed by the physician, parent and student. It is the responsibility of the parent/guardian to ensure that the ~~medication~~ student is carrying the emergency medication, and it is not expired.

d. Cardiac- For all students with a cardiac history the parent health care packet must be completed and signed by the physician and the parent after July 1st. This should include specific vital sign parameters and when to call EMS.

e. Cystic Fibrosis – For all students diagnosed with Cystic Fibrosis the parent health care packet must be completed annually by the parent after July 1st. The Medication Administration form must be completed and signed by the physician and the parent for pancreatic enzymes. If the student will be carrying their pancreatic enzymes ~~on their person~~, a Contract to Carry ~~must~~ is required and must be signed by the physician, parent and the student.

f. Other Health Conditions – For students with other health conditions, a parent health care packet should be completed after July 1st. If any medications or treatments are needed, a Medication Authorization form must be completed and signed by the physician and the parent.

3. Medication - It is the desire of the Hernando County School District that **medications for students be scheduled in such a way that they can be administered at home before and/or after school hours.** In the event that this is not possible, authorized school personnel may administer medication to the students when the following conditions ~~exist~~ are met:
   a. Authorization for Administration of Prescribed Medication/Treatment Form (SP-EE-051) ~~Medication Authorization Form~~ has been completed and ~~signed by~~ the physician, signed by the parent/guardian ~~and submitted to the school~~. This form will only need to be completed once every school year unless a change in the prescription has occurred. This order must include all of the following:
      i. the name of the medication to be administered,
      ii. ~~the exact dose to be administered~~,

iii. the route of administration,
iv. the specific time(s) to be administered (may not say once or twice a day)
v. the exact dose to be administered (not 1-2 tablets or 1-2 puffs, ect)

b. The medication MUST be packaged in the original pharmacy container, with the most recent prescription date, labeled with student's name, the name of the ordering prescriber, the name of the medication and instructions for administration, including the exact time. The pharmacy will provide you with a second bottle for school.
c. If the Medication Authorization and the medication pharmacy label do not match, the medications will not be accepted.
d. It is the responsibility of the parent to provide the right dose. School personnel will not cut or divide pills.
e. If the medication is only given as needed the order MUST state the frequency in which the medication is to be administered (the order may not say as per package instructions or as needed), the reason the medication is to be administered and any side effects.
f. A parent/guardian must bring the medications and the Medication Authorization form to school. Please bring the medication during clinic hours, as not all staff are trained to accept or receive medications.
g. Please note that the overseeing Registered Nurse must review all medications prior to clinic staff administering.
h. DO NOT bring more than a 30-day supply.
i. Each time the parent/guardian brings in a new supply for medication, the school clinic staff will count the ~~amount of~~ medications and give a receipt after the school representative and parent/guardian have signed the receipt form. A copy will be given to the parents; the original will stay in the clinic record.
j. All medications will be locked in the appropriate medication cabinet in the school clinic. Any medication requiring refrigeration (such as antibiotics) should be kept in a locked box in the clinic refrigerator.
k. Medications must be brought to school by the parents/guardian. STUDENTS ARE NOT PERMITTED TO BRING THEIR OWN MEDICATIONS TO SCHOOL. (The only exception to this rule is students who have prescriptions and contracts to carry their medications for EPINEPHRINE AUTO INJECTOR, ASTHMA INHALER and PANCREATIC ENZYMES).

4. Over the Counter Medications – FDA approved over the counter medication to be administered by the clinic staff will also need a Medication Authorization completed and signed by the physician and the parent. An unopened bottle must be brought to school by a parent.

   Non-FDA approved medications, including but not limited to herbal remedies, dietary supplements, and experimental treatments, will not be administered by school personnel unless specific conditions are met.

~~For further details, please refer to the clinic manual~~ If you have any questions contact the School Health Professional or contact the Registered Nurse assigned to your school.

5. House Bill 1537: A student may possess and use a medication to relieve headaches while on school property or at a school-sponsored event or activity without a physician's note or prescription if the medication is regulated by the United States Food and Drug Administration for over-the-counter use to treat headaches. Violations of Over-the- Counter (OTC) medication policy, include but are not limited to: distributing, dispersing, or sharing of OTC, carrying or possessing OTC in a package other than the original manufacturer's packaging, or ingesting or utilizing OTC in a way that is not specifically directed or authorized by the manufacturer, as directed on the original packaging. F.S. 1002.20(3)

PARENTS/GUARDIANS ARE EXPECTED TO PAY SPECIAL ATTENTION TO THE ABOVE POLICY FOR WITHOUT ADHERENCE TO THESE RULES SCHOOL PERSONNEL WILL NOT BE ALLOWED TO ADMINISTER ~~OR DISPENSE~~ MEDICATIONS TO YOUR CHILD.

6. Health Screenings - All health screenings performed in the District's schools shall follow the guidelines as set by the Florida Department of Health in the School Health Services manual. All screenings are noninvasive procedures which do not penetrate the skin or anybody orifice. All health screenings are voluntary. Parent(s)/guardian(s) are notified at the beginning of the school year of all screenings. Parent(s)/guardian(s) have the right to refuse any or all screenings for their child. ~~This must be done in writing and sent to the school clinic prior to the screenings~~. The refusal is to be indicated on the provided consent form or electronically on the Student Health Consent
    a. **Hearing Screenings:** Will be performed as indicated or for any new student ~~entering the school district~~ in grades K-5 ~~or students~~ entering a Florida school for the first time.
    b. **Vision Screenings:** ~~Will be performed as indicated or for any new student entering the school district in grades K-5.~~ Will be performed as indicative for any new student in grades K-5 or students entering a Florida school for the first time.
    c. **Body Mass Index (BMI)**: (Height & Weight) will be conducted in, first grade, third grade and sixth grade.
    d. **Dental Screenings**: Are provided with parental permission at certain select elementary schools for students in second grade.

7. Parent/Student General Information - All parent(s)/guardian(s) should observe their child daily for signs of illness, cleanliness and adequate clothing before they leave for school. If your child exhibits any of these symptoms, do not send him/her to school:
    a. 1 episode of vomiting and/ or diarrhea with other symptoms of illness within the last 24 hours
    b. 2 episodes of vomiting and/or diarrhea within the past 24 hours
    c. Fever greater than or equal to 100 within the past 24 hours and must be fever free for 24 hours without fever reducing medication
    d. Any sign or symptom of a contagious illness
    e. Any injury that prevents the student from participating in academic activities

If your child develops any of the above symptoms, the parent/guardian or other approved person will be required to pick the student up from school.

When a life-threatening situation occurs for a student, the school staff will contact 911 immediately. Emergency care information, including any special orders, such as a "Do Not Resuscitate" (DNR) request, will be provided to emergency medical personnel upon their arrival.

Parent(s)/guardian(s) are asked to cooperate with school personnel whenever they request assistance, information or conferences concerning their student(s) in regards to health issues.

Parent(s)/guardian(s) are responsible for providing personal care items for their student; change of clothes, sanitary products, brace wax etc. The clinic does not have a supply of these items.

Parent(s)/guardian(s) shall promptly fill out the Student Information Update Emergency Information Card and Parental Consent Forms. It is vital that this information be available to the school personnel in the event of a student becoming suddenly ill or involved in an emergency situation. Failure to have this information on hand may result in an unnecessary delay in reaching the parent(s)/guardian(s) or in getting immediate medical attention for the student. It is also vital that the information card be kept up-to-date since addresses, phone numbers, etc. change during the school year. Parent(s)/guardian(s) are required to designate emergency contact person(s) who will pick up their student if the need ever arises. The name and phone numbers of the emergency contact person(s) must be included in the Emergency Information.

8. <u>Pediculosis</u>

NO LIVE LICE POLICY

Students who display signs of head lice, such as excessive scratching of the head, may be sent to the clinic to be checked. A thorough examination of the hair and scalp should be done for the presence of live lice. If nits or lice are found, siblings must be checked for lice infestation as well.

If nits are present, an attempt will be made to contact the parent/guardian and the Nit Notification and Treatment Letter will be sent home with the student. The student will be given a return to class pass from the clinic. Students must report to the clinic on a daily basis to monitor process of nit removal until no nits are found. A final recheck will be performed on the 10th day. If nits are still present, the school health professional will be notified to follow-up with the parent/guardian. If live lice are present, parents will be called to pick-up their child

from school. After live lice treatment, the student must report to the clinic with their parent/guardian to be examined for
lice/nits before they may return to class. If lice are present, the student will be sent home with the parent/guardian.

**NOTE: Presence of lice 24 hours after treatment suggests a very heavy infestation, re-infestation, resistance to therapy, or incorrect us of treatment product. The parent/guardian may contact their licensed healthcare provider regarding retreatment with a pediculicide.

9. School Clinic - All district schools maintain a health clinic that is attended by a school health professional with varying levels of medical training. School clinics are not fully equipped medical rooms. However, they are adequately designed for first aid and/or care of minor illness. The school clinic is closed for one hour of the school day unless there is an emergency. Students/staff should not seek explanation of their illness from the health professional since clinic personnel do not diagnose illness. School health professionals will evaluate a student's condition and act accordingly. If the health professional deems necessary, the parent(s)/guardian(s) listed on the Student Information Update and Emergency Information card will be called by the school health professional. Students who request to call home will be allowed to do so. The parent(s)/guardian(s) may then decide if the child is to remain in school (if no signs of illness) or go home. For additional information, please see the School Clinic Policy Manual. If teachers have a concern that a student is to ill/injured to stay in school, the student should be sent to the clinic for evaluation and the clinic contacted. The teacher should not contact parent/guardian unless requested by the clinic. If the student does not meet the criteria for dismissal, the parent/guardian has the right to have the student remain in school.

10. Refusal to Pick Up from School - Students who have been evaluated by the school health professional or other designated personnel and determined to be injured or too ill to remain in class must be picked up promptly. At times, there may be extenuating circumstances when a parent(s)/guardian(s) cannot get to school to pick up their ill or injured child. In such cases, the school will work with parent(s)/guardian(s) as much as possible. However, if a parent(s)/guardian(s) refuses to pick up a child who is injured or too ill to remain in school, the incident will be documented in the child's school health folder. If a parent(s)/guardian(s) continues to refuse to pick up their sick child on subsequent occasions, then this will be documented in writing and a referral will be made to appropriate agencies.

11. Hotline Numbers

Support and Resource Area	**Toll Free Number**
Abuse Care LINE, Child Abuse, Drug Abuse, Bullying, Dating Violence	1-800-872-5437

Abuse Registry	1-800-342-9152
AIDS – Florida	1-800-FLA-AIDS
American Dental Association	1-800-621-8099
Alcoholics Anonymous Hotline	1-352-683-4597
Alzheimer's	1-800-272-3900
Anorexia Nervosa & Associated Disorders	1-847-831-3438
Be Brave Hotline	1-407-792-2957
Blindness	1-800-424-8666
Cancer – National Institute	1-800-422-6237
https://livehelp.cancer.gov/app/chat/chat_launch	
CCD Hotline	1-800-342-AIDS
Center for Autism and Related Disabilities	1-800-754-5891
Children's Medical Services	1-888-326-7485
Cocaine Abuse	1-800-662-HELP
Covenant House	1-800-999-9999
Directory Assistance	1-800-555-1212
Diabetes	1-800-232-3472
Domestic Violence Hotline	1-800-500-1119
Down Syndrome	1-800-221-4602
Drug Abuse – National Hotline	1-800-662-4357
Family Network on Disabilities	1-800-825-5736
Family Source of Florida	1-580-488-5437
Kidney Disease	1-800-638-8299
Lighthouse for the Visually Impaired and Blind	1-352-754-1132
Missing Children	1-800-843-5678
National Alliance for the Mentally Ill (NAMI) of Hernando Co	1-850-671-4445
National Health Information Center	1-240-453-8280
National Runaway Safe Line	1-800-621-4000
Organ Donations Education	1-800-528-2971
Parent Hotline	1-800-840-6537
Poison Control	1-800-222-1222
Product Safety	1-863-665-3601
Rape Hotline	1-800-656-4673
Runaway /Exploited Children	1-800-843-5678
Sexually Transmitted Diseases (STD) Hotline	1-800-458-5231
Speech and Hearing	1-800-638-TALK
Substance Abuse	1-800-390-4056
Suicide	1-800-273-8255
Tourette Syndrome Support	1-727-418-0240
U.S. Consumer Products & Safety Commission	1-800-638-2772
Vocational Rehabilitation	1-352-200-3020
Women's Sports Foundation	1-800-227-3988

12. Medication - It is the desire of the Hernando County School District that **medications for students be scheduled in such a way that they can be administered at home before and/or after school hours.** In the event that this is not possible, authorized school personnel may administer medication to the students when the following conditions ~~exist~~ are met:
    a. Authorization for Administration of Prescribed Medication/Treatment Form (SP-EE-051) has been completed and signed by the physician, signed by the parent/guardian and submitted to

the school. This form will only need to be completed once every school year unless a change in the prescription has occurred.

b. The medication must be properly labeled, in its original pharmacy container, with the name of the student, prescribing physician, name of the pharmacy and the directions for administration. The medication will not exceed the dosage required for 30 days. The date on the prescription must be dated after July 1st of the start of the new school year. This allows the student to complete an entire school year before an anniversary date of the prescription occurs.
c. Medications must be for the exact dose prescribed. School personnel will not divide or cut any medications to adjust dosages. It is the responsibility of the parent/guardian to provide the accurate prescribed medication dosages.
d. Each time the parent/guardian brings in a new supply for medication, the school clinic staff will count the amount of medications and give a receipt after the school representative and parent/guardian have signed the receipt form. A copy will be given to the parents; the original will stay in the clinic record.

All medications will be locked in the appropriate medication cabinet in the school clinic. Any medication requiring refrigeration (such as antibiotics) should be kept in a locked box in the clinic refrigerator.

Medications must be brought to school by the parents/guardian. STUDENTS ARE NOT PERMITTED TO BRING THEIR OWN MEDICATIONS TO SCHOOL. (The only exception to this rule is students who have prescriptions and contracts to carry their medications for EPINEPHRINE AUTO INJECTOR, ASTHMA INHALER and PANCREATIC ENZYMES).

If medication is to be taken at home as well as at school, it is recommended that the parents/guardian request the pharmacist to divide the prescription into two containers so that only the amount of medication needed during school hours is brought to school. Students will not be allowed to take their medications out of the clinic. No medications will be allowed on the school bus (with the exception of the four listed in state law, Epinephrine Auto Injector, Asthma Inhaler, Insulin and Pancreatic Enzymes).

Due to possible side effects of non-prescription medications, any over the counter medications will be treated the same as prescription medications and require the completion of the Authorization for Administration of Prescribed Medication/Treatment. Non-prescription, over the counter products must be brought into school by the parent/guardian in an original container with the safety seal intact.

PARENTS/GUARDIANS ARE EXPECTED TO PAY SPECIAL ATTENTION TO THE ABOVE POLICY FOR WITHOUT ADHERENCE TO THESE RULES SCHOOL PERSONNEL WILL NOT BE ALLOWED TO ADMINISTER OR DISPENSE MEDICATIONS TO YOUR CHILD.

13. Parent/Student General Information - All parent(s)/guardian(s) should observe their child daily for signs of illness, cleanliness and adequate clothing before they leave for school. Since many illnesses are contagious and parent(s)/guardian(s) are interested in considering the health of other children as well as their own child, please refer to the following symptom alert checklist. If your child exhibits any of these symptoms, do not send him/her to school:
    a. Vomiting or diarrhea within the past 24 hours
    b. Fever within the past 24 hours
    c. Sore or red throat
    d. Persistent coughing or sneezing
    e. Red, watery eyes
    f. Rash

g. Earache or drainage from the ear
h. Excessive runny nose especially with greenish-yellow discharge

When a life-threatening situation occurs for a student, the school staff will contact 911 immediately. Emergency care information, including any special orders, such as a "Do Not Resuscitate" (DNR) request, will be provided to emergency medical personnel upon their arrival.

Parent(s)/guardian(s) are asked to cooperate with school personnel whenever they request assistance, information or conferences concerning their student(s) in regards to health issues.

Parent(s)/guardian(s) are responsible for providing personal care items for their student; change of clothes, sanitary products, brace wax etc. The clinic does not have a supply of these items.

Parent(s)/guardian(s) shall promptly fill out and return the Student Information Update ~~and~~ Emergency Information Card and Parental Consent Form to school personnel. It is vital that this information be available to the school personnel in the event of a student becoming suddenly ill or involved in an emergency situation. Failure to have this information on hand may result in an unnecessary delay in reaching the parent(s)/guardian(s) or in getting immediate medical attention for the student. It is also vital that the information card be kept up-to-date since addresses, phone numbers, etc. change during the school year. Parent(s)/guardian(s) are required to designate emergency contact person(s) who will pick up their student if the need ever arises. The name and phones numbers of the emergency contact person(s) must be included on the Emergency Information Card.

14. Pediculosis
NO LIVE LICE POLICY
Students who display signs of head lice, such as excessive scratching of the head, may be sent to the clinic to be checked. A thorough examination of the hair and scalp should be done for the presence of live lice. If nits or lice are found, siblings must be checked for lice infestation as well.

If nits are present, an attempt will be made to contact the parent/guardian and the Nit Notification and Treatment Letter will be sent home with the student. The student will be given a return to class pass from the clinic. Students must report to the clinic on a daily basis to monitor process of nit removal until no nits are found. A final recheck will be performed on the 10th day. If nits are still present, the school health professional will be notified to follow-up with the parent/guardian. If live lice are present, parents will be called to pick-up their child from school. After live lice treatment, the student must report to the clinic with their parent/guardian to be examined for lice/nits before they may return to class. If lice are present, the student will be sent home with the parent/guardian.
**NOTE: Presence of lice 24 hours after treatment suggests a very heavy infestation, re-infestation, resistance to therapy, or incorrect us of treatment product. The parent/guardian may contact their licensed healthcare provider regarding retreatment with a pediculicide.

15. School Clinic - All district schools maintain a health clinic that is attended by a school health professional with varying levels of medical training. School clinics are not fully equipped medical rooms. However, they are adequately designed for first aid and/or care of minor illness. The school clinic is closed for the first hour of school unless there is an emergency. Students should not seek explanation of their illness from the health professional since clinic personnel do not diagnose

illness. School health professionals will evaluate a student's condition and act accordingly. If the health professional finds that the child is ill, the parent(s)/guardian(s) listed on the Student Information Update and Emergency Information card will be called by the school health professional. If the student is determined to be in satisfactory condition, with a normal temperature and no other signs or symptoms of illness, he/she will be returned to class. Students who request to call home will be allowed to do so. The parent(s)/guardian(s) may then decide if the child is to remain in school (if no signs of illness) or go home. For additional information, please see the School Clinic Policy Manual.

16. ~~Refusal to Pick Up from School - Students who have been assessed by the school health professional or other designated personnel and determined to be injured or too ill to remain in class must be picked up promptly. At times, there may be extenuating circumstances when a parent(s)/guardian(s) cannot get to school to pick up their ill or injured child. In such cases, the school will work with parent(s)/guardian(s) as much as possible. However if a parent(s)/guardian(s) refuses to pick up a child who is injured or too ill to remain in school, the incident will be documented in the child's school health folder. If a parent(s)/guardian(s) continues to refuse to pick up their sick child on subsequent occasions, then this will be documented in writing and a referral will be made to appropriate agencies.~~

Instructional Resources

1. Instructional Materials – Florida Statute § 1006.28

- **District School Board**
  The School District shall assure that instructional materials used in the district are consistent with the district goals and objectives and the curriculum frameworks adopted by rule of the State Board of Education as well as with the state and district performance standards.
- **District School Superintendent**
  By March 31 the Superintendent must certify to the commissioner that there is an approved comprehensive staff development plan that supports fidelity of implementation of instructional materials programs in place. The report must verify that training was provided and that the materials are being implemented as designed.
- **School Principal**
  The school principal has the following duties for the management and care of instructional materials at the school:

  a. Proper use of instructional materials
  The principal or principal's designee shall assure that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed, pursuant to adopted District School Board Rule. The school principal or principal's designee shall communicate to parent(s)/guardian(s) the manner in which instructional materials are used to implement the curricular objectives of the school.

  b. Money collected for lost or damaged books
  The school principal or principal's designee shall collect from each student or the student's parent(s)/guardian(s) the replacement cost of any instructional material the student has lost, destroyed, or unnecessarily damaged.

  c. Disposition of funds
  The school principal or principal's designee shall transmit all money collected from the sale, exchange, loss, or damage of instructional materials to the district to be deposited in the district instructional materials fund

  d. Accounting for textbooks

The Principal or principal's designee shall see that all books are fully and properly accounted for as prescribed by the adopted rules of the district school board. Adopted procedure for the Hernando County School System is the use of the district provided circulation system to maintain inventory of instructional materials.

- **Parent and Students** – Florida Statute § 1006.42
  Each parent of a student to whom or for whom instructional materials have been issued, is liable for any loss or destruction of, or unnecessary damage to, the instructional materials or for failure of the student to return the instructional materials when directed by the school principal or the teacher in charge, and shall pay for such loss, destruction, or unnecessary damage as provided under s. 1006.28(3). **A student will only have digital access to instructional materials when a parent fails to return the instructional materials or pay for damage/lost materials.**

~~2. Adoption Cycle 2024-2025 through 2029-2030~~

~~Adoption Year~~	~~Subject Area~~	~~Specifications & Criteria Available~~	~~State Adoption Process~~	~~Effective Date Of Contract April 1 – March 31~~
~~2024-2025~~	~~English Language Arts, ***K-12***; Personal Financial Literacy and Money Management, ***9-12;*** Mathematics Intervention Materials,***K-4*** and English Language Arts Intervention Materials, ***K-3***~~	~~Nov. 2023~~	~~April 2024- 2025~~	~~2025-2030~~
~~2025-2026~~	~~Career and Technical Education, World Languages, Art, Music, Dance and Health, ***K-12***; Additional English Language Arts, ***6-12***~~	~~Nov. 2024~~	~~April 2025- 2026~~	~~2026-2031~~
~~2026-2027~~	~~Mathematics and Computer Science, ***K-12***~~	~~Nov. 2025~~	~~April 2026- 2027~~	~~2027-2032~~
~~2027-2028~~	~~Social Studies***, K-12***~~	~~Nov. 2026~~	~~April 2027- 2028~~	~~2028-2033~~
~~2028-2029~~	~~Science, ***K-12***~~	~~Nov. 2027~~	~~April 2028- 2029~~	~~2029-2034~~

3. Adoption Cycle 2026-2027 through 2030-2031

Adoption Year	Subject Area	Specifications & Criteria Available	State Adoption Process	Effective Date Of Contract April 1 – March 31
2026-2027	Mathematics and Computer Science, ***K-12***	Jan. 2025	June 2025-July 2026	2027-2032
2027-2028	Social Studies***, K-12***	Jan. 2026	June 2026-July 2027	2028-2033
2028-2029	Science, ***K-12***	Jan. 2027	June 2027-July 2028	2029-2034
2029-2030	English Language Arts, ***K-12***	Jan. 2028	June 2028-July 2029	2030-2035
2030-2031	Career and Technical Education, ***9-12***; Health and Physical Education, ***K-12***; Performing and Visual Arts, ***K-12***; World Languages, ***K-12***	Jan. 2029	June 2029-July 2030	2031-2036

4. Media Center/Library - Media centers are provided for students use in all Hernando County schools. The media center is provided to support the learning and enhance the educational opportunities for all students.

   Students using the media center/library must abide by media center/library regulations or they will lose their privilege to use the media center/library. The length of the loss of privilege, if such does occur, will be determined by the administration.

   Students are responsible for all material checked out of the media center/library in their names. They are responsible for the material until it is returned. If the material is not returned, the procedures for Lost or Damaged Books will be followed. For this reason, students are discouraged from checking out material for friends or from loaning books or material to other students.

5. Social Security - The School District of Hernando County may collect, use or release social security numbers of students and/or parents as either required or authorized by law [Florida Statute §119.071(5)(a)2-3]. For more information see Appendix D.

6. Student Records - State and Federal law gives parents [and students over eighteen (18) years of age] certain rights concerning student school records. For more information see Appendix E.

Safety

1. Emergency Procedures
   a. **911:**
      If students or parent(s)/guardian(s) become aware of any criminal activities, violence, weapons, guns or drugs in regard to a district school, that individual is urged to immediately call 911 Contact school personnel to report violations of school rules and or bullying. Students can also utilize the Fortify FL mobile or web-based app to report anonymous suspicious activity, potential threats, or safety concerns directly to law enforcement and school officials.

   b. **Evacuation / Reunification Procedures:**
      It should be noted that circumstances may arise which require the Hernando County School District to either evacuate one or more of its campuses due to an emergency situation. If this action is required, all students will be moved to an alternative site, when it is safe to do so, until the hazard has passed. It should be noted that during an emergency, ALL cell phones (students and staff) are to be "OFF". If parent(s)/guardian(s) wish to pick-up their student during an emergency situation, they may do so only from the ~~alternative~~ designated reunification site for each school. Information regarding the designated reunification site will be provided on a case-by-case basis by District Office in conjunction with the Office of Safe Schools when conditions warrant evacuation from an affected site.

2. Lockers - Lockers will be issued according to school-based procedures. The locker is the property of the school, and administration reserves the right to inspect the locker without prior notice being given to the student who rents the locker. The student renting the locker is responsible for the contents and condition of the locker.

3. Off-Campus Passes/Leaves, Permits - To receive permission, students must bring a note from the parent(s)/guardian(s) indicating the student has permission to leave campus or the student will be picked up by the parent(s)/guardian(s) and this note will be verified with a phone call to the parent by administration. The note must give the reason for the dismissal. Only the attendance office can give students an off-campus pass/leave permit. The pass will be given only when the situation is considered urgent and warrants this special privilege. The criteria for issuing the pass/leave permit shall be the same as an excused absence. Students must show his/her permit to leave campus during school hours. A student may be signed out of school only if a legal guardian listed on the student emergency card provides the requested documentation. A picture identification of the individual requesting the student be released may be required. Students are not allowed to leave school with any person other than the legal parent(s)/guardian(s) or a person with authorization from the student's parent(s)/guardian(s). Adult students (18 years of age or older) or a married student will need only the principal's permission to leave campus.

   Students are not allowed to leave campus for lunch or to run off-campus errands for staff.
   With principal and parent(s)/guardian(s) permission, students will be allowed to leave campus for a school-sponsored activity. The student must be covered by sufficient insurance and the liability waiver must be completed.
   Students may not leave campus during school hours without appropriate permission.

4. Safety Rules
   - Adhere to on-site traffic plans for vehicles when driving on campus
   - Encourage walkers or bicyclists to follow safety rules
   - Use pedestrian-safety features where available

5. Supervision
   Ensure Your Child's Safety
   - Parents and children are not to arrive at school earlier than thirty minutes before the start of the school day*
   - Children are to leave campus within thirty minutes after the school day or activity ends*

   * Special arrangements may be made with the before/after school program, teacher or administrator.
   Supervision will not be provided earlier than thirty minutes before nor thirty minutes after school times. School clinic services are not available at extracurricular activities nor before or after the school day. Parents bear the responsibility to attend to any medical needs for their children before and after these times.

6. Survey - Students are not required to participate in any survey non-related to school matters. See Appendix F.

7. Visitors - To protect the safety and welfare of the Hernando County School District's students, all school campuses are closed. All visitors must enter the school through the main office to be screened and given authorization to visit the campus [Florida Statute §1013.10; Unauthorized persons on school district property may be considered to be a trespasser and may be reported to law enforcement. Acceptable reason for school visits include:

   - Participation in a school-sponsored activity approved by the administration.
   - Special permission from the school or district administration.

Students who have been withdrawn, expelled or suspended from school for disciplinary reasons will not be allowed on any School Board property or at school-sponsored activities unless they are accompanied by an administrator or administrator's designee. This administrator or administrator's designee shall accompany the student until the student has left the school grounds.

8. Weather Emergencies - When students find themselves in or around the following location, event, or condition, during a thunderstorm or lightning they are advised to take the following protective action:

Thunderstorms and Lightning:

a. **On School Grounds:** Students are directed to get out of open areas and into an enclosed building as quickly as possible upon the approach of a storm. Students shall not seek shelter under isolated trees, close to metal fences, on playground equipment, or in shelters in exposed locations.

b. **In School Buildings:** Students are directed to stay indoors and to not go outside unless absolutely necessary. Stay away from open doors and windows, metal objects, electrical appliances and plumbing until the storm has passed. Keep telephone use to a minimum. Do not handle flammable liquids in open containers. Unplug, if possible, TV sets, computer equipment and all electrical equipment and appliances.

c. **Athletic Events:** Students are directed to seek shelter in buildings. Avoid open fields and high objects in the area where there is no shelter. Keep twice as far from isolated trees or objects as the object is tall. Get into a crouching position if open areas cannot be avoided. Avoid open spaces, metal fences, sheds or unenclosed shelters. Avoid electrically conductive overhead objects (i.e., wires). Do not use metal object such as fishing rods or golf clubs. Remove metal-cleated shoes.

d. **In Transit:** Students are directed to stay inside vehicles. DO NOT TOUCH EXPOSED METAL PARTS. Do not park vehicles under electrical lines or trees. Seek protected shelter when using scooters, motorcycles, bicycles and other open vehicles.

e. **Field Trips or Hiking:** Students are directed to move from high ground and avoid lone trees and small sheds. Stay away from metal fences. Seek shelter in a thick timber ravine, ditch or in an enclosed vehicle or building.

Tornadoes:

Principals and facility managers have evaluated their physical plants and have developed plans for secure area for the students. They have considered the following issues in formulating their plans:

- The utilization of lower floors and interior areas for housing students.
- Gyms and other areas with wide roof span buildings are not suited for housing students.
- The development of a special alarm system for tornado warnings.
- Ensuring that first aid supplies are current and convenient.

a. **Tornado Watch***:* When weather conditions are right for the formation of tornadoes, the staff will:

- Move students from re-locatable (portable) classrooms and outside locations to permanent facilities.
- Prepare shelter areas on the lower floors and toward the interior of the buildings.
- Monitor weather advisories.
- Make plans to evacuate large areas with wide roof spans unless they are designated as shelters.

- Keep doors unlocked.
- Close windows and outside doors.

b. **Tornado Warning:** When a tornado has been sighted in the area visually and/or on radar, the staff will:
   - Monitor progress of the storm.
   - Evacuate portable classrooms and take shelter in permanent facilities.
   - Close windows and outside doors.
   - Direct everyone to seek cover where floors and walls meet and take a protective seated position with hands/arms covering the head and face.

c. **School Bus:** During a tornado warning, bus drivers will take the following steps:
   - Stop at the closest available building which can be used as a shelter.
   - Shelter students until the "all clear" are announced.
   - Advise students to seek cover and place themselves in a protected position covering their head and face.
   - Have the students disembark and lie flat in the lowest area available when a suitable shelter is not available.

Transportation

1. Driver's License Requirements - According to the provisions of Florida Statutes, effective October 1, 1997, any student who is eligible to obtain a restricted or regular license must be enrolled in an educational program and satisfy relevant attendance requirements. The student must be enrolled in a K-12 program, a special program, or an adult full time evening school. The student must not have more than fifteen (15) unexcused absences in a 90-day attendance period.

   A. Suspension of Driver's License

   If a student is not enrolled in school or accumulates fifteen (15) or more unexcused absences in a 90-day period, the district must notify the Department of Highway Safety and Motor Vehicles of the name, date of birth, and social security number of the student. Upon receipt of notice from the Department of Highway Safety and Motor Vehicles that the driving privilege will be suspended, the minor or the parent(s)/guardian(s) of the minor has fifteen (15) calendar days to provide proof of compliance with the school attendance requirement statute or request a hardship waiver. Twenty (20) days after notification from the Department of Highway and Safety and Motor Vehicles, the operator's license or learner's permit will be suspended. Students affected by this requirement who have not yet received a learner's permit will have their attendance recorded with the Department of Highway Safety and Motor Vehicles.

   Hardship Waiver

   According to the provisions of the statute cited above, school administration shall waive the requirements of this statute for any minor under its jurisdiction for whom a personal or family hardship requires that the minor have a driver's license for their own or their family's employment or medical care. Recommendations of teachers and counselors are to be considered prior to granting a waiver. If a waiver is granted through this process, the Department of Highway Safety and Motor Vehicles is to be notified within 24 hours after the hearing.

2. Parking

   To be eligible for a parking permit, **the high school student** must:
   - Have a 2.0 GPA at the time of application

- Maintain a 2.0 GPA each marking period for which the permit is issued
- Maintain a 10 days or less unexcused attendance rate for each class in the prior semester.

a. The Principal or principal's designee will suspend the parking permit at the time that the student's GPA falls below 2.0 and/or student has 10 or more unexcused absences in the current semester. However, a student may have his/her parking permit reinstated when the GPA is restored and/or attendance is improved provided there are available parking spaces.
b. All high school students who drive vehicles on campus are required to obtain a parking permit with an assigned number. That number and student application will be kept on file in the administration office. Since there are limited parking facilities on high school campuses, parking permits will be issued in order of academic programs (DECA, Allied Health, Dual Enrollment, Reduced Schedule) and seniority with Seniors, and Juniors second priority.
c. A parking permit will be issued by the principal or principal's designee to eligible drivers for each vehicle registered upon presentation of a current Florida Operator's License and a Florida Vehicle Registration Certificate. The sticker shall be placed on the vehicle in accordance with the individual school's requirements. Each vehicle will be assigned a specific parking area.
d. Students are not permitted to return to their vehicles during school hours unless approved by the school administration.
e. The school is not responsible for damages, theft, etc. to personal vehicles, bicycles, scooters or any form of transportation or their contents.
f. Student drivers have the responsibility to ensure that all passengers have appropriate leave permits when leaving campus during the school day. Failure to do so may result in disciplinary action.
g. Students driving vehicles within the school zone are required to observe all state, local and school district regulations on speeding and parking. Any member of the faculty, staff or administration may issue a citation for a violation upon identification of the student or parking permit. The citation will be in triplicate with one copy to the student or placed on the vehicle, one copy to the administration for the student's disciplinary file, and one copy to be mailed to the parent(s)/guardian(s) of the student. Repeated violations may result in issuance of a parking ticket with a fee up to $25.00 and/or suspension or revocation of the privilege of driving and parking on campus, and/or referral to law enforcement. After the first warning of irregular parking, vehicles that do not have parking stickers will be towed away at the driver's expense.
h. Excessive disciplines, absences, tardies, or improper use of off-campus privileges on the part of the student may result in the revocation of the parking permit.
i. Middle school students are not permitted to operate motorized vehicles on campus.

3. Bicycles and scooters - Persons riding bicycles or scooters on a roadway have the same rights and duties as drivers of motorized vehicles. Riders must know and obey the scooter laws and/or know and obey the bicycle laws. All students must comply with the helmet law.

4. Bus Procedures - Instructions for Students Riding the Bus:
   - Students are expected to obey the bus driver's instructions at all times since he/she is in full charge of the bus.
   - When waiting to board the bus, students are to stand at least 10 feet off the roadway until the bus stops. Also, when boarding or departing the bus, students are to walk 10 feet in front of the bus and wait for the driver's signal before crossing the road.
   - Students must board and leave the bus at their regular stop location. No exceptions will be made unless by written permission from the administration.

- Students must be on time. The bus will not wait for those who are tardy. Students should be at the bus stop five minutes before the scheduled time. In case of a bus breakdown, students must wait at the bus stop for one hour for a substitute bus to arrive before an excused tardy for being late to school is issued.
- The driver will assign student seats. Students are to sit facing forward with feet out of the aisle. Students are to remain in their seats while the bus is in motion. The aisle must be clear of feet, books and jackets. The driver must have an unobstructed view of the back door.
- Students are to keep arms and heads inside windows. No object is to be thrown at the bus, in the bus or out of the windows of the bus.
- Students are to make no unnecessary conversation with the bus driver since the driver must have his/her full concentration on driving the bus. Students are to remain quiet. Outside of ordinary conversation, students are to maintain classroom conduct. Students shall not use any abusive or profane language to other students, the driver or pedestrians.
- Students will refrain from pushing, tripping, shoving and fighting while boarding, riding and leaving the bus.
- Students are to be absolutely silent when the bus stops at all railroad crossings. Burning the dome lights is the driver's signal for absolute silence.
- No eating, drinking, use of drugs/snuff/chewing tobacco, smoking, vaping or possession of a weapon will be allowed at any time on the bus.
- Animals (dead or alive), glass containers, sharp objects, balls, ball bats, racquets, marbles, cutting instruments, toys, radios, tape players, CD players, games, novelty/trading cards, batons, drumsticks, toothpicks, balloons, lighters, matches, or any items of this nature are not allowed on the bus.
- Large objects, including band instruments which cannot be held on the lap or which interfere with the seating and safely of others, will not be permitted on the bus.
- Students in Exceptional Student Education must comply with all of above. As required by law, parent(s)/guardian(s) of exceptional students must be available to assist the student in boarding and departing at the approved bus stops, and they must provide necessary emergency information to the Transportation Department.

Violation of any of the above rules will be reported by the driver to the principal who has the authority to suspend a student temporarily or permanently from riding the bus. Riding the bus is a privilege. Parent(s)/guardian(s) have the responsibility to ensure that suspended students will not appear at the bus stop.

Pledge

In accordance with Florida Statute §1003.44, a student has the right not to participate in reciting the pledge. Upon written request by his or her parent, the student must be excused from reciting the pledge, including standing and placing the right hand over his or her heart.

APPENDIX A
(Course Progression Charts)

Middle Grades Course Progression

Course	Level	Grade 6	Grade 7	Grade 8
English Language Arts	(Level 1-2)	MJ Language Arts 1 (1001010) + M/J Intensive Reading (1000010)	M/J Language Arts 2 (1001040) + M/J Intensive Reading (1000012)	M/J Language Arts 3 (1001070) + M/J Intensive Reading (1000014)
	(Level 3-5)	M/J Language Arts 1 1001010) or M/J Language Arts 1 Adv (1001020)	M/J Language Arts 2 (1001040) Or M/J Language Arts 2 Adv (1001050)	M/J Language Arts 3 Adv (1001080) or English 1 (1001310) or Pre-AP English 1 (1001415)
Mathematics	(Level 1)	MJ Math Course 1 (1205010) + Intensive Math (1204000)	MJ Math Course 2 (1205040) + Intensive Math (1204000)	MJ Pre-Algebra (1205070) + Intensive Math (1204000)
	(Level 2)	MJ Math Course 1 (1205010)	MJ Math Course 2 (1205040)	MJ Pre-Algebra(1205070)
	(Level 3-5)	MJ Math Course 1 Adv (1205020)	MJ Math Course 2 Adv (1205050)	‡‡Algebra 1 (1200310)* or Pre-AP Algebra 1 (1200386)* or MJ Pre-Algebra(1205070) ***Level 3 EOC score required for standard diploma and EOC counts 30% of final grade***
Science	(Level 1-3)	Comprehensive Science 1 (2002040)	Comprehensive Science 2 (2002070)	Comprehensive Science 3 (2002100)
	(Level 4-5)	Comprehensive Science 1 Adv (2002050)	Comprehensive Science 2 Adv (2002080)	Comprehensive Science 3 Adv (2002110)
Social Studies	(Level 1-3)	U.S. History (2100010) Or U.S. History and Career Planning (2100015)	Civics (2106010) or Civics and Career Planning (2106016)* ***EOC counts 30% of final grade***	World History and Career Plan (2109015)

	(Level 4-5)	U.S. History Adv (2100020) Or U.S. History and Career Planning Adv (210005)	Civics Adv (2106020) or Civics and Career Planning Adv (2106026)* ***EOC counts 30% of final grade***	M/J World History Adv and Career Plan (2109020) Or Pre-AP World History and Geography (2109415)

If a school offers Pre-AP World History and Geography, MYP IB or AICE Social Studies courses in 8th grade, the school must adopt US History and Career Planning or Civics and Career Planning to meet promotion requirements.

High School Course Progression Matrix

English Language Arts and Mathematics

Course	Grade Level	Transitional Level 1-2	On Grade Level 3	Above Level 4-5	IB Level 4-5	AICE
English Language Arts	**Grade 9**	English I / (1001310) & Intensive Reading	English I / (1001310) or Pre-AP English I / (1001415)	English 1 (H) / (1001320) or English II (H) / (1001350) or Pre-AP English I / (1001415)	English 1 (H) / (1001320H) or Pre-IB English 2 / (1001810)	English 1 (H) / (1001320H) or AS General Paper / (1009360)
	Grade 10	English II / (1001340) & Intensive Reading	English II / (1001340) or English II (H) / (1001350)	English II (H) / (1001350) or English III (H) / 1001380	Pre-IB English 2 / (1001810) or English 3 (H) / (1001380) or AP LA & Comp.(1001420)	English II (H) / (1001350) or AS English Language / (1001550)
	Grade 11	AS General Paper / (1009360)	AS General Paper / (1009360) or ENC1101/ENC1102	AP LA & Comp.(1001420) or ENC1101/ENC1102 (2cr) or AS General Paper / (1009360)	IB English 3 / (1001820)	AS English Literature / (1005370)
	Grade 12	English IV / (1001400)	English IV / (1001400) or ENC1101/ENC1102 (2cr)	AP LA & Comp.(1001420) 0r ENL2011/ENL2012 (2cr)	IB English 4 / (1001830)	AS English Language and Literature / (1001535)
== Mathematics	**Grade 9**	Algebra 1A / (1200370) 1 credit &	*Algebra 1 or (H) (1200310/1200320) Or	Geometry or (H) (1206310/1206320)	Geometry (H) / (12063i0) Or Algebra II (H) / (1200340)	Geometry (H) / (12063i0) Or

		*Algebra 1B / (1200380) 1 credit	Pre-AP Algebra 1 (1200386)*			Algebra II (H) / (1200340)
	Grade 10	Geometry / (1206310)	Geometry or (H) / (1206310/1206320)	Algebra II or (H) / (1200330/1200340)	Algebra II (H) / (1200340) or IB Pre-Calculus / (1202375)	Algebra II (H) / (1200340) or Pre-Calc / (1202340)
	Grade 11	Algebra II or (H) / (1200330/1200340) or Mathematics for Data and Financial Literacy (1200384)	Algebra II or (H) / (1200330/1200340) or Mathematics for Data and Financial Literacy (1200384)	Pre-Calc / (1202340) or MAC 1105/1147 (2cr)	IB Math Studies / (1209800) or IB Pre-Calculus / (1202375) Or IB Calc & Descr Stats / (1202810)	Pre-Calc / (1202340) Or AP Calculus AB / (1202310)
	Grade 12	Algebra II or (H) / (1200330/1200340) or Mathematics for Data and Financial Literacy (1200384) or Mathematics for College Liberal Arts (1207350)	Pre-Calc / (1202340) or Mathematics for Data and Financial Literacy (1200384) Or Mathematics for College Liberal Arts (1207350) or MAC 1105/1147 (2cr)	AP Calculus AB / (1202310) or STA2023	IB Stats & Intro Diff Calc (1210310) Or IB Calc & Descr Stats / (1202810) Or AP Calculus AB / (1202310)	AP Calculus AB / (1202310) Or AP Calculus BC / (1202320)

**** Level 3 EOC score required for standard diploma and EOC counts 30% of final grade***

Algebra 1A and Algebra 1B are equivalent to 2 credits for high school graduation. However, both courses count as 1 credit for admission to the SUS

Certain Industry Certifications may be applied toward mathematics credit requirements (excluding Algebra 1 and Geometry)

High School Course Progression Matrix

Science and Social Studies

Course	Grade Level	Transitional Level 1-2 Science FCAT	On Grade Level 3	Above Level 4-5	IB Level 4-5	AICE
Science	**Grade 9**	Env. Science (2001340) (Grade 9 students only)	Biology (2000310)	Biology or (H) (2000310/2000320)	Biology 1 (H) (2000320H)	Biology (H) / (2000320)
	Grade 10	Biology (2000310)	Physical Science (2003310)	Chemistry I or (H) (2003340 / 2003350)	Chemistry 1 (H) (2003340 / 2003350)	AS Marine Science / (2002515)
	Grade 11	Physical Science (2003310) or Marine Science (2002500) or Earth Space Science (2001310)	Marine Science (2002500) or Earth Space Science (2001310)	Physics I or (H) /(2003380/2003390) or AP Env. Science (2001380) or +AP Biology 2000340 or BSC2010/BSC2011	AP Biology (2000340)	AS Environmental Management / (2001381)
	Grade 12			CHM 2045 Or PHY1053	Biology 2 IB / (2000810) or Biology 3 IB / (2000820) or Env. Systems 2 IB / (2001375) or Sports & Ex Science 2 IB (2001830) or Chemistry 2 IB (2003810)	
Social Studies	**Grade 9**					World History (H) / (2109320)
	Grade 10	World History (2109310)	World History or (H) (2109310/2109320) or Pre-AP World History and Geography (2109415)	AP World History (2109420)	AP World History (2109420) Or AP European History (2109380)	AS European History / (2109371)

	Grade 11	U.S. History (2100310)	U.S. History or (H) (2100310/2100320) or AP U.S. History (2100330)	AP U.S. History (2100330) or *AMH2010/AMH2020	AP U.S. History (2100330)	AS US History / (2100500)
	Grade 12	U.S. Government (2106310) Econonomics (2102310)	U.S. Government or (H) (2106310/2106320) and Economics or (H) (2102310/2102320)	AP U.S. Gov and Politics (2106420) AP Microeconomics (2102360) or AP Macroeconomics 2102370 or AP Psychology 2107350 or AP Comparative Gov/Pol 2106430 DE Psychology PSY1012 or DE Sociology SYG2000	Cont. History 1 IB (2109800) or Cont. History 2 IB (2109805) or Soc & Cult Anthropology 2 IB (2101810) or Environmental Systems 2 IB (2001375)	

APPENDIX B
(Sample Programs of Study)
For a full list of all programs of study, go to the district website

Career Cluster:	**Visual and Performing Arts**	**Program:**	**Theatre**
Career Cluster Pathway:	**Acting**	**Industry Certification:**	**N/A**

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	16 CORE CURRICULUM CREDITS				8 ADDITIONAL CREDITS		
	ENGLISH 4 credits	**MATH** 4 credits	**SCIENCE** 3 credits, 2 with lab	**SOCIAL STUDIES** 3 credits	**OTHER REQUIRED COURSES** FINE ARTS (1 credit), PHYSICAL EDUCATION (1 credit),	**VISUAL and PERFORMING ARTS COURSES**	**RECOMMENDED ELECTIVES** (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)
HIGH SCHOOL (NCTHS)	**Diploma Options: (1) 24 Credit (2) 18 Credit ACCEL (3) Advanced International Certificate of Education (4) International Baccalaureate** • **Students are encouraged to begin planning for careers and post secondary options by exploring resources at mycareershines.org.** • **Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements.** • **~~Cumulative~~ GPA of 2.0 on a 4.0 scale for 24 credit program**						
9th	English 1	*Algebra 1	Biology		HOPE (meets PE requirement)	Acting 1	~~foreign~~ World Language
10th	*English 2	Geometry	Physical Science	World History		Acting 2	~~Foreign~~ World Language
11th	English 3	Algebra 2	Chemistry or Physics or Equally Rigorous Course	US History	Fine Arts – May take an additional Theatre course such as Technical Theatre Design & Production 1 or Musical Theatre 1	Acting 3	
12th	4th year English	4th year Math		US Government and Economics with Financial Literacy		# Acting 4	

Post-Secondary	**Based on the Career Cluster of interest and identified career and technical education program, the following is a sample of postsecondary options available.**		
	2-Year Professional Certificate PROGRAM(S)	**COMMUNITY COLLEGE PROGRAM(S)**	**UNIVERSITY PROGRAM(S)**
	American Musical and Dramatic Academy (AMDA - NY)	A.S. in Acting (FL School of the Arts) A.A. Pre-Major in Theatre (Valencia College)	B.A. in Theatre Arts or Theatre/Education B.F.A. in Acting or Theatre Performance (UF, UCF, FSU, and others)
CAREER	**Sample Career Specialties**		
	Actor (Theatre, film, television, industrials, theme park, voice-over artist, etc.)	K-12 Theatre Teacher College Theatre Professor Theatre Company/Performing Arts Center Education Director/Instructor	Other professions that often encourage study in acting: Psychologist/Counselor, Lawyer, Minister/Clergy, Broadcaster
CREDIT	**Extension and Dual Enrollment Opportunities**		
	Dual Enrollment Survey of Drama 1 & 2 through PHSC	Students in the Theatre program may take additional theatre courses to supplement their career cluster pathway as openings in their schedules permit	Available courses: Acting 1, 2, 3, 4 Honors, Technical Theatre Design & Production 1, 2, 3, 4 Honors, Musical Theatre 1, 2, 3, Theatrical Directing & Stage Mgmt.

=Level 3 Requirements** **#=Honors Weight** **♦=Science Equivalent *Course **@= Course Substitution** **PA= Fine/Performing Arts Credit**

Performing Arts Student Association: International Thespian Honor Society

Extra Curricular Experience Recommendations: Participation in Shark Theatre productions, Thespian Honor Society Festivals/Competition

Program of Study Graduation Requirements: http://www.fldoe.org/academics/graduation-requirements

Career Cluster:	**Engineering & Technology Education**	**CTE Program:**	Production Technology (8604000)
Career Cluster Pathway:	**Engineering & Technology Career Path (SCPA)**	**Industry Certification:**	Secondary: MSSC Certified Production Technician Post-Secondary: **NIMS Machining Level 1**

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	14 CORE CURRICULUM CREDITS				10 ADDITIONAL CREDITS		
	ENGLISH 4 credits	**MATH** 4 credits	**SCIENCE** 3 credits, 2 with lab	**SOCIAL STUDIES** 3 credits	**OTHER REQUIRED COURSES** FINE ARTS (1 credit), PHYSICAL EDUCATION (1 credit),	**CAREER AND TECHNICAL EDUCATION COURSES**	**RECOMMENDED ELECTIVES** (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)
HIGH SCHOOL (CHS, HHS)	**Diploma Options: (1) 24 Credit (2) 18 Credit ACCEL (3) Advanced International Certificate of Education (4) International Baccalaureate** • **Students are encouraged to begin planning for careers and post secondary options by exploring resources at mycareershines.org.** • **Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements.** • **Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program**						
9th	English 1	*Algebra 1	Biology		HOPE (meets PE requirement)	Production Technology 1 (PA)	~~foreign~~ World Language
10th	*English 2	Geometry	Physical Science	World History	Practical/Fine Arts	Production Technology 2 (PA)	~~foreign~~ World Language
11th	English 3	Algebra 2	Chemistry or Physics or Equally Rigorous Course	US History		Production Technology 2 (PA)	
12th	4th year English	4th year Math		US Government and Economics with Financial Literacy			

Post-Secondary	**Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.**		
	TECHNICAL CENTER PROGRAM(S)	**COMMUNITY COLLEGE PROGRAM(S)**	**UNIVERSITY PROGRAM(S)**
	Automation & Production Technology at SunCoast Technical Education Center	A.S. Engineering Technology at HCC A.S. Engineering Technology at SPC A.S. Engineering Technology at PHSC	BS in Industrial Management at USF BS in Industrial Engineering at UCF
CAREER	**Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)**		
	Production Worker Team Assemblers	Engineering Technician Machinist Manufacturing Production Technician	Engineer
CREDIT	**Articulation and CTE Dual Enrollment Opportunities**		
	Secondary to Technical Center (PSAV)	**Secondary to College Credit Certificate or Degree** Students earning the MSSCN001 Industry Certification are guaranteed 15 credits in the Engineering Technology AS/AAS	**PSAV/PSV to AAS or AS/BS/BAS** Three (3) college credit hours to the AAS/AS Degree in Manufacturing Technology.

***= Level 3 Requirements** **#=Honors Weight** **♦=Science Equivalency** **@= Course Substitution** **PA= Fine/Performing Arts Credit**

Career and Technical Student Association: Skills USA

Internship/Work Experience Recommendations:

Program of Study Graduation Requirements: http://www.fldoe.org/academics/graduation-requirements

Career Cluster:	**Health Science**	**CTE Program:**	**Allied Health Assisting**
Career Cluster Pathway:	**Support Services**	**Industry Certification:**	**Certified Medical Administrative Assistant, Certified Nursing Assistant**

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	14 CORE CURRICULUM CREDITS				10 ADDITIONAL CREDITS		
	ENGLISH 4 credits	**MATH** 4 credits	**SCIENCE** 3 credits, 2 with lab	**SOCIAL STUDIES** 3 credits	**OTHER REQUIRED COURSES** FINE ARTS (1 credit), PHYSICAL EDUCATION (1 credit),	**CAREER AND TECHNICAL EDUCATION COURSES**	**RECOMMENDED ELECTIVES** (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)
HIGH SCHOOL (CHS, HHS)	**Diploma Options: (1) 24 Credit (2) 18 Credit ACCEL (3) Advanced International Certificate of Education (4) International Baccalaureate** • **Students are encouraged to begin planning for careers and post secondary options by exploring resources at mycareershines.org.** • **Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements.** • **Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program**						
9th	English 1	*Algebra 1	Biology		HOPE (meets PE requirement)		~~foreign~~ World Language
10th	*English 2	Geometry	Physical Science	World History	Practical/Fine Arts		~~foreign~~ World Language
11th	English 3	Algebra 2	Chemistry or Physics or Equally Rigorous Course	US History		Health Science 1or Anatomy & Physiology	
12th	4th year English	4th year Math		US Government and Economics with Financial Literacy		Health Science 2, Allied Health 3 and Health Science Directed Study	

Post-Secondary	**Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.**		
	TECHNICAL CENTER PROGRAM(S)	**COMMUNITY COLLEGE PROGRAM(S)**	**UNIVERSITY PROGRAM(S)**
	Certified Nursing Assistant, Practical, Surgical Technician, EMS, Paramedics, Medical Technician Programs	Various Health Science Programs including LPN, RN Radiology Technician, Ultrasound Technician	BS in Registered Nursing, Pre-Med, Pre-Pharmacy, Nurse Practitioner,
CAREER	**Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)**		
	Certified Nursing Assistant, Patient Care Assistant, Practical Nurse	Nursing RN, Emergency Medical technician, Medical Administrative Assistant, Health Unit Coordinator, Medical Coder	Registered Nurse, Nurse Practitioner, Respiratory Therapist, Physical Therapist
CREDIT	**Articulation and CTE Dual Enrollment Opportunities**		

***= Level 3 Requirements** **#=Honors Weight** **♦=Science Equivalency** **@= Course Substitution** **PA= Fine/Performing Arts Credit**

Career and Technical Student Association: HOSA Future Health Professionals

Internship/Work Experience Recommendations: Clinical experience required as part of program

Program of Study Graduation Requirements: http://www.fldoe.org/academics/graduation-requirements

APPENDIX C
(Intervention Plans)

Individual Student Plans

Plan Element	Progress Monitoring Plan	Individual Education Plan (IEP)	Section 504 Plan	English Language Learners Plan
Authority	Section 1008.25(4), F.S.	Individuals with Disabilities Education Act and Rule 6A-6.03028, FAC	Section 504 of the Rehabilitation Act of 1973	Consent Decree, *LULAC et. al. v. State Board of Education* (1990)
Purpose	To assist the student in meeting state and district expectations for proficiency for promotion in ELA, mathematics, social studies, and science	To address the unique educational needs of a student with a disability, including their level of English proficiency to ensure a free and appropriate public education	To provide students with disabilities equal opportunity to benefit from educational programs, services, or activities as is provided their nondisabled peers	To ensure the provision of appropriate services to students with limited English proficiency and to monitor the progress made by such students
Target Audience/Student Eligibility	Students who do not meet specific levels of performance as determined by the district School Board ELA, mathematics, social studies, and science for each grade level, or who do not meet specific levels of performance on statewide assessments at selected grade levels	Students who meet the eligibility requirements under IDEA and State Board of Education Rules must have an IEP developed and implemented.	Students with a current physical or mental impairment which substantially limits one or more major life activities	Students identified through a home language survey and oral/aural and reading/writing (3-12) assessments to be limited English proficient
Goals	Identification of the desired level of performance in area(s) of deficiency. Level 3 on FSA, SRI grade level proficiency and below designated cut points on iReady.	Identification of measurable annual goals to address the student's priority educational needs and how the disability affects progress in the general education curriculum	Determination of necessary accommodations based on the individual needs of the student	Progress toward the acquisition and proficiency of the English language
Method	Diagnostic assessments may include: teacher and common district assessments, placement test, and diagnostic software results	Diagnostic assessments may include: teacher and common district assessments, placement test, and diagnostic software results	There are no specific requirements for the content of a Section 504 plan; the plan identifies the services or accommodations to be	ACCESS for ELLs, diagnostic assessments may include: teacher and common district assessments, placement test, and diagnostic software results

			provided to the eligible student.	
Plan Element	**Progress Monitoring Plan**	**Individual Education Plan (IEP)**	**Section 504 Plan**	**English Language Learners Plan**
Monitoring	The how, when, how often, by whom, how long academic support instruction is to be provided, and the reevaluation activities to be employed	The how, when, how often, by whom, how long academic support instruction is to be provided, and the reevaluation activities to be employed	The how, when, how often, by whom, how long academic support instruction is to be provided, and the reevaluation activities to be employed	The how, when, how often, by whom, how long academic support instruction is to be provided, and the reevaluation activities to be employed
Parent Involvement	The school must collaborate with the parent of any student involved in the school-wide PMP through MTSS process.	Parents are integral members of the student's IEP team; documentation is required demonstrating that the parent was afforded the opportunity to participate.	Best practice dictates that they have involvement in the evaluation and placement process.	Parent involvement shall be promoted by the establishment of Parent Leadership Councils at the school or district level in addition to the training and promotion of parents of ELL students on other advisory councils in the district.
Service Delivery	Re-teaching by the classroom teacher, extra time programs, academic support programs, course/credit recovery Level 1 (intensive ELA and mathematics classroom) Level 2 (core academic classroom)	Identification and delivery of special education and related services, accommodations, and/or modifications	Individualized based on the student's required accommodations and/or modifications	Intensive English language instruction and instruction in basic subject that are comprehensible and equal to that provided to English proficient students in scope, sequence, etc.
Other Requirements	District school boards shall assist schools and teachers to implement research-based activities that have been shown to be successful in teaching low-performing students. academic support instruction provided during high school may not be in lieu of English	An IEP may suffice for the PMP process.	Students eligible for a Section 504 plan may also participate in the school-wide PMP process if they are experiencing academic difficulties.	The ELL Student plan may be combined with an IEP. The ELL or Student plan may be included in or attached to an existing student's plan, e. g., IEP, or may be a separate document for a given student or students.

	and mathematics credits required for graduation.			

APPENDIX D

NOTICE OF USE OF SOCIAL SECURITY NUMBERS

Please Read the information below.

The School District of Hernando County may collect, use or release social security numbers (SSN) of students and/or parents for the following purposes, which are noted as either required or authorized by law to be collected. The collection of social security numbers is either specifically authorized by law or imperative for the performance of the District's duties and responsibilities as prescribed by law [Florida Statute §119.071(5)(a)2-3].

- **Student registration and student identification numbers [**Required to request by §1008.386 and §119.071(5)(a)6, F.S. However, §1008.386 notes as an exception, "However, a student is not required to provide his or her social security number as a condition for enrollment or graduation."]
- **Registration in an adult education program** [Required by 6A-10.0381, Florida Administrative Code (F.A.C.) if available and/or student identifier, as required by §119.071(5)(a)6, F.S.]
- **Tracking of adult students enrolled in a postsecondary program.** [Required by 6A-1.0955(3)(e), F.A.C., and by §119.071(5)(a)6, F.S.]
- **Criminal history, Level 1 and level 2 background checks / Identifiers for processing fingerprints by Department of Law Enforcement / Registration information regarding sexual predators and sexual offenders authorized by §943.04351, F.S., if SSN is available.** [Required by 11C-6.003, F.A.C., and §119.071(5)(a)2 and 6, F.S.]
- **Reports on students required to be submitted to Florida DOE** [Authorized by §119.071(5)(a)2 and 6, F.S.]
- **Tort claims and tort notices of claim against the School Board** [Required by §768.28(6) and §119.071(5)(a)6, F.S.]
- **Use of motor vehicle information from the Department of Motor Vehicles for the District to carry out its functions and to verify the accuracy of information submitted by agent or employee to District, including to prevent fraud, in connection with insurance investigations, and to verify a commercial driver's license.** [Authorized by federal law 18 U.S.C. 2721 et seq. and §119.071(5)(a)6, F.S.]
- **Information received from Florida DOE to locate missing Florida School Children.** [Required by 6A-6.083, F.A.C., and §119.071(5)(a)6, F.S.]
- **National School Lunch Act application verification process / Eligibility for Free and Reduced Price Meals and Free Milk in Schools.** [Required of the adult, if the person has a number, by federal law 42 U.S.C. 1751 et seq. and federal regulations 7 C.F.R. 245.2 and .3, and §119.071(5)(a)6, F.S.]
- **Reports from Department of Motor Vehicles of each student whose driver's license is suspended for excessive unexcused absences and reports to Department of non-enrollment or non-attendance upon the part of a student who is required to attend some school** [Required by §322.091(5), §1003.27, and §119.071(5)(a)6, F.S.]
- **Written verification from employer for vocational education, student follow up** [Required by 6A-10.0341, F.A.C., and §119.071(5)(a)6, F.S.]
- **Child abuse report to Department of Children and Families (DCF), of student victim and subjects of report** [Required by 65C- 29.002, F.A.C., and §119.071(5)(a)6, F.S.]
- **Identification of blood donors** [Authorized by federal law 42 U.S.C. 405(c)(2)(D)(i)]
- **The disclosure of the SSN is expressly required by federal or state law or a court order.** [Required by §119.071(5)(a)6, F.S.]
- **Collection and/or disclosure are imperative or necessary for the performance of the District's duties and responsibilities as prescribed by law, including but not limited for password identification to the District's network.** [Authorized by §119.071(5)(a)6, F.S., and required by §119.071(5)(a)2, F.S.]
- **The individual expressly consents in writing to the disclosure of his or her SSN.** [Authorized by §119.071(5)(a)6, F.S.]
- **The disclosure of the SSN is made to prevent and combat terrorism to comply with the USA Patriot Act of 2001, Public Law 107-56, or Presidential Executive Order No. 13,224.** [Required by §119.071(5)(a)6, F.S.]
- **The disclosure of the SSN is made to a commercial entity for the permissible uses set forth in the federal Driver's Privacy Protection Act of 1994, 18 U.S.C. 2721 et seq.; the Fair Credit Reporting Act, 15 U.S.C. 1681 et seq.; or the Financial Services Modernization Act of 1999, 15 U.S.C. 6801 et seq., provided that the authorized commercial entity complies with the requirements of §119.071(5), F.S.** [Authorized by §119.071(5)(a)6, F.S.]
- **Income for Medicaid eligibility, determine the amount of medical assistance payments, process Medicaid billing, and provide program follow-up [Required by federal regulation 42 C.F.R. 435.910, unless student applicant for Medicaid refuses** to obtain a SSN, based on well-established religious objections]

APPENDIX E

STUDENT RECORDS

FERPA (Family Education Rights & Privacy Act) is a Federal law that is administered by the Family Policy compliance Office in the US Department of Education. This law gives parents [and students over eighteen (18) years of age] certain rights concerning student school records.

Annual Notice about Your Rights Concerning Student Records: Parent(s)/ guardian(s) have the right to inspect and review all records and data related to their child who is under 18 years of age or over 18 years of age if claimed as a dependent under IRS rules. This includes print, computer media, microfilm, and microfiche records. This may be done by contacting the school administration for an appointment. All requests will be granted within a reasonable period of time, not to exceed 30 days. Students 18 years of age and older have the right to inspect and review their records by following the same procedure outlined above.

Parent(s)/guardian(s) have an opportunity to challenge the content of their child's record, to ensure that it is not inaccurate, misleading, or otherwise in violation of privacy. Parent(s)/guardian(s) of students over eighteen (18) years of age claimed as a dependent under IRS rules and students over eighteen (18) years of age not claimed as a dependent are provided the opportunity to correct or delete inaccurate, misleading, or inappropriate data by first requesting a meeting with the school administration or department responsible for developing that information. If the school administration or department responsible for developing the information agrees that it needs to be corrected, then it is done, and only a notation that the record has been corrected or deleted is placed in the file. If an agreement is not reached at this level, then the parent(s)/guardian(s) or student over the age of 18 years if not claimed as a dependent, has the right to request a formal hearing under School Board Policy.

You have the right to let other people see your school records; however, the law allows some people to see your records without your consent. Exemptions to consent for disclosure:

i. School Board members, as part of an expulsion proceeding.
ii. School district employee or adult volunteer may see records if he or she needs information in the record in order to do his or her job as an employee or volunteer.
iii. Another educational institution even after a student has already enrolled or transferred if the purpose is related to the student's enrollment or transfer.
iv. Schools or institutions of post-secondary education to which a student seeks or intends to enroll.
v. Federal, state, and local authorities involved in an audit or evaluation of compliance with educational program requirements
vi. Financial aid institution, such as college loan personnel.
vii. Accrediting organizations.
viii. Persons who comply with lawfully issued orders or subpoenas.
ix. Persons who deal with health or safety emergencies.
x. State or local officials in connection with serving the student's under juvenile justice systems in the accordance with an interagency agreement or cooperative agreement as mandate by section Florida Statute §1003.52.

Some of the information in your child's school record is not confidential and may be released without your consent. This information is defined as "Directory Information". The primary purpose of directory information is to allow the District to include this type of information from your child's educational records in certain school publications.

Examples include: Yearbook, honor roll, graduation reports, sport publications, etc. The following records/reports are designated as Directory Information.

1. Student's name
2. Date of Birth
3. Dates of attendance
4. Address
5. Telephone number, if not unlisted or Restricted per state statute
6. Major field of study
7. Degrees, honors, and awards received
8. Most recent previous educational institution attended
9. Height & weight of members of athletic teams
10. Participation in recognized sports/activities

If you do not want directory information released, you must notify the school administration in writing specifying what types of directory information you do not want released. The written notice to the school administration must be received no later than September 15, of each school year, or within 30 days of receiving this notice, if you enroll after the school year has begun. Military recruiters and institutions of higher education are entitled, under federal law, to a list of names, addresses, and telephone numbers of high school students, unless you object to such release. The Superintendent also authorizes

release of this information to companies that manufacture class rings and publish yearbooks. You must notify your child's school administration in writing, if you do not wish this information released without your consent. Both parents have a right to see their child's record unless there is a certified copy of an order on file at the school that specifically denies the right of access to school records. Copies of school records are available for a minimum copying charge.

You have the right to inspect, upon request, any instructional material used as part of the educational curriculum. This does not include academic tests/assessments.

You have the right to opt out of any physical examination or screening that is invasive in nature – any medical examination that involve exposure of private body parts, or any acts during examination that include incision, insertion, or injection into the body, but do not include a hearing , vision, scoliosis screening, or head lice exams.

"Note: The School District may permit School Resource Officers (SRO) to view live feed of School District risk-management surveillance videos (bus or schools) or playback of such videos. A subpoena is required if the officer requests a copy of the video."

APPENDIX F

SURVEYS

Students are not required to participate in any survey that concerns one or more of the following protected areas without prior written consent:

1. Political affiliations or beliefs of the student or the student's parents
2. Mental and psychological problems of the student or the student's family
3. Sexual behavior or attitudes
4. Illegal, antisocial, self-incriminating, or demeaning behavior
5. Critical appraisals of other individuals with whom the respondent has close family relationships
6. Legally recognized privileged relationships, such as those of lawyers, physicians, and ministers
7. Religious practices, affiliations, or beliefs of the student or the student's parent
8. Income (other than required by law to determine program eligibility)

Parents have the right to inspect any survey before it is administered or distributed by contacting the school and making an appointment during regular school hours.

You have the right to file a complaint with the U.S. Department of Education concerning alleged failure by the District to comply with the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA). The address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue S.W. Washington, D.C. 20202-5920

HERNANDO COUNTY SCHOOL DISTRICT
STUDENT PROGRESSION PLAN
and
SCHOOL PROCEDURES HANDBOOK

Entry, Promotion, Retention and Graduation
Grades VPK/Pre-K – 12

Effective August 11th, 2026

HERNANDO SCHOOL DISTRICT

Learn it. Love it. Live it.

School Board:
Kayce Hawkins, Chairperson
Shannon Rodriguez, Vice Chairperson
Susan Duval, Board Member
Michelle Bonczek, Board Member
Mark Johnson, Board Member

Ray Pinder
Superintendent
Hernando County School District

Vision:

To inspire and support the pursuit of individual greatness.

Mission:

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.

Guiding Principles:

We believe:

- ✓ Education is the foundation for a better future.
- ✓ Family and community involvement are critical to a high quality educational system.
- ✓ Diverse individuals, ideas, talents, and learning styles strengthen our communities.
- ✓ All stakeholders share in the responsibility and decision-making as part of supporting student success and school improvement.
- ✓ Individuals and organizations are accountable for their behaviors and actions.
- ✓ Commitment to teaching methodologies that foster student engagement, critical thinking, and content mastery will prepare all students to graduate ready for work and postsecondary education.
- ✓ Shared purpose, collaboration, commitment to continuous improvement, and an innovative spirit are essential in effective teaching cultures.
- ✓ Safe, caring environments are essential for learning and the well-being of all students.
- ✓ High expectations and recognition empower individuals and lead to improved performance.
- ✓ Aligned expectations and policies that reflect best business practices are essential for success.

STUDENT PROGRESSION PLANS

The purpose of the Student Progression Plan is to inform school personnel, parents, students, and other interested citizens of the Hernando County School District (District) of the rules and administrative procedures required to implement State and local student progression requirements. Each student's progression from one grade to another will be determined, in part, upon satisfactory performance in English Language Arts, social studies, science, and mathematics. It is the responsibility of the School Board and District Administration to provide students with effective instructional and academic support programs that monitor progress, promote continuous achievement, and make provisions for individual differences. [Florida Statute § 1008.25 (1)]

The District is committed to the implementation of a Problem Solving/Response to Intervention (PS/RtI) framework also known as Multi-tiered Systems of Support (MTSS) to integrate/align efforts to improve educational outcomes and meet the academic/behavioral needs of all students. The District will provide high quality instruction/intervention matched to student needs and use learning rate and level of performance to make informed instructional decisions, including decisions regarding promotion, acceleration, academic support, and retention. Response to Intervention is a "data-based decision making process" applied to education. A four step problem-solving method and the systematic use of assessment data, at the District, school, grade, class, and individual level will guide decisions about the allocation of resources and intensity of instruction/intervention needed to improve learning and/or behavior [State Board of Education Rule 6A-6.03018; 34 C.F.R. Florida Statute §300.307 (a)(2); School Board Policy 2210, 5410, & 5410.01].

The principal of a school is responsible for making and maintaining required records and reports and providing leadership for instruction that meets the needs of all students (Florida Statute § 1001.54; Florida Statute § 1012.28). Teachers are responsible for providing effective instruction, embedded academic support, and documenting students' mastery of the above Standards.

The District incorporates the Next Generation Sunshine State Standards/B.E.S.T. Standards or Core Content Connectors found in this School District Student Progression Plan [State Board of Education Rule. 6A-1.09401(2)].

It is the policy of the Hernando County School District not to illegally discriminate or allow its employees to illegally discriminate and prohibits any and all forms of discrimination and harassment based on race, color, ethnicity, religion, national origin, sex, age, gender, marital status, disability, genetic information, lack of English language skills or other basis prohibited by law in any of its programs, services, activities or employment practices.

For questions regarding equity within the school system, please contact
Matt Goldrick
by email (goldrick_m@hcsb.k12.fl.us),
phone (352-797-7000), or
mail (919 N. Broad St. Brooksville, FL 34601)

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I. ENTRY AND ATTENDANCE REQUIREMENTS

A. INITIAL ENTRY REQUIREMENTS

It is the responsibility of parents/guardians of students entering Hernando County public schools for the first time to present the following **at the time of registration**:

1. A valid birth certificate or other documentation of birth (Florida Statute § 1003.21); **Florida Statute §1003.21(4)**

   Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of subparagraph (1)(a)2. The School District Superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

   (a) A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;

   (b) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;

   (c) An insurance policy on the child's life that has been in force for at least 2 years;

   (d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;

   (e) A passport or certificate of arrival in the United States showing the age of the child;*

   (f) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or

   (g) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if these are not available in the county, by a licensed practicing physician designated by the School District School Board, which states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct. Children and youths who are experiencing homelessness and children who are known to the department, as defined in s.39.0016, shall be given temporary exemption from this section for 30 school days.

   * Please note that if a passport is offered for verification of birth, it may not be duplicated for placement in the cumulative folder.

2. Certification of a physical/health examination to be submitted at the time of registration (Florida Statute § 1003.22; School Board Policy 2210; recommended form: DH 3040– Refer to *Health Requirements.*).
3. Proof of residence- For a student assigned to a school based on the student's residence under School Board Policy 5120, parent(s)/guardian(s) **must** provide proof of residence to show that the student resides within the boundary of the school to which he/she is applying by presenting documentation, such as lease, mortgage or utility bill.
4. A certificate of immunization (Florida Statute § 1003.22). Students will not be admitted into class without proof of immunization.
5. **It is not the role of the school system to adjudicate parental disputes on questions of legal custody. School personnel will assume that the enrolling parent has legal custody of a child. Any parent(s)/guardian(s) seeking to restrict or modify the other parent's access to a student or that student's educational records must provide a certified court order supporting such restriction. Individual situations and all questions regarding the status or guardianship will be submitted to Board Counsel for final determination.**

Students who are without a fixed, regular and adequate nighttime residence are considered as children and youths who are experiencing homelessness [Florida Statute § 1003.01 (12); State Board of Education Rule 6A-6.063411 (1) (s)]. According to the McKinney- Vento Act, [Section 725) 42 U.S.C.A. Section 11432 (g) (3) (A)-(C)], homeless students are to be immediately enrolled in the school the local education agency (LEA) determines to meet the "best interest" of the child. Homeless children must be admitted to the school where they or their families reside [Florida Statute §1003.21(1)(f)]. Arrangements are to be made for immunization, transportation and all other school services. Appropriate student school and grade level placement as well as completion of required immunization and physical examination shall occur within 30 days of enrollment (School Board Policy 5111.01). A student who is emancipated and provides sufficient documentation to the principal is not required to live in a residence with an adult authority as a condition of admission to school.

A School District of Hernando County *Emergency Contact form* (SO-SS-031) must be completed at the beginning of each school year by the student's parent(s)/guardian(s). School personnel are strictly prohibited from requesting/requiring documentation of the immigration status of students and families. **It is the responsibility of the parent(s)/ guardian(s) to notify the school, in writing, promptly of any change of a student's address and/or phone numbers.** It is vital that this information be available to the school personnel in the event of a student becomes suddenly ill or involved in an emergency situation. Parent(s)/guardian(s) are requested to designate emergency contact person(s) who will pick up their student if the need ever arises. The name and phone numbers of the emergency contact person(s) must be included on the Emergency Information Card.

B. HEALTH REQUIREMENTS

All new students seeking entrance into a public school in Hernando County are required by *Florida Statute* §*1003.22* and School Board Policy 5112 to present, at the time of entry, valid documentation that they have received the required immunizations against the communicable diseases identified by the Hernando County Health Department or provide a *Certificate of Medical Exemption* (temporary or permanent), or a *Certificate of Religious Exemption* based on medical reasons or religious tenets. The *Certificate of Religious Exemption*, DH Form 681 is available only through the Hernando County Health Department. It is not available from private physicians. There is no grace period for any immunizations or physical examination requirements unless the student is eligible under the McKinney-Vento Homeless Education Assistance Act. The required immunizations and dosages for students are as follows:

1. Immunization Requirements for Entry into Grades K through 12

Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
DTAP	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Polio*	√	√	√	√	√	√	√	√	√	√	√	√	√	√
MMR*	√	√	√	√	√	√	√	√	√	√	√	√	√	√
HEP B series	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Varicella*	√	√	√	√	√	√	√	√	√	√	√	√		
HIB*	√													
Td/Tdap Booster*									√	√	√	√	√	√

Tdap = tetanus/diphtheria

* Dosage as indicated for age.

One of the following Florida Certification of immunization certificates must be presented to the school at the time of enrollment and prior to attending school except for students experiencing homelessness. NO EXCEPTION IS PERMITTED.

- Documentation of Immunization.....DH Form 680 (July 2010), Part A-1
- Documentation of Temporary Medical Exemption .....DH Form 680, Part B
- Documentation of Permanent Medical Exemption.....DH Form 680, Part C
- Documentation of Religious Medical Exemption……DH Form 681

No student may attend school before a record of immunization is received

Recommended Adolescent Vaccination

Meningococcal Disease is a serious bacterial infection that can lead to swelling of the lining around the brain and spinal cord. While these infections are rare, bacterial meningitis is highly contagious. According to the Centers for Disease Control (CDC), of those adolescents who become infected, 10% will die and 15% will have long-term problems as a result of the infection. Meningococcal conjugate vaccine (MCV4) provides protection against these infections. The CDC recommends that 11 – 12 year-olds receive a single shot of this vaccine during their routine physician visit. If your teenager missed getting the vaccine at his/her check-up, ask the doctor or health department about getting it now.

The Florida *Certification of Immunization* that includes temporary and permanent medical exemption sections is available from either private physicians or the Hernando County Health Department:

300 South Main St.
Brooksville, FL 34601
(352) 540-6800

7551 Forest Oaks Blvd.
Spring Hill, FL 34606
(352) 540-6800

2. Physical/Health Examination - All new students seeking entrance into a public school in Hernando County are required by *Florida Statute* § *1003.22* and School Board policy to present, at the time of entry, valid documentation that they have received a health examination performed within one (1) year prior to enrollment.

EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS

STUDENTS	PHYSICAL EXAMINATION
Hernando County	Required for Pre-K, Kindergarten and 7th grade
Transfers within Hernando County (including private schools)	Review DH Form 3040 and DH Form 680 for documentation.
Transfers within Florida	Required for Kindergarten Review and file DH Form 3040 and DH Form 680 in the cumulative folder for documentation.
Transfers from another state or country	Required for all grades Physicals presented on forms from another state are acceptable if they include all components covered on DH Form 3040.** **Must** have been performed within one year of enrollment unless exempt based on a written request for religious reasons.
Homeless students may receive a temporary 30-day exemption.	

**DH Form 3040 - *State of Florida Health Examination Form*

3. Health Consent Form - House Bill 1557 Parental Rights in Education states " At the beginning of the school year, each school district shall notify parents of each healthcare service offered at their student's school and the option to withhold consent or decline any specific service.

C. MINIMUM AND MAXIMUM AGE LIMIT

1. VPK Age Entry- Entering VPK students must attain the age of 4 on or before September 1 of the school year for which entry is sought.
2. Kindergarten Age Entry - Entering kindergarten students **must** attain the age of 5 on or before September 1 of the school year for which entry is sought. [Florida Statute §1003.21 (1) (a) 2. Every elementary school provides opportunity for early registration beginning on April 1st, tours and resources for students entering kindergarten.

3. First Grade Age Entry - Entering first grade students must attain the age of 6 on or before September 1st of the school year for which entry is sought. [Florida Statute §1003.21 and Hernando County School Board Policy 5111]. The following requirements will apply.
   a. Previous enrollment and attendance in a Florida public school;
   b. Satisfactory completion of kindergarten requirements in a non-public school; or
   c. Previous attendance in an out-of-state school in which he/she was admitted on the basis of age requirement established by the state of residency.

3. Student Age 16 - A student who attains age sixteen (16) during the school year is not subject to compulsory school attendance beyond the date upon which he/she attains that age if the student files a formal declaration (SO-SS-048) of intent to terminate school enrollment with the School District . The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the exiting student and the student's parent/guardian. The School District must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment [Florida Statute §1003.21 (1)(c)]. **The student's certified school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and the actions that could be taken to keep the student in school.** The student must be informed of opportunities to continue his or her education in a different environment, including but not limited to, adult education and GED test preparation. Additionally, the student must complete a survey in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled [Florida Statute § 1003.21 (c)].

4. Student Age 18 - A student who attains age eighteen (18) during the school year is not subject to compulsory school attendance beyond the date on which he/she attains that age, provided that the student files the required Declaration of Intent to Terminate Enrollment (District form SO-SS-020).

5. Exceptional Student Education (ESE) Eligible Students - Exceptional Student Education (ESE) Eligible Students (State Board of Education Rule 6A-6.03028 (1) F.A.C- A student with a disability shall be considered to be "in a continuous study program" when that student's Individualized Education Program (IEP) requires continued services by the School District.

   Graduation with a standard diploma, regardless of age, constitutes cessation of Free and Appropriate Public Education (FAPE) and a change in placement, requiring prior written notice.

Students with disabilities continue to be eligible for FAPE through the end of the day on which the student turns age twenty-two (22) if they have not earned a standard diploma, even if they have earned a General Education Development (GED) credential (Title 34, Code of Federal Regulations (CFR) Section, 300.102 (a) (3) (iv)

6. Students with an Active Section 504 Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104) - Students with a Section 504 Accommodation Plan must be "of school age" to continue receiving elementary and secondary educational services under Section 504. **The Section 504 team must review the plan annually.**

7. Compulsory Attendance Age - Each parent or legal guardian of a child within the compulsory attendance age is responsible for the child's school attendance as required by law. (Florida Statute § 1003.24; School Board Policy 5200). Except as provided in Florida Statute § 1003.24 and State Board of Education Rule 6A-1.09513, all students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility (Florida Statute § 1003.21).

Any further exception to this maximum age provision shall be made by the Superintendent on the recommendation of the principal of the high school involved, or the Director of Exceptional Student Education in the case of an exceptional child.

D. GENERAL TRANSFER INFORMATION (State Board of Education Rule 6A-1.09941).

Parents of public-school students may seek whatever public educational choice options that are applicable and available to students in their school districts. These options may include virtual instruction programs, charter, magnet schools, alternative schools, special programs, Advanced International Certificate of Education, Advanced Placement, Dual Enrollment, International Baccalaureate, Opportunity Scholarship and McKay Scholarship, etc. (Florida Statute § 1002.20) Parents who wish for their child to attend a school other than their zoned school must follow the district's Choice Plan which is available online.

All students who have been approved for a transfer to another school outside of their attendance zone are required to complete a withdrawal form. The school initiating the transfer must complete the form indicating that all obligations were met. The receiving school will not accept transfers without the proper documentation. A student that is found to be attending a school other than the zoned school without permission will be required to return to their zoned school immediately unless an extension is granted by the principal. In any case, the extension cannot exceed the current grading period.

Note: Students participating in sports will need to refer to the Athletic Handbook for more details

1. Kindergarten and First Grade Students - A child who transfers from another state shall be admitted under the same age requirements as established in the state where he/she previously resided. Grade placement should be based on transcripts and/or academic history. Absent academic records, student will be placed age-appropriately.

2. Students-Grades 2-5 - A student in grades 2-5 who transfers from any other public or private school in the United States or a foreign country is placed in comparable classes, and all records from the previous school are accepted. Grade placement should be based on transcripts and/or academic history. Absent academic records, students will be placed age-appropriately.

Third grade students who transfer from any public or private school in the United States or a foreign country after the current year's statewide, standardized English Language Arts assessment administration must show good cause for promotion prior to being promoted to fourth grade (refer to the explanation for good cause exemption from mandatory retention for reading at grade 3) [Florida Statute §1008.25]. If the transfer occurs after the current school year, and there is proof of promotion (report card) from the previous school, the student may be promoted based on this information.

3. English Language Learners (ELL) Students (State Board of Education Rules 6A-6.0900-6.09091 and 6A-6.0905) A transferring ELL student will be identified and assessed to determine eligibility for services in accordance with State Board of Education Rule 6A-6.0902 (1) and (2).

   Out-of-Country Students-Interpreting Educational Records: In those instances where school site personnel, in collaboration with the school's assigned ESOL Lead Teacher, are unable to interpret a transcript from a foreign country, the Director(s) of Curriculum and/or Director of Federal Programs, or the Supervisor of School Counselors and/or Director of Federal Programs will provide a detailed interpretation, translation, and conversion of coursework taken at each grade level in the foreign country, along with the equivalent grade earned in each subject area. However, the student's enrollment in school shall not be delayed longer than 5 days while the records are being evaluated. [State Board Education Rule 6A-6-6.0902 (3) (b)]. Parental input regarding educational background should be taken into consideration especially when transcripts, records or report cards are not readily available. Placement based on age either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements will result in an ELL Committee meeting. An administrator or administrator's designee must be part of the English Language Learners committee making the placement decision.

   Parents have the right to have their child immediately removed from a language instruction educational program and to decline to enroll the student in such a program or choose other instructional options, if available. A "language instruction program" means an instructional course (ex: Supplemental Title III Extended Day/Year programs or Developmental Language Arts Through ESOL/English Language Development courses) in which an ELL is placed for the purposes of developing and attaining English proficiency and which may make instructional use of both English and a child's heritage language (State Board Rule 6A-6.0902).

   ELL students are scheduled into courses that fulfill graduation requirements based on the School District Student Progression Plan, and on completed academic coursework, regardless of the language in which the coursework was done.

   School Board policy provides flexibility to school staff in making academic placement decisions on behalf of students and parents. Parents/guardians may appeal academic placement decisions to the principal.

4. Students with an Active Section 504 Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104) - A transferring student with an active Section 504 Accommodation Plan is a student who was previously enrolled in any other school or agency with an active Section 504 Accommodation Plan and who is enrolling in a Florida School District. Upon notification that a transferring student has an active Section 504 Accommodation Plan, the receiving school **must** review and revise, as necessary, the existing active Section 504 Accommodation Plan.

A Section 504 Team must meet annually to determine if an otherwise qualified student's mental and/or physical impairment substantially limits one or more of the student's major life activities. Examples of major life activities include learning, walking, seeing, hearing, speaking, and/or breathing. A student need only be substantially limited in one major life activity to qualify for Section 504 eligibility.

5. Exceptional Student Education Eligible Students (ESE) - (State Board of Education Rule 6A-6.0334) - A transferring ESE-eligible student is a student who was previously enrolled as an ESE- eligible student in any other school or agency and who is enrolling in a Florida School District, or in an educational program operated by the ESE Department through grants or contractual agreements.

   The IEP Team will determine whether the kindergarten screening tool is appropriate for transferring ESE-eligible kindergartners.

   For each ESE-eligible student who transfers to a new Florida school district and enrolls in a new school, who had an Individualized Education Program (IEP) or Educational Plan (EP) that was in effect in a previous Florida School District, the new Florida School District, in consultation with the parents, must provide a FAPE to the student, as follows:

   An ESE-eligible student with a disability who is transferring from one Florida public school district to the Hernando County School District who has a current IEP, or Education Plan (EP) for gifted students, will be placed in the least restrictive appropriate educational program(s) consistent with the plan and state education standards. The receiving school **must** review and may revise the current IEP/EP as necessary.

   An ESE eligible student who is transferring from an out of state public school who has a current IEP ~~a~~nd evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs may be determined eligible and have an IEP developed for services in the appropriate educational program. If a student with an EP transfers to a Florida school district and enrolls in a new school within the same school year, the new Florida school district (in consultation with the parents or legal guardians) must provide the student with services comparable to those described in the student's gifted plan from the previous school district, until the new Florida school district develops, adopts and implements of Rule 6A-6.030191, F.A.C. Students who transfer with gifted eligibility from another state do not need to meet the requirements of Rule 6A-6.03019, F.A.C. for continued services.

   (a) The new school district is not required to obtain parental consent for the initial provision of services for transferring gifted students determined eligible for services in Florida under this rule.
   (b) For the purposes of this rule, a gifted plan could include documentation from the previous school district in another state that the student was determined eligible for gifted services in accordance with the applicable requirements of that district or state and was receiving gifted services.

   An ESE eligible student who is transferring from out of state and does not have the evaluation data necessary to determine that the student meets Florida eligibility criteria for special programs will have an IEP development for services in the appropriate educational program(s) and be referred for initial evaluation to gather the data needed to determine eligibility.

6. International Exchange Students (School Board Policy 5114) - For the purpose of the cultural experience, Foreign Exchange students may be enrolled in HCSD, but are NOT eligible for diploma options. Each high school **may** accept up to **one-half of one percent (.5 of 1%)** of its total student population as foreign exchange students each year on a first-come, first served basis. It is recommended that different countries be represented.
Foreign Exchange students must be sponsored by an accredited foreign exchange visitor agency which has been recognized and approved by the United States Information Agency (USIA) and the Council on Standards of International Travel (CSIET). In addition, the sponsoring organization must receive school enrollment authorization for placements each year prior to contacting potential host families - and follow school policy.

Out-of-county transfers will not be accepted unless the host family has relocated into Hernando County. Schools will accept in-district foreign exchange transfers following the district's transfer procedure. The principal or principal's designee will be responsible for ensuring that the student complies with School Board Policy 5114. **Rules regarding educational choice and schools over capacity also apply to foreign exchange students.**
Note: Eligible foreign exchange students will be placed in grades 10 or 11 only. The duration of time will be for one year only. Foreign exchange students are not eligible for a HCSD high school diploma.

a. All Foreign Exchange students must meet the following eligibility requirements:
   i. Have not received a terminal degree from a high school.
   ii. Be at least 15 years of age on the date of enrollment and not older than 18 ½, which is the maximum age specified in Council on Standards for International Educational Travel (CSIET) policy. A passport or visa is required for verification of birth and J-1 visitor status.
   iii. Have the required passport for verification of birth and J-1 visitor status.
   iv. Have sufficient command of the English language to enable the student to function well in an English-speaking academic and community environment. The student or sponsor must provide a copy of the test records for the State approved Programmatic Assessment showing proficiency in all four domains (reading, writing, listening, and speaking). In the event that tutoring/ESL help is needed, the organization will make arrangements and ensure that the student accepts financial responsibility for it. (Foreign exchange students will **not** be eligible to receive ESOL services)
   v. Have appropriate medical and accident insurance coverage that meets U.S. Department of State guidelines.

b. **Procedures for Admission of Foreign Exchange Eligible Students**
   Step 1: The sponsoring organization must apply for and obtain written approval from the district office for admission of the students by July 1st for a full academic year of study or by November 15th for second semester participation. The application shall include:
      1. District application Form
      2. Foreign Exchange Student Organization Agreement Form
      3. Proof that the Organization has "Full Listing" status on the most current CSIET Advisory List
      4. Proof of J-1 Exchange Visa

5. Proof of birth certificate or passport showing that the student will be at least fifteen (15) years of age but not having attained eighteen and a half (18.5) prior to attending a Hernando County School
6. Proof that the student is proficient in the English language (reading, writing, listening, and speaking) to function in an English-speaking academic environment (test scores)
7. Student's essay in English
8. The student's translated school transcript stating the grades earned in the State of Florida transcript format certified by the student's home school. Include a brief course description which lists the exact title of the subject ("Algebra" – NOT "Mathematics") and describes the focus of the course(s)
9. The student's health record including proof of immunization as required by the district, any medical/physical restrictions and a recent physical exam with proof of required immunizations.
10. An assurance of appropriate medical insurance coverage

Step 2: Following the district office review, the agency representative will be notified no later than July 15th or November 30th respectively. At the time of application, it shall be determined whether the student will be enrolled in Grade 10 or 11. Preferred registration date and elective course choices will accompany the confirmation notice.

Step 3: The host family must make arrangements to enroll the student on the pre-arranged date or prior to the second week of school.

c. **Enrollment, Scheduling and Orientation -** The exchange student, accompanied by a representative of the sponsoring organization and a member of the host family, will meet with the appropriate certified school counselor to enroll the student. An orientation designed to acquaint the student with the school and the rules governing the behavior of all students will be provided by the school staff. The student will be expected to follow school rules and to participate fully in the educational program provided. Since foreign exchange students do not meet all of the graduation requirements of the state of Florida, they are **not** eligible to receive a diploma from a Hernando County school. In the interest of providing a typical American high school program of study, enrollment in the following subjects is recommended:

10th	11th
English II	English III/AICE General Paper
World History	US History
Mathematics	Mathematics
Science	Science
Elective	Elective
Elective	Elective

d. **Suggested Electives** - Fine Arts, World Language, ROTC, Physical Education, Career and Technical Education.

e. **Career and Technical Education** -Students on a J-1 visa will NOT be eligible to participate in any work-study programs.

f. **District/Statewide Assessment -** Foreign Exchange students must participate in all grade level /subject area assessments [Florida Statute § 1008.22 (3)].

g. **Compliance with Policies and Supervision -** Each foreign exchange student is expected to comply with the policies of the Hernando County School District, including the Student Code of Conduct, and with all other legal provisions pertaining to the student. It is the sponsor's responsibility to resolve problems that arise among the student, the host family and/or the

school including, if necessary, the changing of the host family or the return of the exchange student to his/her country in the event that any differences cannot be reconciled. The principal or principal's designee will notify Student Services of any suspected neglect of the student on the part of the host family. Student Services will notify the sponsor organization of any non-compliance status.

h. **Financial Support -** School-related expenses are the responsibility of the sponsoring organization or the host family.

i. **Athletic Eligibility -** Students will be governed by the Florida High School Activities Association rules and regulations regarding participation in interscholastic athletic competition. Sponsoring organizations shall not knowingly be a party to seeking out or permitting placements initiated by a host family, a school, a student or his/her parent(s)/guardian(s) or any other interested party based on athletic abilities.

7. Out of State Students - Students who enter a Florida public school in the eleventh or twelfth grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she 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 meet the requirements (Florida Statute §1003.433; Florida Statute § 1003.4282;**http://www.fldoe.org/academics/graduation-requirements/)**

   Third grade students who transfer from any public or private school in the United States or a foreign country after the current year's statewide, standardized English Language Arts assessment administration must show good cause for promotion prior to being promoted to fourth grade (refer to the explanation for good cause exemption from mandatory retention for reading at grade 3) [Florida Statute §1008.25]. If the transfer occurs after the current school year, and there is proof of promotion (report card) from the previous school, the student may be promoted based on this information.

8. Within State Students - The grade or course placement of students transferring from Florida non-public schools or home education programs will be determined by the evaluation of the student's record. Grade placement on the transcript from the sending school must be honored and credits should be interpreted to meet the promotion and graduation of the cohort.

   Third grade students who transfer from any public or private school in the United States or a foreign country after the current year's statewide, standardized English Language Arts assessment administration must show good cause for promotion prior to being promoted to fourth grade (refer to the explanation for good cause exemption from mandatory retention for reading at grade 3) [Florida Statute §1008.25]. If the transfer occurs after the current school year, and there is proof of promotion (report card) from the previous school, the student may be promoted based on this information.

9. Within District Students – The registrar at the receiving school may contact the withdrawing school to release the records for the purpose of facilitating the transfer of students between schools within the district. However, the parent must ensure the return of all materials issued to the student.

Materials not returned to the withdrawing school will result in a notice of obligation on the student's record and may prevent the student from participating in extracurricular activities.

When a Full-Time student withdraws from Hernando eSchool in grades 6-12 to return to a zoned school prior to completing a course, Hernando eSchool will calculate a grade based on all assignments and will send zoned school a form with current grade.

10. Within School Transfer - A parent whose student is assigned an out-of-field teacher may request that his or her child be transferred to an in-field classroom teacher within the school and grade in which the student is currently enrolled. The school district must approve or deny the parent's request and transfer the student to a different classroom teacher within a reasonable period of time, not to exceed 2 weeks, if an in-field teacher for that course or grade level is employed by the school and the transfer does not violate maximum class size pursuant to s. 1003.03 and s. 1, Art. IX of the State Constitution. If a request for transfer is denied, the school must notify the parent and specify the reasons for the denial. This requirement does not provide a parent the right to choose a specific teacher.

11. Military Personnel Dependent Children (Florida Statute § 1003.05) - Students of military families who enter Grade 12 from out-of-state or from a foreign country and provide satisfactory proof of attained scores on an approved alternative assessment that is equivalent to a passing score on the Grade 10 Florida Statewide Assessment (FSA), shall satisfy the assessment requirement for a standard high school diploma. For additional information on the Interstate Compact on Educational Opportunities for Military Children, (http://www.fldoe.org/academics/exceptional-student-edu/military-families) see F.S. 1000.36

E. ATTENDANCE REQUIREMENTS

School attendance is the direct responsibility of the parent(s)/guardian(s) and students. ([Florida Statute §1003.24]; (School Board Policy 5200) Except as provided in Florida Statute §1003.24, and State Board of Education Rule 6A-1.09513, all students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility. [Florida Statute §1003.21] and (School Board Policy 5200)

At the secondary levels, teachers shall record absentees and tardies each period of the school day.

When the student is absent, each parent is responsible for notifying the school and for informing the school of the reason for the absence. Each student is also responsible for completing all work assigned in each course in which the student is enrolled. The following practices are intended to promote proper attitudes and encourage student responsibility.

A student who has ten (10) or more days of unexcused absences within a semester ("days" defined as full days for elementary schools and individual periods for secondary schools) or five (5) or more days for schools on a block schedule, may not receive a passing grade for the course if he/she cannot demonstrate mastery of the student performance standards, as identified in curriculum guides and/or adopted textbooks. The school administration will provide opportunities for students who accrued unexcused absences as described herein to demonstrate mastery of the student performance standards in order to receive a passing grade for the course. Examples include, but are not limited to: credit recovery, progress monitoring data, and state standardized tests.
Per School Board Policy 5200

a. **High School:** All Students enrolled in the Hernando County School District are obligated to attend school regularly and punctually. **Based on the number of unexcused absences, students must not have more than 9 unexcused absences per semester (in each period) or more than four (4) for schools on a block schedule, in order to maintain privileges and participate in extracurricular events to include but not limited to: parking, homecoming events, grad night, prom, dances, field trips, performances, athletics, and any other activity with attendance requirements.** A student must be reported as present for the entire school day (all class periods) in order to participate in extracurricular events, interscholastic competitions, performances, and practices. Exceptions may only be approved by the principal or principal's designee. **Alternative assignments are to be provided for students who are ineligible to attend field trips due to the attendance requirement. Excused absences will not be factored into the participation requirements. When an absence is excused, each student is also obligated to complete all work assigned in each course in which the student is enrolled**.

   Attendance reports can be accessed through Skyward.

b. Middle School (grades 6-8) Students enrolled in grades 6-8 in the Hernando County School district are obligated to attend school regularly and punctually. Based on the number of unexcused absences, students must **not have more than 9 unexcused** absences per semester **(in each period),** in order to maintain privileges and participate in extracurricular events to include but not limited to: dance, field trips, performances, athletics, and any other activity with attendance requirements. A student must be reported as present for the entire school day (all class periods) in order to participate in extracurricular events, interscholastic competitions, performances and practices. Exceptions may only be approved by the principal or principal's designee. Alternative assignments are to be provided for students that are ineligible to attend field trips and performances due to the attendance requirement. Excused absences will not be factored into the participation requirements. When **an absence is excused**, each student is also obligated to complete all work assigned in each course in which the student is enrolled.

   Attendance reports can be accessed through Skyward

c. High school students are awarded credit based on instructional hours. One full credit means a minimum of 135 hours of bona fide instruction in a designated course of study or a minimum of 120 hours of bona fide instruction in a block schedule approved by the district school board [Florida Statute §1003.436 (1a)]. Students participating in virtual instruction or the Credit by Acceleration (CAP) may not have to meet the minimum hour requirement.

d. The Florida Legislature requires that schools report to the Department of Highway Safety and Motor Vehicles (DHSMV) the names, birth dates, gender and social security numbers of minors who attain the age of 14 and accumulate 15 unexcused absences within a period of 90 calendar days. The legislation further provides that those students who fail to satisfy attendance requirements will be ineligible to obtain or maintain driving privileges.

Poor academic performance is generally associated with non-attendance and school districts must take an active role in promoting and enforcing attendance as a means of improving student performance. It is the policy of the state that each district school superintendent be responsible for enforcing school

attendance of all students subject to the compulsory school age in the school district (Florida Statute §1003.26). The following applies to all students:

1. Tardies - Punctuality is necessary for a student to take full advantage of available educational opportunities. If a student is not in the classroom when the tardy bell rings or class begins, he/she will be classified as tardy.

   Secondary Students: Parents/Guardians can excuse up to 5 combined late arrivals to school and/or early dismissals from school per semester for verified medical, dental or other reasons defined for excused absences by the school board.

   Based on the number of combined unexcused late arrivals to school and/or early dismissals from school, a student must have a combined 9 or less unexcused late arrivals to schools and/or early dismissal from schools, in order to maintain privileges and participate in extracurricular events to include but not limited to: parking, homecoming events, grad night, prom, dances, field trips, performances, athletics, and any other activity with attendance requirements. Students have a maximum of two days to turn in an excused late arrival or early dismissal note in order for it to be excused.
   Tardy to class is addressed in the Student Code of Conduct.

   Elementary Students: Parents/Guardians can excuse up to 5 combined late arrivals to school and/or early dismissals from school per semester for verified medical, dental or other reasons defined for excused absences by the school board.

   If a student has more than 9 unexcused late arrivals to school and/or early dismissals in a semester, a **parent/guardian conference** will be required to discuss attendance concerns and support the student in improving their on-time attendance. K-5 students will not receive disciplinary action(ISS or OSS) as a result of excessive late arrivals and/or early dismissals.

2. Excused Absences - Parents or guardians can excuse up to five (5) days **(Personal Illness and Trips/Vacations** per semester (half a year) by providing **a written and signed note(s) within two (2) days of the student's return to class.** This shall also include prearranged absences. For more than (5) days of excused absences in any one class period, a doctor's note may be required. Extenuating circumstances may be addressed with the administration. The following absences are excused.

   Personal Illness*: A note signed by the parent(s)/guardian(s) must accompany the student on his/her return to school explaining the student's illness. Notes must be received within two days after the student returns. The principal may agree to waive this two-day requirement. For long term illness, a doctor's excuse will be required.
   Death in the Family*: A note signed by the parent(s)/guardian(s) must accompany the student on his/her return to school.
   Doctor/Dentist Appointment: If possible, these appointments should be made after school hours.
   Religious Holidays*: A student shall be excused from attendance in school in grades K-12 for observance of a religious holiday.
   Trips/Vacations*: Trips or vacations with parent(s)/guardian(s) must be pre-arranged and approved by the principal's office, except in cases of emergencies. The principal or principal's designee shall make final determination and have the authority to limit the number of days for such absences **based on student's grades, prior attendance and the dates of the proposed trip/vacation. (Pre-arranged excused absences will not be approved during district and statewide assessments).**

School Sponsored Activities: School sponsored activities must be pre-arranged and approved by the principal's office.
College Visits*: Trips to visit colleges by juniors and seniors must be pre-approved by the principal's office.
Court Appearance by Subpoena: Absence due to a subpoena to appear in court is excused.
Pediculosis: When a child is discovered to have live lice, the first three days a child is sent home are excused. A child may be excused for lice for no more than nine days in any school year.

*Parent/Guardian notes can be provided for up to 5 days each semester to be an excused absence.

3. Unexcused Absences - Unexcused absences shall mean any absence that is not explained by a written and signed note from the parent(s)/guardian(s) citing one of the criteria for excused absence. If requested by school officials, a physician's note explaining the absence may be required. Absences without a parent(s)/guardian(s) note are unexcused. Absences without a Health Care Provider note (when required by the school) are unexcused. All absences shall be recorded as unexcused until proper documentation is received to change the absence to an excused absence within two(2) days of returning to school. **Please refer to make up work policy on page 43.**

4. Excessive Absences - A student who has a pattern of non-attendance may, upon the request of administration, be required to present a certificate of illness from a licensed physician. It is the responsibility of the student and parent(s)/guardian(s) to be aware of all absences and to be able to verify absences. Lack of notification by the school is not an acceptable excuse for not knowing the number of, and the penalty for, excessive absences. When a school administrator determines that a student's absences are excessive, the student's parent(s)/guardian(s) shall be contacted in an attempt to determine the reasons for the absence. If this does not correct the problem, a mandatory Child Study Team meeting will be held.

   If the Child Study Team (Florida Statute § 1003.26) finds that a pattern of non-attendance is developing (5 unexcused absences within 30 days or 10 days within 90 days), the team along with the parent(s)/guardian(s) will identify potential remedies. If the parent(s)/guardian(s) fails to attend the meeting, or appropriate interventions do not address the problem, the case may be forwarded to the state attorney for parental prosecution. If the absence is determined to be the fault of the student, the case may be forwarded to the Circuit Court for a CINS petition (Child in Need of Supervision). The principal or principal's designee shall also comply with the Driver's License Requirements regarding students with a driver's license.

   Public Assistance Penalty: Truancy may impact on public assistance the family receives through the Learnfare program (414.1251)

   The Department of Children and Families (DCF) may limit temporary cash assistance for an eligible parent's dependent child or for an eligible teenage participant who has accumulated fifteen (15) unexcused absences within ninety (90) calendar days with or without the knowledge or consent of the student's parent or legal guardian. Students not exempt from school attendance requirements and listed as a dropout may be referred to Learnfare.

   Reinstatement of cash assistance shall occur after a student has demonstrated thirty (30) days of attendance compliance or met other reinstatement criteria outlined or described in (F.S. 414.1251.)

5. Students on Homebound Services - If a student is confined to home or hospital, but is able to

participate in and benefit from an instructional program, the student may be eligible for a hospital/homebound program. Complete information regarding the criteria for a hospital/homebound program can be found in State Board of Education Rule 6A-6.03020 and is available in "Exceptional Student Education Policies and Procedures (SP&P)" and State Board of Education Rule 6A-6.03411. Parents/Guardians should contact their child's Certified School Counselor for information.

6. Students with an Active Section 504 Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104) - If a student with a Section 504 Plan is excessively absent, a 504 Team should be convened to determine if the absences are caused by the disability of record in the active *Section 504 Accommodation Plan*. If the Section 504 Team determines that the absences are caused by the disability, the student's Section 504 Accommodation Plan **must** be re-evaluated as to the appropriateness of the current accommodations. The Section 504 Accommodation Plan must address any additional accommodations needed.

   If the Section 504 Team determines that the absences are not caused by the disability, the student is treated in the same manner as a general education student. Documentation of the Section 504 Team meeting should be provided on the form entitled *Section 504 Accommodation Review/Dismissal meeting.*

7. Exceptional Student Education (ESE) Eligible Students - In the case of an ESE-eligible student with excessive absences, an IEP Team meeting **must** be conducted to determine whether or not the absences are related to the student's disability. Attendance data shall be reviewed and used as one indicator of a student's access to instruction [Florida Statute § 1003.26(1)].

   If the IEP Team determines that the excessive absences **are** related to the student's disability, the IEP Team **must review** the current IEP and revise it to address attendance through an attendance goal. To the maximum extent possible, the student will be educated in the least restrictive environment.

   If the IEP Team determines that the student's excessive absences **are not** related to the student's disability, the student will be treated in the same manner as a general education student.

8. Senior Student – The last day of school for **graduating seniors** will be 10 days prior to the last official day for all students as indicated on the district adopted school calendar.

F. STUDENT WITHDRAWAL

A student who leaves before the close of the school term shall receive grades on the withdrawal form covering the periods in attendance. The parent(s)/guardian(s) of a student who leaves school during the last two weeks of the school year **must** show evidence (parent/guardian employment transfers, relocating, medical) that the withdrawal is necessary, and the student **must** successfully complete examinations, as appropriate, prior to withdrawal. Principals are authorized to make arrangements for the administration of any tests or examinations, as appropriate.

1. Permanent Withdrawal - Students who withdraw from a face-to-face classroom instruction setting shall be given grades based upon the work completed while a member of the class. Partial grades are not issued for virtual instruction courses.

2. Voluntary Withdrawal - Upon receipt of parent(s)/guardian(s) permission, the student will receive a withdrawal form from the registrar office. Students will not be permitted to withdraw unless they are at least 16 years of age. If applicable, a student who withdraws from school must sign a ***Declaration of Intent to Terminate School Enrollment*** (SO-SS-042) indicating that they understand that withdrawing from school is likely to reduce their potential earnings. The principal or principal's designee will have a conference with the student to learn of the reason(s) for the withdrawal, and to complete **a student exit interview.** A conference with the parent(s)/guardian(s) will also be scheduled.

   Parent(s)/guardian(s) of students 18 years old or older will not be notified of their student's decision to withdraw. If the student does become a dropout, accurate records should be maintained. Students should be informed of the possibilities open to them and should also be advised where and how to seek aid in finding employment.

   If a student drops out of school without returning books and other property belonging to the school, parent(s)/guardian(s) should be notified and a request should be made to return all school property.

3. Withdrawals to Home Education Program - To withdraw a student for enrollment in a Home Education Program, custodial parent(s)/guardian(s) must notify the Superintendent or designee, in writing, of the intent to establish a Home Education Program within thirty (30) days of the establishment (F.S. 1002.41). **The notification of intent must be signed by the parent/guardian.** Parent(s)/Guardian(s) are responsible for returning textbooks, uniforms, school equipment, et cetera to the school. If items are not returned within thirty (30) days, a notice of obligation will be issued for the return of, or payment for, items and/or fees. **Student withdrawing to fulltime FLVS or eSchool are not Home Education Students.**

Home education students transferring to Hernando County Schools must be enrolled as a full-time student by October 1st during their final full academic year and pass the required state test(s) to receive a diploma from the district.

Note: Home Education Program students enrolling or re-enrolling in a public school system must meet current graduation and statewide assessment requirements for their cohort. Also see "General Transfer Information". **Home Education students are not issued a diploma in the state of Florida. Students who withdraw to Home Education and earn enough credits to graduate cannot be re-enrolled for the sole purpose of issuing a diploma.**

Home Education correspondence should be mailed to:
Hernando County School District
Supervisor of School Choice
919 North Broad St.
Brooksville, FL 34601

4. Withdrawals to Virtual Instruction Hernando eSchool – The full-time enrollment period for K-12

students runs 90 days from the district start date up until two weeks before the district start date. Students that register with Hernando eSchool after the enrollment period has closed will be coded as Homeschool students taking courses through eSchool.

5. Withdrawals due to Non-Attendance – W-15

Students may be withdrawn due to nonattendance using a W15 code. Each school is responsible for documenting strategies in compliance with Florida Statutes 1003.26 and 1003.27. Schools must document attempts to contact the student and family through a Child Study Team Process, contacting student and family and documenting attempts to improve attendance including sending an attendance officer to the home. Once a school documents the process, they will send to Student Services. Student Services will approve or deny the use of the W15 code for non-attendance.

Before requesting approval for the W15 (WD due to non-attendance) code, F.S. 1003.26 and 1003.27 lists criteria that school districts must follow. The school needs to:

- Provide documentation of parent calls to find out why student is not in school - F.S. 1003.26 requires parents to justify each absence of a student. Schools must contact the home in cases of unexcused absences from school, or for which the reason is unknown.

- Provide documentation sending out attendance officer to the home to make contact with parent to determine non-attendance reason (please provide copies of attendance officer documentation).

- Provide documentation from child study team meeting in regards to truancy. (for 16 year and under) F.S. 1003.26 states - 5 unexcused in a calendar month or 10 unexcused in 90 calendar days is criteria for referring the student to the school's child study team. Students 16 and 17 must have documentation of parent /student contact to address the attendance.

- All Attendance documentation should be kept in an attendance file in the cumulative file folder.

G. COUNSELING and ACADEMIC ADVISEMENT

Counseling services are direct supports provided by trained and certified personnel to assist students with personal/social adjustment issues that present barriers to learning and student safety or well-being. Counseling services are available to all students through the district's multi-tiered system of support and general education intervention procedures. Student services professionals employed by the district typically provide counseling and crisis intervention services. Section 1012.01(2)(b), Florida Statutes (F.S.), identifies school counselors, school social workers, and school psychologists as among the student personnel services staff with responsibility for addressing student personal and social adjustment, which includes counseling and crisis intervention.

Any student who may be deemed as a potential dropout or whose cumulative grade point average falls below 2.0 shall receive advising on enrollment in career-themed courses, as well as options to participate in career and professional academies. These students must be provided with in-person

academic advising that includes information on career education programs by a certified school counselor, the school principal or his or her designee.

Academic advisement services are available for all students. These services include assistance with educational planning, interpretation of test scores, occupational information, career information, study help and any questions that students may want to discuss with a certified school counselor. Students wishing to visit the certified school counselor should follow the procedures established by their respective school.

1. Schedule Changes – In order to maximize instructional time, all schedule changes must adhere to drop and add dates for all brick-and-mortar classroom courses.
   a. Teacher initiated drop/add period with administrative approval is 20 days from the first day of school year
   b. Student initiated drop/add is the first 9 school days of the school year for course changes only.
   c. Parent requests for a schedule change must be made within the first 9 school days of the school year for course changes only.
   d. Dual enrolled students must adhere to Pasco-Hernando State College (PHSC) or the postsecondary institution drop/add and withdrawal timeline. Students who drop or withdraw from a dual enrollment course are subject to:
      - Being placed in a high school campus course, or
      - Possible non-approval for future dual enrollment courses
   e. Any senior taking 12 credit hours or more a semester in DE and/or taking 4 or more AP/IB/AICE courses a semester will be considered a full time student and does not need additional courses if student has met graduation requirements.
   f. 11th/12th Grade Students in AP/IB/AICE Courses:
      a. Students may request dropping a yearlong course within 5 days at the end of the first quarter to take another yearlong course. The principal must approve this drop.
      b. Principals can approve dropping a yearlong course midyear and placing the student in a semester course within 5 days of the start of the 2nd semester.

2. Hardship Waiver Approval for Reduced Schedules - Reduced schedules may only be granted to high school **seniors** who are approved for a hardship by the administrative hardship committee and have earned:
   1. **at least two credits in accelerated coursework (AP, DE, IB, AICE)**
      a. **Student must receive a college credit qualifying score on an AP, IB, or AICE Tests**
   2. **or completed a CTE program of study with an industry certification earned (a student may receive a reduced schedule if they are enrolled in the final year of their program of study and has earned an industry certification), and**
   3. **a minimum 2.0 GPA, and**
   4. **all testing requirements met. (Level 3 on the Grade 9 Algebra 1 EOC and Grade 10 ELA FAST or concordant/comparative scores), and**
   5. **maintained 9 days or less per semester attendance rate during the previous year(in all classes)**

   If a hardship waiver is granted:
   a. Students must have a signed hardship waiver form on file.

b. Students are required to sign in and sign out when entering and exiting campus.
c. Students may not be on campus during class periods designated as "reduced" on their schedule.
d. Students must provide their own transportation in regards to reduced schedules. If transportation becomes unavailable, the reduced schedule will be revoked and replaced with a regular schedule.
e. Reduced class periods may only be at the beginning or end of the school day.
f. Reduced schedule changes must adhere to the same timelines for drop/add. Students meeting the above criteria during the school year will have the opportunity to have their schedule reevaluated. If eligible, the reduced schedule may not impact the CTE course.

Note: Students who qualify for a reduced schedule and meet requirements for dual enrollment are encouraged to participate in the Early Admission Program. Refer to the Dual Enrollment Handbook for the minimum number of credits for Early Admission. These students will continue to have the same privileges afforded to students in their cohort to include honors recognition and participation in extracurricular activities.

II. INSTRUCTIONAL PLAN

The School District of Hernando County Curriculum incorporates the strands, performance standards and benchmarks that delineate student performance standards as defined by the Florida Department of Education Next Generation Sunshine State/B.E.S.T. Standards. (Florida Statute §1001.41; Florida Statute § 1003.41; State Board of Education Rule 6A-1.09401). The curriculum includes benchmarks for:

Elementary	Secondary
English Language Arts	English Language Arts
Mathematics	Mathematics
Science	Science
Social Studies	Social Studies
Physical & Health Education	Physical & Health Education
Visual & Performing Arts	Visual & Performing Arts
World Languages	World Languages
Career and Technical Education	Career and Technical Education

Note: See Appendix A for progression charts

Instruction will be provided in a setting that emphasizes integration and reinforcement of reading, writing, speaking, listening and mathematics skills across all subjects. In addition, course descriptions or frameworks are provided for each course. These course descriptions meet the requirements of State Board of Education Rules 6A-1.09412 and 6A-1.09441. District-adopted textbooks and/or instructional materials are provided for all schools. School credit is not awarded for any course not supported by a curriculum description/framework provided by the School District. [Florida Statute § 1006.28(1)(a)}.

The schools offer a wide range of courses in all disciplines. Courses are provided to meet the needs of all students [Florida Statute § 1003.42 (1)]. Courses may be year- long or a semester in length. With the exception of certain dual enrollment courses, one- half (½) credit is awarded for passing a semester in each course. Additionally, schools may offer curriculum that are integrated or stand alone. No credit is awarded solely on the basis of participation in extracurricular activities.

A. SPECIAL PROGRAMS

All students in the Hernando County School District are eligible for consideration and participation in all special programs. Any student who requests and is granted special attendance to a school for a special program shall be responsible for his/her own transportation and must maintain satisfactory academic performance, attendance and behavior. A student who is not progressing or does not meet the guidelines for the program or withdraws from the program will be required to return to his/her zoned school.

Note: Students who are required to return to his/her zoned school for any reason must refer to the Athletic Handbook for rules governing future participation.

1. CAPE Digital Tools Certificates (CAPE) – Elementary and middle schools may offer curriculum that result in attainment of CAPE Digital Tool Certificates. The curriculum targets skills to include digital skills that are necessary to the student's academic work and skills the student may need in future employment (Florida Statute § 1003.4203). The skills include but are not limited to word processing; spreadsheets; presentations, including sound, motion, and color presentations; digital arts; cybersecurity; and coding. The certificates must be consistent with CAPE industry certifications on the CAPE Industry Certification Funding List.

2. Career and Technical Education (CTE) – Middle and high school students may enroll in courses that are part of an overall program of study designed to prepare students to be successful in the workforce and equip them to make informed decisions about future college and career pathways. CTE offers students opportunities to earn highly valued industry certifications and to develop a multitude of skills while experiencing rigorous curriculum with real world applications. CTE students who complete a Program of Study are eligible for many scholarships, including the Gold Seal Bright Futures Scholarship.

3. Junior Reserve Officers' Training Corp (JROTC) - The Junior Reserve Officer Training Corps (JROTC) is a cooperative between the school district and the military. The program prepares high school students for leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired Navy, Army, Air Force, Marine Corps, and Coast Guard officers and enlisted personnel. Classroom instruction is augmented throughout the year by community service activities, drill competition, field trips, marksmanship training, and other extra-curricular activities. Cadets are required to participate in civic service, wear a uniform and dress up at least twice a month.

B. SERVICES

1. English for Speakers of Other Languages (ESOL) (State Board of Education Rules 6A-6.0902, 6A-6.0903; 6A- 6.0904; 6A-6.0908) - Students who are identified as ELLs **must be** provided **equal access** to the general curriculum. The general education standards and benchmarks should be the basis of their curriculum. ELLs are placed in courses based on need and eligibility, regardless of their English language proficiency. The individual student's English Language Learner Plan documents the student's English Language proficiency level. Instructional strategies are required to ensure the student an equal opportunity to master the general education curriculum. See Hernando County School District's Plan for Services to English Language Learner (ELLs) for a full explanation of services and models.

With appropriate instructional support, strategies, accommodations and adaptations, grades for ELL students should be reflective of the students' academic progress. ELLs should not receive failing grades strictly due to limited English-language proficiency. With instructional support, ELL students should be experiencing some measurable success in grade level content. To determine ELLs English-language proficiency, teachers should reference the students WIDA placement and the WIDA Can-Do Indicators.

ESOL Instruction provided to English Language Learners in the elementary grades who are classified as non-English speakers may be grade by S, N, or U during their first year of receiving ESOL services as determined by the ELL Committee. The percentages for S, N, or U as 70-100 = S, 60-69 = N, 0-59 = U.

2. Students with an Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. Part 104) - Any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan is the decision of the Section 504 Team, if it is addressed in the Section 504 Accommodation Plan. Parent(s)/guardian(s) of a student with an active Section 504 Accommodation Plan must be notified of any proposed changes to the Section 504 Accommodation Plan, and must be given the opportunity to provide input on decisions made by the 504 Team. Thus, the individual student's Section 504 Accommodation Plan documents the accommodations and/or modifications that are required to ensure that the student has an equal opportunity to access the general education curriculum.

3. Exceptional Student Education (ESE) - Pursuant to School Board Policy 2460, IEPs for students with disabilities, who are enrolled in an Exceptional Student Education (ESE) program, must specify the specifically designed instruction and related services that are necessary to meet each student's unique needs. See State Board of Education Rule 6A-1.09961 & 6A-6.03028, F.A.C and the ESE Standard Policy & Procedures (SP&P). All students **must** be given access to the general curriculum as defined in relation to their unique needs and abilities and as delineated on each student's IEP. For the majority of these students, the general education standards and benchmarks should be the basis of their curriculum. For some students, modified standards and/or Access Points in one or more content areas may be more appropriate (see State Board of Education Rule 6A-1.09414 for course descriptions).

   In all cases, the IEP Team, which includes the parents, makes special program placements and the educational decisions. The IEP Team develops a statement of measurable annual goals, including benchmarks or short-term objectives related to meeting the student's needs that result from the student's disability. The IEP should enable the student to be involved in and progress in the general curriculum, or for preschool children, as appropriate, to participate in appropriate activities, as well as meeting each of the student's other educational needs that result from the student's disability (State Board of Education Rule 6A-6.03028).

   In particular, the IEP Team should draft benchmarks or short-term objectives for students with disabilities who take alternate assessments aligned to Florida Standards connectors, or any other student with a disability, at the discretion of the IEP Team (State Board of Education Rule 6A-6.03028). The IEP may specify whether *accommodations/**modifications are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations or modifications do not include modifications to the curriculum descriptions/frameworks or student performance standards. The IEP must be implemented as developed by the IEP Team. The IEP

contains an explanation of the extent, if any, to which the student will participate with non-disabled students in the general education class (SP&P 95-103).

A student with a disability may only be removed from the general education environment if the nature and/or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. (SP& P 108-168).

The IEP for each student with a disability must include during the student's seventh (7th)- grade year or during the school year of the student's twelfth (12th) birthday, whichever comes first, a statement of which course of study the student is pursuing (State Board of Education Rule 6A-6. 03028). The student should be invited to the meeting. Beginning by the student's fourteenth (14th) birthday (or younger, if determined appropriate by the IEP team), or to be operational on the first day of high school the IEP must include a statement of needed transition services for the student including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The School District must invite the student to that meeting, as well as any other agency representative necessary or helpful to assist in the student's post-secondary transition. Consent from a parent or the student that has reached the age of majority is required in order to invite an agency representative to attend (State Board of Education Rule 6A-6.03028).

Programs for students with disabilities are defined by the diploma options identified in each student's Individualized Education Plan (IEP).

**Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.*

*** Modifications to the curriculum are generally used in coordination with an assessment that is compatible with the modified expectations. Grading systems that should be used for students using curriculum modifications should reflect the student's expected level of performance based on modified Access Points/Florida Standards and the functional level on which the student is working on. For students who participate in a modified curriculum, the IEP team should determine that it is most appropriate to use grading procedures that reflect the student's expected level of performance in relation to progress toward pre-established learning criteria, which would be the Access Points/Florida Standards . In this case, it is essential that all members of the IEP team, including the student and parent(s), have a clear understanding of how the student will be graded.*

4. Gifted Education (State Board of Education Rule 6A-6.030191) - Students identified as gifted under State Board of Education Rule 6A-6.030191 and the Hernando County School District Exceptional Student Education Policies and Procedures (SP&P) have an Education Plan (EP) that outlines goals, strengths and weaknesses, and that provides direction for the instructional program. The instructional program includes advanced-level content, acceleration and enrichment that address the student's special abilities and interests.

   Curriculum options include an effective and differentiated curriculum designed to enhance the abilities of the gifted students to ensure that each individual student progresses in the curriculum

to the maximum extent possible. The curriculum includes, but is not limited to, opportunities for problem solving, critical thinking, problem-based learning, and application of knowledge and skills. Curriculum for each student is driven by the student's EP focusing on the performance levels of the student and needs for developing further skills and abilities, recognizing opportunities to extend the present program through appropriate scaffolding for gifted students. The curriculum for the gifted student includes access to the general curriculum (Florida Standards) with emphasis on what the EP team determines will offer opportunities for growth for the gifted learner based on the student's strengths and present level of performance.

5. Home Education - A home education program is sequentially progressive instruction of a student directed by his/her parent(s) or guardian(s). The parent shall notify the Superintendent or designee of their intent to establish and maintain a home education program. The parent(s)/guardian(s) of each registered home education student shall maintain a portfolio of records and materials. The portfolio shall consist of the following:
    a. A log of educational activities that is made contemporaneously with the instruction and that designates by title any reading materials used.
    b. Samples of any writings, worksheets, workbooks, or creative materials used or developed by the student.

    Registered home education students may also take a partial or full schedule with Hernando eSchool, and may participate in interscholastic extracurricular student activities in accordance with the provisions of Florida Statute §. 1006.15. The district may permit the enrollment of a registered home education student in a specified course at his/her zoned school provided the school adheres to class size. The Supervisor of Choice must authorize the enrollment.

Note: The parent(s)/guardian(s) of a home education student is responsible for submitting an annual evaluation in accordance with *Florida Statute* § *1002.41*. The school district of Hernando County does not send reminder notices prior to the due date.

C. ACCELERATION MECHANISMS (Florida Statute § 1003.429)

At the beginning of each school year, students and parents/guardians are notified during orientation of the opportunities and benefits of mechanisms that result in acceleration through high school and/or college [Florida Statute §1003.02(1); Florida Statute § 1003.429; Florida Statute § 1008.25]:

- **Whole grade and during the year promotion,**
- **subject matter acceleration,**
- **virtual instruction,**
- **Advanced Placement (AP), International Baccalaureate (IB), Credit Acceleration (CAP), Dual Enrollment (DE), Advanced International Certificate of Education (AICE),**
- **College Level Examination Program (CLEP) - credit by Exam**
- **Early College Admission**
- **Career and Professional Education and Career Dual Enrollment**

In accordance with the **Academically Challenging Curriculum to Enhance Learning (ACCEL)** (Florida Statute § 1002.3105), students wishing to participate in any of the accelerated mechanism options will need to meet with their Certified School Counselor to review eligibility requirements. Participation in ACCEL options that result in whole-grade promotion, during the year promotion, subject-matter acceleration, and virtual instruction in higher grade level subjects will require a **District Performance Contract (SO-SS-181)**. The performance contracts will require compliance with minimum course grade, attendance, conduct, and any other requirements which may include participation in extracurricular

activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.

Monitoring Expectations

Failure to maintain the minimum course grade or GPA may result in a schedule change. In determining academic progress, all student work will be reviewed by the school's administrative team overseeing the subject area/grade level. Final determination is within the principal or designee authority and notification will be made to the student's parent/guardian. Course grades earned and posted to the report card will remain part of the student's academic record.

Note: A student's application for participating in the District's Controlled Choice Plan may be rescinded if he/she changes the course/program of study (i.e., CTE, IB, etc) that was the basis for admission to the requested school. Refer to the Control Choice Plan

1. Elementary School Level

   Factors to be considered for the acceleration of elementary students:

   a. A record of outstanding (90-100%) academic progress is evident on the student's cumulative record.
   b. The student has a minimum number of absences.
   c. Current school year indicate outstanding (90-100%) performance on assignments based on Florida Standards in language arts, science, mathematics~~.~~, and social studies.
   d. Standardized and district approved screening and assessment scores reveal achievement above grade level.
   e. Samples of the student's work indicate superior performance above grade level.
   f. MTSS Team minutes indicate that other options of advancement have not met the student's needs (i.e. Quest, differentiated instruction, specific subject area advancement, virtual instruction options).
   g. Observations, social and behavioral assessment, and written reports produced by the classroom teacher, school counselor, school psychologist, school administrator(s) and other qualified special service personnel indicate that acceleration would greatly benefit the student academically, socially, and emotionally.

      * Two or more years above grade level for students in grades K-5.

2. Middle School Level

   Factors to be considered when enrolling in high school courses at the middle school level include:

   a. The impact on the student's GPA and subsequent graduating class ranking
   b. State University and College admission requirements
   c. The grades earned will remain a part of the student's middle and high school academic record
   d. Maturity levels among other students in the high school courses
   e. Course content and course performance expectations

Acceleration Options

1. Honors Courses – courses that provide students access to accelerated curriculum. Students who have demonstrated high achievement, interest, and/or potential in one or more academic areas may be ready to take advanced classes.

   Placement will be based on:

a. The student's cumulative grade records indicating outstanding (90-100%) academic progress in language arts, science and mathematics based on Florida Standards
b. Standardized and district approved screening and assessment scores revealing achievement above grade level
c. Samples of the student's work indicating superior performance at or above grade level
d. Teacher recommendation
e. The student having a minimum number of absences during the previous year

2. Advanced International Certificate of Education (AICE) - The AICE program is administered by the University of Cambridge Local Examinations Syndicate and is available to eligible secondary students. The State Board of Education and the Board of Governors shall specify in the statewide articulation agreement cutoff scores and AICE examinations that will be used to grant postsecondary credit at community colleges and universities. Students will be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination [Florida Statute § 1007.27 (8)]. **(See the (FCCD) for additional information)**. Since the assessment dates are set by the University of Cambridge Local Examinations Syndicate, students who fail to report for the exam will receive a notice of obligation for the cost of the exam(s). For additional information contact the AICE coordinator at the school. Students who attend the AICE school through the School Choice process must enroll at their zoned high school if they are exited from the AICE program. Students who exit the AICE program must meet all state of Florida graduation requirements in order to earn a Standard Diploma.

3. Advanced Placement (AP) - the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. The postsecondary institution **may** award college credit to students who score a minimum of 3 on a 5- point scale on the corresponding AP exam (F.S. 1007.27). Students shall be exempt from any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination [Florida Statute § 1007.27 (6)]. **Refer to the Florida Course Code Directory (FCCD) for additional information.** Since the assessment dates are set by the College Board, students who fail to report for the exam will receive a notice of obligation for the cost of the exam(s). In addition, the student may be restricted from further enrollment in Advanced Placement classes. Furthermore, students who enroll in semester long AP classes such as AP U.S. Government, AP Comparative Government, AP Microeconomics, or AP Macroeconomics must complete the entire course and sequence of classes as prescribed by school (ie- AP Microeconomics in the 1st semester and AP Macroeconomics in the 2nd semester). Students who request withdrawal from an AP class, either yearlong or semester, before the November exam order deadline, but must remain the class for the remainder of the 1st semester, will sign a waiver that releases the school from ordering an AP exam for that student. Students who are withdrawn from an AP class, either semester or year long, upon student request after the November AP exam order deadline, but before the March AP exam confirmation deadline, will incur a $40 per exam cancellation fee. Students who are withdrawn from an AP class upon student request after the March AP exam confirmation deadline or fails to sit for the exam(s), will incur a $98 fee per exam. Withdrawn students may opt to challenge the corresponding exam(s) for the course from which they were withdrawn by paying the AP examination fee by the March exam order deadline. These students should contact the AP coordinator of their zoned high school to make arrangements for exam order, payment, and test administration.

Note: Students who complete the course successfully but do not take the AP Exam will receive honors-

level credit.

A Home Education student wishing to sit for an AP exam at his/her zoned school must pay for the cost of purchasing the exam in advance at the school. The exam will not be ordered unless payment is received by the school's deadline to order the exam. Please contact the zoned school for information on the cost and deadline.

4. Career and Professional Education (CAPE) - is an initiative to prepare students for post-secondary education and the workplace. High schools in the district offer a variety of Career and Technical Academies and programs that prepare students for employment in specific occupations, many of which are high skill, high wage occupations. These job-preparatory courses do not stand alone but are part of a 3-4 year planned program of study leading to occupational proficiency and program completion. Once a student begins a program of study, he/she may not divert from that program unless they receive administrative approval **(See Appendix B).** To learn more about the different programs speak with your Certified School counselor or visit the district's website to learn more about the Programs of Study for each of the academies and frameworks. In addition, students have the opportunity to earn one or more of the following:
    a. Industry -recognized credential or certificate, measured by an industry assessment
    b. Dual or concurrent credit, putting students on a fast track to an industry-recognized certification or licensure and postsecondary certificate or degree
    c. Course substitution credit for some mathematics and/or science courses
    d. Florida Bright Futures Vocational Gold Seal Vocational Scholar and Gold Seal CAPE Scholar Scholarship

    A list of the Gold Standards Industry Certification aligned to Associate in Applied Science (AAS)/Associate in Science (AS) degrees can be viewed on the district's website.

    The administration of the written exams must be in accordance with the test administration procedures specified by the certifying agency, district procedures, and State Rule 6A-6.0573 which states the following:
        i. The exams are third-party developed,
        ii. Scored by the certifying agency,
        iii. Given in a proctored testing environment (not by the individual providing the direct instruction),
        iv. Administered to each student no more than three times during the academic year,
        v. A minimum of twenty-one (21) calendar days between test administrations.
        vi. A student who successfully passes the industry exam is not eligible to retake the exam.

5. Career Dual Enrollment is a specific form of dual enrollment in which students enroll in postsecondary courses that lead to an industry certification as identified in s. 1008.44, F.S.2 Career dual enrollment is available (by clock-hours) to students in Hernando Schools, home education, and private high schools that are in compliance with s. 1002.42(2), F.S. and provide a secondary curriculum pursuant to s. 1003.4282, F.S.3

Refer to the Dual Enrollment Articulation Agreement, certified school counselors, College & Careers

and / or district websites for additional information

Career Dual Enrollment courses may be available through traditional high school CTE programs or through partnerships with Pasco-Hernando State College and Wilton Simpson Technical College.

6. Credit Acceleration (CAP) – allows a secondary student to earn high school credit if the student earns a specified score on the corresponding standardized EOC assessment (Algebra 1, Geometry, Biology, and US History), AP and College Level Examination Program (CLEP) exams whether the student is enrolled in the course or has not completed the course or failed the course in the year the student passed the EOC. A student who has failed the course, but earned credit as a result of scoring Level 3 or above on the EOC, will still need to participate in the Grade Forgiveness program to forgive the failed grade and repair his/her GPA. Students cannot use concordant scores from ACT/SAT/PERT to earn high school credit under this policy. The Certified School Counselor must document advisement of the risk and consequences related to meeting graduation requirements (F.S. 1003.4295). ***The student must notify the Certified School Counselor by the end of the first semester to participate in CAP and pay the AP or CLEP examination fee. NCAA does not recognize course credit by exam. Therefore, the student will need to enroll and complete the course to meet eligibility.***
   Note: Credit earned for Advanced International Certificate of Education, Advanced Placement, Dual Enrollment and International Baccalaureate courses via **CLEP, P/F and S/U courses are not included in the calculation of the student's GPA.** These earned credits do not receive weighted value (quality points).

   Dual Enrollment (DE) – an acceleration program that allows high school students to simultaneously earn credit toward high school completion and an associate or baccalaureate degree or career certificate at a Florida public institution [Florida Statute § 1007.271 (1)]. Students in grades 6-12 who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses during school hours, and after school hours [Florida Statute §1007.271(2)]. The district uses the Florida Department of Education Dual Enrollment Course – High School Subject Area Equivalency List to award high school credit. Any course not listed will be awarded 0.5 high school elective credits.

   Instructional materials for dual enrollment courses shall be made available to students at no cost in accordance with Florida Statute 1007.271. Instructional materials required for each course shall be identified prior to the start of the academic term, consistent with Florida Statute 1004.085 and applicable State Board of Education rules regarding instructional materials adoption and affordability.

   To facilitate the distribution of instructional materials and ensure compliance with state requirements, the district will implement a standardized materials request process. Students are required to complete the textbook request form through Hernando County Schools in order for textbooks, textbooks access codes, and required materials to be ordered. The students will use their HCSB login credentials to access the form and request materials each semester.

   Notification of the availability of the form will be sent out via School Counselors, Parent/Student Square, and any other notification methods available. The form will be open at least two weeks

prior to the beginning of the scheduled semester and will close at midnight on the last day of drop/add per PHSC deadlines.

Instructional Materials Request & Distribution:

Instructional materials will be made available to students prior to or at the beginning of the academic term. Students must complete the designated instructional materials request form within the established timeline in order to receive materials. Submission of the request form constitutes acceptance of instructional materials.

Declination of Instructional Materials:

Failure to submit the instructional materials request form by the established deadline shall constitute a formal decline of instructional materials. Students who decline instructional materials, including by non-submission of the request form, acknowledge that materials may not be available for later distribution. This includes, but is not limited to, access needed for assignments, projects, or assessments such as open-book exams.

Late Requests:

The district and/or postsecondary institution is not obligated to purchase or provide instructional materials after the established distribution period has closed. Students who request materials after the deadline may be responsible for obtaining required materials independently.

Note: Middle grades students who elect to participate in college/university summer programs with which the district does not have an articulation agreement will NOT receive high school credit.

7. Early Career / Early Admission to College [Florida Statute § 1007.271(5)] – a form of dual enrollment and a public educational choice option. High school students may enroll at PHSC full time upon submission of a completed Application for Admission. Credit earned applies toward high school graduation and college credit. Students who apply for early admission to college **must meet with their high school counselor to ensure that the course selections articulate into high school courses required for graduation.** The following table contains a list of differences between the traditional dual enrollment and the Early College Admission programs. [Florida Statute § 1007.27 (5); Florida Statute§ 1002.20 (6)(a)]
8.

Dual Enrollment (DE)	Early College Admission
Eligible secondary students with college ready scores in all subsections (provision for up to 12 credits for non-ready math scores)	Eligible 11th and 12th grade students with college ready scores in all subsections
Course access based on availability	Guaranteed priority courses access
Registration on designated dates	Early registration
Credit load of 0-16 credits per term	Must be full time: Credit load of 12-16 credits per term
Attend classes on high school and/or approved post-secondary campus	Full schedule through post-secondary institution

Withdrawal with restrictions on the dropped course	Withdrawal with restrictions—impacts program eligibility
Restrictions on the failed courses	Restrictions on the failed courses—impacts program eligibility
Eligible to participate in social events, honors and graduation ceremonies with their high school cohort	Eligible to participate in social events, honors and graduation ceremonies with their high school cohort

Students may select colleges or universities other than those that have inter-institutional agreements with the Hernando County School District. However, the parent(s)/guardian(s) and/or student will be responsible for payment of tuition/fees. All other statutory rights and privileges will be afforded these students as those under dual enrollment agreements [Florida Statute § 1007.27(5)].

Students participating in the Early Admission program are required to maintain full-time enrollment at the college, defined as a minimum of twelve (12) college credit hours per term. Early Admission students are not enrolled in high school courses on campus and are expected to remain fully scheduled through their college coursework. In the event that an Early Admission student drops or withdraws from one or more college courses resulting in enrollment below twelve (12) credit hours, the student must notify their high school counselor immediately. Failure to report schedule changes may result in removal from the Early Admission program and/or additional academic consequences.

Students whose enrollment falls below full-time status will be required to work with their high school counselor to revise their schedule. This may include enrollment in high school coursework to ensure the student meets full-time enrollment requirements for the school district. Schedule adjustments must be completed within a timeframe established by the high school.
Continued participation in the Early Admission program is contingent upon maintaining full-time college enrollment and compliance with all reporting and scheduling requirements.

Registered home education students may participate in early admission. Students should contact the postsecondary institution for specifics. Home education students incur no tuition costs, but are responsible for textbook costs [Florida Statute § 1007.271 (14)].

9. International Baccalaureate (IB) - The IB program is administered by the IB office and is available to eligible secondary students. The State Board of Education and the Board of Governors shall specify in the statewide articulation agreement cutoff scores and IB examinations that will be used to grant postsecondary credit at community colleges and universities. Students will be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination [Florida Statute § 1007.27 (8)]. **(See the (FCCD) for additional information).** Since the assessment dates are set by the International Baccalaureate organization, students who fail to report for the exam will receive a notice of obligation for the cost of the exam(s). For additional information contact the IB coordinator at the school**.**

Students who attend the IB/AICE schools through the School Choice process will enroll at their zoned high school the following semester if they are exited from the IB/AICE programs. Students who exit the IB/AICE programs must meet all state of Florida graduation requirements in order to earn a Standard Diploma or any other diploma options offered at the zoned schools.

10. Virtual Instruction Programs (VIP) - Provides instruction in an interactive environment created by using technology where the student and a highly-qualified teacher in the subject area are separated by space or time or both (Florida Statute § 1002.45). Students enrolled in an online course as part of the regular school day schedule are provided access to an appropriate and supervised classroom or lab at their zoned school or lab with computer and internet access so that they may complete the online course on campus during the specified scheduled class period. Students may also work from home after or before school hours just as they do when completing homework.

    The Hernando County School District provides K-12 virtual instruction through its Hernando *e*School Program as authorized by Florida Statute § 1002.45. Secondary students that meet the Hernando *e*School enrollment criteria to enroll in virtual courses may enroll with Hernando *e*School.

    Hernando *e*School will enroll students through age 19. The student's age on the date of the course enrollment may not be older than 19 (we cannot enroll students once they turn 20). For the purposes of this policy, "date of course enrollment" refers to the date on which a complete registration or course request for the course segment is made. Students must complete all coursework, including final exam, before their 21st birthday.

    A student who has been identified under Rule: 6A-6.03011 – Exceptional Student Education Eligibility for Students with Intellectual Disabilities through Rule: 6A-6.0361 – Contractual agreements with Nonpublic Schools and Residential Facilities, has an Individual Education Plan (IEP) in place and has not earned a standard diploma will remain eligible for educational services through the end of the semester in which they become 22 years old.

    Note: Since Hernando *e*School is a franchise of FLVS, when registering for an online course, students will be scheduled through Hernando *e*School as priority.

    a. Virtual Course Participation Criteria and Guidelines

    A student will not be denied access to virtual instruction unless it is not educationally sound based on the student's academic history and goals. The principals or designee are responsible for making proper placement and may deny a request when not appropriate.

    To ensure a safe learning environment and adherence to room occupancy limits, when assigning students to a learning lab, a student's grade level classification will be the first criteria considered. Students in grade 8 or 12 who are course or credit deficient will be given priority placement. Next will be students having a plan of study that includes acceleration.

    Continued participation in online courses with Hernando *e*School and FLVS can only be approved for students that meet the following criteria:

    i. Consideration for an online course should include the student's success level in a text-rich environment.
    ii. Student must comply with log-in requirements, completion of lessons, assignments and test on a regular basis or as outlined in the course syllabus.
    iii. Students must have no more than two (2) previous attempts with online courses that were not completed successfully.
    iv. Exceptional Education students with an Individual Education Plan (IEP) will need to have a staffing conducted at their zoned schools prior to enrollment in virtual courses to ensure IEP compliance. If a student has a 504 plan, the 504 plan must be in date compliance prior to enrolling in eSchool classes.

    Note: School administrators may request an independent review due to extenuating circumstances.

b. Virtual Course Participation Expectations

i. A fifth or eighth grade student choosing to use virtual instruction as an acceleration mechanism during the school year or summer, must complete all virtual coursework with passing grades before the start of the school year in order to be placed in the next core sequential course. ACCEL contract must be used.

ii. Students enrolled in an online course as part of their regular school schedule will be dropped from the course if they are not making progress. **Progress is defined as having completed and passed at least 20% of the course work within 14 days and consistently submitting 3-5 assignments per week. (Students are expected to make approximately 6% progress per week per course.)** Staff assigned to supervise virtual learning labs are encouraged to monitor student progress and report concerns to the counselor and or administrator.

iii. Students enrolled in an online course in addition to their regular school schedule may need to consider class load in order not to jeopardize course grade. Upon completion of an online course, students may be enrolled in an additional course.

iv. Registered home education students that meet Hernando *e*School's course enrollment criteria may take a partial or full schedule with Hernando *e*School in accordance with Florida Statute § 1002.37 and 1002.41. The Home Education Office must provide verification of active status and compliance for all registered home education students who enroll in online courses as outlined in the District's Florida Virtual (FLVS) agreement.

v. All students enrolled in a course with an End of Course (EOC) requirement must participate in the administration for a final grade to be issued. The law prohibits any individual from knowingly and willfully taking an online course or examination on behalf of another person for compensation. Any individual that violates this provision commits a misdemeanor of the second degree. Students will sit for the statewide assessment that closest aligns with the near completion (at or about 80% complete) of their course.

D. ACADEMIC SUPPORT

Each student's progression from one grade to another is determined, in part, by satisfactory performance in English Language Arts, Science, Social Studies, and Mathematics. All students in grades K-5 and students in intensive math and reading courses in grades 6-8 will be administered the iReady Diagnostic Assessment two to three times per year in Mathematics and ELA. This progress monitoring data will be used to determine the student's instructional level. A student who does not meet district performance standards, or who scores below achievement Level 3 on the English Language Arts (ELA) FAST and/or, the math FAST must receive remediation and have a progress monitoring plan. The plan may be either a federally required student plan such as IEP, a school wide system of progress monitoring for all students or an individualized progress monitoring plan. The specific diagnosed academic needs to be remediated must be identified and strategies must be put in place to meet the student's needs. Monitoring and re-evaluation activities must be employed and will be overseen by the MTSS Team. The team is comprised of the principal, school counselor, teacher and other school and district officials. (Florida Statute § 1008.25).

When an ESE student is determined to be performing below grade level in language arts, mathematics, and/or science, the IEP Team may be convened to review the IEP. The student's IEP must address all of the student's educational needs including the students below grade level performance. The IEP Team may consider a Progress Monitoring Plan to address the student's educational need in language arts, mathematics, and/or science.

At the elementary level, the academic support plan must emphasize reading proficiency in prekindergarten through grade 3 and provide targeted instructional support for students with identified deficiencies in Language Arts, mathematics, science, and social studies. The results of evaluations used to monitor a student's progress in grades PreK-12 must be provided to the student's teacher in a timely manner and as otherwise required by law. In addition, evaluation results must be provided to the student's parent in a timely manner. When available, instructional personnel must be provided with information on student achievement of standards and benchmarks in order to improve instruction. In accordance with Florida Statute § 1008.25(3)(a)(b), remedial and supplemental (academic) instructional resources must be allocated to students in the following priority:

- students who are deficient in reading in kindergarten through 3rd grade;
- students who are deficient in math in kindergarten through 4th grade; and
- students who fail to meet performance levels required for promotion.

F.A.S.T. Star Early Literacy will be used to identify kindergarten students who do not meet readiness expectations. Specific strategies will be identified to address the developmental needs of each student with indicated weaknesses.

1. PreK-5 Reading Remediation - Any elementary student who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments or through teacher observations, must be given intensive reading instruction, immediately following the identification of the reading deficiency. F.S. 1008.25(5)(a)

   Students who exhibit a substantial deficiency in reading must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. Schools must progress monitor students with a reading deficiency a minimum of three (3) times per year. This includes a baseline, midyear, and an end of the year assessment.

   Any elementary student 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 that are grounded in the Science of Reading, immediately following the identification of a reading deficiency or the characteristics of dyslexia to address his or her specific deficiency or dyslexia. A school may not wait for a student to receive a failing grade at the end of the period or wait until a plan is developed to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. Immediate intensive intervention (iii) must be provided three (3) times per week for all students who have been identified with a reading deficiency. This intervention must be in addition to or as an extension of the ninety (90) minute reading block in a smaller group size setting or one-on-one. Pursuant to Florida Board of Education Rule 6A-6.054(1)(b), the student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

2. PreK-3 Reading Deficiency and Parental Notification - Pursuant to Florida Statutes §§ 1002.20(11) and 1008.25(5)(c)1, the parent(s) of any Grade PreK-3 student who exhibits a deficiency in reading, must be **immediately notified in writing,** shall be consulted in the development of a plan, as described in s. 1008.25(4)(b), and shall be informed that the student will be given intensive reading instruction until the deficiency is corrected. **Principals will make such notification immediately following the administration of diagnostic assessments and/or quarterly reports indicating below level performance.** In addition to informing the parents that their child has been identified as having a substantial deficiency in reading (per Florida Statute § 1008.25(5)(c)), the following information must be provided:

   a. a description, understandable to the parent(s), of the exact nature of the difficulty in learning and lack of achievement in reading [Florida Statute § 1002.20(11)];
   b. a description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency (Florida Statute § 1008.25(5)(c)3);
   c. a description of the current services that are provided to the student (Florida Statute § 1008.25(5)(c)2);
   d. the District's specific criteria and policies for midyear promotion, which means promotion at any time during the year of retention once the student has demonstrated ability to read on grade level [Florida Statute § 1008.25(5)(c)8];
   e. strategies for parent(s) to use in helping their child succeed in reading proficiency [Florida Statute §1008.25(5)(c)5];
   f. the District's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts;
   g. that if the child's reading deficiency if not remediated by the end of Grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause;
   h. that the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluation, 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 reading for promotion; and
   i. the district's specific criteria and policies for a portfolio and evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a 3rd Grade student who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio. [Florida Statute §1008.25(5)(c)7]

3. Intensive Instruction Services for Retained Grade 3 Students

   Grade 3 students retained for reading must be provided with intensive instructional services and supports that include intensive interventions in the areas of reading deficiency. The specific areas of reading must be identified using a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies that are grounded in the Science of Reading, a minimum of 90 minutes of daily uninterrupted reading instruction, an additional 30 minutes of daily intensive immediate intervention, the opportunity to participate in the District's *3rd Grade Summer Reading Camp*, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and be ready for promotion to the next grade. [Florida Statute § 1008.25(7)(a)(b)1)]

Retained third grade students, including students participating in the school district's summer reading camp will be provided with a highly effective teacher as determined by the teacher's performance evaluation (F.S. 1012.34), and beginning July 1, 2021, the teacher must also be certified or endorsed in reading (F.S. 1008.25(7)(b)(3)).

Other strategies prescribed by the District may include but not be limited to the following:

- small group instruction;
- integration of science and social studies content within the 90-minute block;
- reduced teacher-student ratios;
- more frequent progress monitoring;
- tutoring or mentoring;
- extended school day, week, or year.

F.S.1008.25(7)(b)(4)(a-e) requires each school to establish, when applicable, an intensive reading acceleration course (IAC) for any student retained in third grade who was previously retained in kindergarten, grade 1, or grade 2. The intensive reading acceleration course must provide the following:

1. Uninterrupted reading instruction grounded in the science of reading for the majority of student contact time each day and opportunities to master the grade 4 state academic standards in other core subject areas through content-rich texts.

2. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice and more opportunities for error correction and feedback.

3. Targeted small group instruction.

4. Reduced teacher-student ratios.

5. The use of explicit, systematic and multisensory reading interventions grounded in the science of reading, including intensive language, phonics and vocabulary instruction, and use of a speech-language therapist, if necessary, that have proven results in accelerating student reading achievement within the same school year.

6. A read-at-home plan.

Grade 3 students retained for reading must have a highly effective teacher as determined by the teacher's performance evaluation. [Florida Statute § 1012.34] **Beginning July 1st, 2021, the teacher must be reading certified or endorsed. [Florida Statute § 1008.25(7)(b)(3)]**

4. <u>K-5 Writing Remediation</u> - Students in Grades K-5 who exhibit a substantial deficiency in writing based upon locally determined or statewide assessments or through teacher observations, must receive remediation in one of the following ways:

- small group instruction, based on identified student needs; and/or
- one-on-one instruction, based on identified student needs

5. PreK-5 Mathematics Remediation - Any elementary student who exhibits a substantial deficiency in math based upon locally determined or statewide assessments or through teacher observations, must be given supplemental math instruction, immediately following the identification of the math deficiency. F.S. 1008.25(6)

   Students who exhibit a substantial deficiency in math must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. Schools must progress monitor students with a math deficiency a minimum of three (3) times per year. This includes a baseline, midyear, and an end of the year assessment.

   PreK-4 Substantial Math Deficiency and Parental Notification - Pursuant to Florida Statute 1008.25(6), the parent(s) of any Grade PreK-4 student who exhibits a deficiency in math, must be immediately notified in writing, shall be consulted in the development of a plan, as described in s. 1008.25(4)(b), and shall be informed that the student will be given math intervention until the deficiency is corrected. Principals will make such notification immediately following the administration of diagnostic assessments and/or quarterly reports indicating below level performance. In addition to informing the parents that their child has been identified as having a substantial deficiency in math (per Florida Statute § 1008.25(6)), the following information must be provided:
   a. a description, understandable to the parent(s), of the exact nature of the difficulty in learning and lack of achievement in math;
   b. a description of the current services that are provided to the student
   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 his or her child succeed in mathematics.

   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.

6. Scheduling – Extra instructional time programs may be designed to provide remedial instruction for students. This may include Saturday classes, transitional, after school programs, summer programs or additional instructional time during the school day. As authorized by Florida Statute § 1008.22, the district provides academic support in English Language Arts and mathematics for those students identified as having deficiencies in content knowledge and skills based on teacher/principal recommendation, norm-referenced tests, Florida Standards Assessment (FSA)**/Florida Assessment of Student Thinking (F.A.S.T.)** for English Language Arts (ELA) and Mathematics, and school-selected ELA and mathematics tests. Student placement will be as follows:

Intensive Instruction Scheduling	
English Language Arts	All students scoring at Level 1-2
	All students scoring a Level 1 or 2 must be placed with a teacher who is reading certified or endorsed.
Mathematics	All students scoring at Level 1-2

7. Curriculum - The district provides schools with research-based curriculum for intensive instruction in print and digital form. All students in intensive classrooms will utilize the district-wide adopted intensive English Language Arts and Mathematics curriculum to provide direct and explicit instruction by trained teachers.

8. Progress Monitoring - Schools will engage in a systematic review of multiple data points to make data-driven instructional decisions that answer such questions as "what do we see?" or "now what do we do?" Such data points may include but are not limited to: mid-quarter and quarterly classroom grades, common formative and quarterly assessments, and pre-/post-assessment embedded into the intervention curriculum.

9. Progress Monitoring Plan - Academic support shall be provided through the implementation of an individual Progress Monitoring Plan (PMP) developed in consultation with parent(s)/guardian(s). The plan is intended to provide the school district and the school with flexibility in meeting the academic needs of the student. A student who is not meeting the school district or state's requirements for proficiency shall be covered by one of the following Individual Student Plans:
    a. A federally-required student plan such as Individualized Education Plan (IEP), Section 504, ELL Plan
    b. A school-wide system of progress monitoring for all students, or
    c. An individualized Progress Monitoring Plan

    See Appendix C for more detail.

    Each plan **must** outline a strategic or intensive academic support program in the area(s) of weakness designed to assist the student in meeting state and/or district expectations for proficiency. It is the responsibility of the teacher and the principal to ensure that the PMP is substantive, activities and resources are research-based, and that the outlined instructional and support services are provided. Listed below are the steps for developing and implementing the PMP in consultation with the student's parent (Florida Statute § 1008.25):

    Step 1 MTSS problem solving and academic support will occur as soon as possible after a student has been identified as needing academic support beyond the core instruction. Parents should be involved throughout the tiered levels of support to remain informed and provide input. If the student identification occurs during the fourth marking period, the MTSS problem solving process will begin and interventions will be put in place and continued the following school year.

    Step 2: Additional diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention. Diagnostic assessments may include teacher assessment, placement tests and /or diagnostic software results.

    Step 3: Data from the additional assessments are to be used to formulate the student's PMP. The PMP should clearly identify:
    - the specifically diagnosed identified problem --either academic/behavior

- the scientific, research-based intervention to be implemented
- how, when, how often, by whom, and how long strategic or intensive instruction is to be provided, and
- the monitoring and reevaluation activities to be implemented

Step 4: At the conclusion of the school year, appropriate teacher(s) of the student on a PMP are to make recommendations regarding the student's educational program for the following year.

Note: The PMP must be in place and implementation begun for students including those who are transferred into the school district within 45 calendar days of being identified as needing academic support.

10. ACADEMIC SUPPORT PROGRAMS

1. Extended School Year (ESY) Program
   a. English Language Learners (ELLs) - The purpose of Extended School Year (ESY) services for English Language Learners (ELL) is to provide beginning and some intermediate English speakers with the opportunity to develop their oral language. This is accomplished through content related instruction in a non-threatening environment that promotes the use of oral English. In order to be eligible for ESY, placement on the student's individual ELL Plan must show that additional English oral language development is needed.

   b. ESE-Eligible Students -- Extended School Year (ESY) services means specially designed instruction and related services that are provided to an ESE-eligible student beyond the normal school year of the School District, in accordance with the student's IEP. ESY services must meet state educational standards. ESY services are always at no cost to the parent.
   At least annually, an IEP Team for each ESE-eligible student must consider whether ESY services are necessary for the provision of a Free Appropriate Public Education (FAPE) to the student. ESY services must be provided if a student's IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the student.

   The School District may not limit ESY to particular categories of disability or unilaterally limit the type, amount, or duration of those services [State Board of Education Rule 6A- 6.03028(3)(g)(11)].

2. Intensive Camp Program - Intensive Program or "Boot Camps" are designed to provide students who did not meet the satisfactory level on the ELA and/or Algebra 1 statewide assessments additional practice to improve proficiency and success on the next administration of the assessment. Students may participate in the district and/or school sponsored after school and/or summer intensive programs to work on necessary skills and problematic areas prior to re-taking the statewide assessment.

3. Summer School (seniors) - A student must successfully complete coursework to earn the required 18 or 24 high school credits, have a 2.0 GPA, and meet all state assessment requirements to earn a standard high school diploma. The purpose of the extended summer school for grade 12 is to provide the student with the opportunity to master the essential elements of incomplete/failed courses (maximum of two courses) and to ensure on-time graduation. The student may exit upon completing the required coursework.

11.ALTERNATIVE PROGRAMS

Alternative Education program refers to programs or services designed to meet the needs of students who may otherwise be unsuccessful in traditional environments and provide multiple paths to graduation. The School District provides academic support to students identified as not meeting district-established performance standards and the specified performance levels as measured by district indicators and state assessments. All students not meeting performance standards are eligible for these programs.

1. Adult High School – Adult High School classes are available for students who were close to finishing their high school diploma prior to leaving their secondary education. Students will have an opportunity to earn a high school diploma once all graduation requirements are completed. Call to schedule an appointment through the Adult High School Counselor. The cost is $30.00 per term for AHS.

2. Co-enrolled – Currently enrolled students who are behind in credits needed for graduation may participate. Registration occurs through high school guidance office and students will be accepted based off seats available and students' grade level for priority. (Seniors and Juniors will have priority)

3. Discovery Academy - Students in grades 4-12 who are significantly behind their cohort group may be referred by the principal or principal's designee for placement. The Alternative Program Team will review the student's data and recommend placement. The data may include but is not limited to: academic history, attendance, and previous retentions. Utilizing a combination of direct instruction and computer based instruction, students would be given an opportunity to accelerate learning, enabling them to reach the level of their peers. Students completing the requirements will be allowed to enroll at the zoned high school.
4. Endeavor Academy - Students who have **committed expellable** offenses in grades 6-12 may be referred by their principal or the principal's designee for placement in an alternative education through the pre-expulsion hearing process.
5. PACE Center for Girls – A comprehensive education and therapeutic prevention and intervention services for troubled eligible adolescent girls in grades 6-12. Students are generally referred by their counselor by completing and submitting a referral form to the district office.

6. Pregnant and parenting students enrolled in HCSD who are working towards the completion of high school are eligible to participate in the Teenage Parenting Program (TAPP). The decision to attend the TAPP is voluntary; and the option to decline services is provided by the TAPP social worker. Coordination of health, social services, parent education, transportation, and childcare are ancillary service components of teenage parent program.

   TAPP students must successfully complete at least one (credit bearing) pregnancy and/or parenting courses earning a grade of "C" or better. TAPP students are offered non-credit bearing courses tailored to their individual pregnancy or parenting related needs. On-site childcare, licensed by the Department of Children & Families, is available for the children of TAPP students at the districts' designated sites.

   Pregnant and parenting students in HCSD will continue to benefit from existing school-based services provided to all students such as, crisis and academic support not related to pregnancy/parenting through the same system of delivery as their non-pregnant or parenting

peers. High school students enrolled in the program will receive their high school diploma if all graduation requirements are met. Exit interviews with TAPP students who dropout or withdraw to attend other programs must include TAPP representation.

TAPP participants and completers are expected to follow all school and district policies and procedures. To learn more about the program, contact the Student Services Dept – Teenage Parenting Program Social Worker.

12. HOMEWORK

Homework is an important tool used to ensure the student's readiness for each day's lesson in school. Research shows that homework is a proven benefit to the student's academic achievement when it enhances the classroom curriculum and encourages creativity and discovery. Homework assignments must have a real purpose, and students should receive **feedback** on assignments prior to assessment on the content. Teachers, students, and parents must work as a team for homework to be an effective part of instruction.

Homework assignments should be given within established homework guidelines in compliance with School Board policy 2330. Refer to the grading procedures section for homework weighting percentages. In addition:

- Students are accountable for homework assignments.
- Homework assignments must be based on Florida Standards and grade level benchmarks and must be directly related to the classroom instruction.
- Homework should be assigned to provide time for practice and reinforce lesson objectives.

13. MAKING UP WORK

A student shall be given the opportunity to make up work within two class meeting days per absence upon their return. Excused Absence work will receive full credit. Unexcused absence work **will receive full credit**, **up to 5 days per semester. Out-of-school suspension is considered an unexcused absence for the purpose of make up work policy only.** However, the make-up work must be made up within two days of the unexcused absence occurred. Also, the make-up rule does not apply when the work was assigned ***prior*** to the student's absence. **In such cases the test(s), project(s), etc. must be turned in immediately to the teacher when the student arrives on campus unless an extension of the time has been approved by the teacher or the principal due to extenuating circumstances.**

If the work is not made up within the time period granted, all zeroes will remain. If a student fails as a result of incomplete work, the report card shall reflect that the grade is based on incomplete work.

14. REPORTING STUDENT PROGRESS

Parent(s)/guardian(s) and students **shall** receive accurate and timely information regarding academic progress and the School District's promotion requirements.

1. All notifications to parent(s)/guardian(s) of English Language Learners **shall** be made in their home/native language whenever feasible.
2. Parent(s)/guardian(s) should contact the school to request a conference. Teachers may schedule a conference when needed to review student performance.
3. Parent(s)/guardian(s) of a student who is in danger of failing a course, not meeting the 2.0 cumulative grade point average or not meeting promotion/graduation requirements **must** be notified in writing. This notification shall include an explanation of the options to assist the

student in meeting the grade point average (e.g., forgiveness rule, summer session, counseling, tutoring, grade recovery, and study skills courses).

4. A report card will be uploaded in Skyward to each student at the end of each nine-week marking period and serves as a written notification of the student's progress. The student's final report card for the school year will indicate end-of-the year status regarding performance or non-performance at grade-level, acceptable or unacceptable behavior, attendance, and promotion [Florida Statute § 1003.33 (2)].
5. Report cards will be available via Skyward at the end of each quarter. The report card for the fourth nine weeks grading period will be available for pick up at each school by request only. **Please note that student grades are available on Skyward.** This is not to prevent a teacher from notifying a parent/guardian more frequently if a problem is apparent.
6. The virtual school student's grades are maintained and updated in the parent and student learning management system. The parent has complete access to review and respond regarding student progress through continuous access to the student's academic performance in course work and time on work (attendance). Final course grade will be recorded in the student's academic history file.
7. High school certified counselors will initiate credit checks, at least annually, to inform students of their needed credits for graduation. In addition, it shall be the responsibility of students to monitor their progress and to complete all requirements for graduation. Graduation requirements and a checklist of completed requirements are available on Skyward.

15. GRADING SYSTEM

Grades provide students with feedback on their own learning, clarifies for them what they understand, what they don't understand, and where they can improve. Grades also provide information that can inform future teaching decisions. Therefore, it is important that grades accurately reflect the quality of student work. The grading system and interpretation of letter grades must comply with the state approved grading scale. For letter grades, an average of .50 or higher **must** be rounded up (i.e., 79.50 becomes a "B", while 79.49 is a "C"). The grading system and interpretation of letter grades for all grade levels shall be as follows:

Letter Grade	Percent Range	Point Value	Description (Florida Statute § 1003.437)
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure
S	N/A	N/A	Satisfactory
N	N/A	N/A	Needs Improvement
U	N/A	N/A	Unsatisfactory
P	N/A	N/A	Applies to transfer credits
T	N/A	N/A	Passed Exam (Applicable only to AP, EOC and CLEP)
SB	N/A	N/A	Used to award credits for passing score on approved world language test

A student must be enrolled at least 10 days during a grading period to receive a report card grade. The

report card grade for a student transferring into the Hernando County School District during the last 10 days of the marking period will be calculated as follows:

a. Students with transcripts – the report card will reflect the transfer grade. The following scores will be entered for any student transferring with an S, N, U (S = 85, N = 65, U = 55)
b. Students without a transcript – the report will reflect the grades earned in the classroom. In the event the student does not demonstrate proficiency, he/she may participate in the district's course/credit recovery program.

To allow for developmental growth, grades for kindergarten should not be cumulative (averaged). The report card grade must be an indication of the student's current demonstrated performance on the Grade Level standards that have been taught. In addition, the terms satisfactory (S), needs improvement (N) or unsatisfactory (U) will be used to describe student performance in some areas. This grade scale will be used in indicated areas:

• All subject in kindergarten • Science in grades K-2	• Fine Arts in grades K-5 • Physical Education in grades K-5 • Social Studies in grades K-3

Kindergarten: A minimum of twelve (12) grades per marking period and at least three (3) grades per weighted category are required for Math and ELA only; all other subject areas are exempt from minimum grade requirements.

Fine Arts / Physical Education

Students are marked for effort and participation in art, music and physical education classes. As per Florida Statute §1003.455 the school shall provide 150 minutes of physical education each week for students in kindergarten through grade 5. The physical education requirement may be waived for a student who requires remediation. Schools will also provide at least 100 minutes of supervised, safe, and unstructured free-play recess per week for students in kindergarten through grade 5, ensuring at least 20 consecutive minutes daily.

1. Student Conduct [Florida Statute § 1003.33(1) (b)] - Student conduct codes are separate from the grade earned for the marking period. The conduct codes reflect the student's overall conduct in all class activities and cannot be cause for lowering an academic grade.

2. Attendance (Florida Statute § 1003.33) - Attendance and academic performance shall be reported separately on student report cards. Students cannot be exempted from state academic performance requirements based on policies or practices designed to encourage student attendance.

3. Course Weight (High School) [Florida Statute § 1007.272(18); Florida Statute §1007.271 (16)] - Courses that are **un-weighted** have a point value ranging from 0-4. Courses that are weighted have an added point value of .5-1.0. Unweighted courses can be used to satisfy graduation requirements as well as admission requirements for the state university system.
   The **weighted grade** point average will be used to determine the student's ranking in class and the Valedictorian and Salutatorian. Parent(s)/guardian(s) should be aware that the weighted grade point average might not necessarily increase a student's chances for scholarships or admission to in-state or out-of-state colleges or universities.

The following courses shall be assigned an additional .5 weight value:

i. Honors courses
ii. Advanced/Pre-AICE/Pre-IB/Pre-AP level 3 core academic courses including World Language courses that comply with the Bright Futures Scholarship and university admission guidelines
iii. Level 3 CTE courses that lead to an industry certification (SB 850) and belong to a registered Career Academy with the Florida Department of Education.

The following courses shall be assigned an additional 1.0 weighted value:

Advanced International Certificate of Education (AICE): The Cambridge Advanced International Certificate of Education (AICE) courses offered will be assigned an additional 1.0 weight value.

Advanced Placement (AP): The Advanced Placement courses offered will be assigned an additional 1.0 **weight** value. A student who does not participate in the administration of the AP exam will not receive the additional 1.0 weight. Current Florida Virtual School policy requires all FLVS and franchise (Hernando *e*School) AP students to take the AP exam in order to receive AP credit for the course. Students enrolled in AP courses must be prepared to take the exam, which requires students to complete all assignments prior to the exam. **Grades for completed FLVS/Hernando *e*School AP courses are not issued until the exam has been completed.** Students must take the Advanced Placement Exam to receive Advanced Placement credit. **Students who complete the course successfully but do not take the AP Exam will receive honors-level credit.** As AP courses are college-level classes, it is the final step in completing AP curriculum. If a qualifying score is received on the exam, participating colleges may offer credit or waive requirement for equivalent courses. **College course waivers resulting from AP scores do not revert back for additional high school credit. Only the post-secondary institution can issue the waiver.**

Dual Enrollment (DE): The dual enrollment courses offered through PHSC or through any postsecondary institution with which the District has an articulation agreement, whether taken on the college campus or at the high school campus, will be assigned an additional 1.0 **weight** value (Florida Statute § 1007.271). Students not properly enrolled in a dual enrollment course shall not receive college credit or the additional 1.0 **weight** value. Students are strongly encouraged to speak with their Certified School Counselor about dual enrollment courses. Refer to the Dual Enrollment Articulation Agreement and handbook for additional information.

International Baccalaureate (IB): The International Baccalaureate courses offered will be assigned an additional 1.0 weight value.

CAPE / Career & Technical Education Academies: 1.0 Additional GPA weighting to those Students enrolled in Level 3 CTE courses, that lead to an industry certification (SB 850,) and belong to a registered Career Academy with the Florida Department of Education.

Note: Credit earned for Advanced International Certificate of Education, Advanced Placement, Dual Enrollment and International Baccalaureate courses via CLEP, P/F and S/U courses are not included in the calculation of the student's GPA. These earned credits do not receive weighted value (quality points).

4. Grading Procedures

a. Grades are based on the quality of student performance relative to expected levels of achievement of the Next Generation Sunshine State/B.E.S.T. Standards, the course frameworks, the course syllabus approved by the principal or principal's designee, and will conform to adopted departmental grading weights.
b. Quality of work will be assessed by multiple measures including, but not limited to, the following:
    i. teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking, student participation, laboratory practices and demonstrations);
    ii. classroom assignments (paper and pencil assignments; reports, term or research papers, models, projects, exhibits, posters, and computer programs);
    iii. homework (School Board Policy 8420);
    iv. examinations (paper and pencil tests including: essay; multiple choice and completion; oral tests; and skill tests requiring demonstration); and
    v. alternate methods (Edgenuity or portfolios and performance assessments) and services
    [Florida Statute § 1003.33 (1) (a)]
c. **A minimum of three (3) grades per weighted category for the marking period and a minimum of twelve (12) grades per marking period for all grades 1-12**. In Kindergarten, these requirements apply only to Math and ELA.
d. **A sufficient number of grades in each weighted category will be issued at both middle of the quarter and end of term. Every effort should be made to ensure the grades represent proficiency/mastery of the standards taught in the marking period.**
e. Grade(s) will be input weekly.
f. A recorded grade may **NOT** be changed after report cards are posted except by the following procedures:
    i. The change is initiated by the teacher and approved by the principal or principal's designee. The principal or assistant principal may initiate the grade change if teacher of record is inactive.
    ii. The required Grade Change must be submitted through Skyward and approved by the Principal.
e. Students enrolled in Exceptional Student Education (ESE) program(s) **must** have the opportunity to earn grades that are equivalent to the grades earned by general education students. No student may be denied the opportunity to earn above-average grades because of placement in an ESE program or due to the accommodations that have been deemed appropriate for use with his/her instructional setting(s). ESE students with disabilities **must** be graded on the basis of their performance.
f. Alternate assessments, including performance assessments, may be used to document progress for the ESE student with a disability. Criteria and evaluation procedures will be identified and discussed with the student and the parent(s)/guardian(s) upon entry to the program and/or at each annual review.
g. The grade of ***P*** (Pass) is used when validating/granting transfer credit for coursework when an official transcript or grades that equate to those used in Hernando County cannot be obtained. It is also used when P is specified on an official transcript. A grade of ***P*** is a transcript grade only, not a report card grade. It results in credit for coursework but does not affect the grade point average (GPA).
h. Transfer grades received as letter grades and for which numerical grades were not available, will be computed by using the middle scale (A=95%, B=85%, C=75%, D=65%, F=55%) of the grading system used in Hernando County Schools. The transfer student is also exempt from all

assignments prior to their enrollment in the school/class. This process must be completed for every prior marking period so that there is an accurate end of year cumulative grade.

For transfers out of state not awarding high school credit because their semester has not ended, after our second semester has begun:

After the conclusion Semester 1 and before the conclusion of semester 1 at the previous school and that school is not awarding semester 1 credits, the following will occur:

- Counselors will record the semester 1 withdrawal grades on the transcript analysis form.
- Counselors will make a comment on this form that states *"the previous school did not award semester 1 credit due to withdrawal date".*

then

- **If the student is enrolled in semester 2 of the same class**:
- **Data Entry will** manually enter the transfer grades into the active course's grade book.
- The teacher will get a Skyward notification of the transfer grade.

i. All grades posted to the gradebook must have a numeric value.

5. Grading Weights and Categories – The following weighted categories are for the purposes of ensuring:

a) Fair and consistent treatment of students across all classrooms,
b) Consistency in grading as students transfer between classrooms and schools,
c) Objectivity in grading,
d) Emphasis on activities that reflect what the student can or cannot do based on the Florida Standards, and
e) Reliability of the data when making correlations between course grades, benchmark and statewide assessments, and promotion/retention decisions.

In addition, the categories represent a collection of the different activities and skills that students may engage in a classroom and that teachers view critical to the student's success in the course. The sum total of these weights will represent the course average prior to the calculation of the nine weeks grade.

Elementary		
S	**N**	**U**
70 – 100%	**60 – 69%**	**0 – 59%**

Elementary Grading			
English Language Arts	**Mathematics**	**Science**	**Social Studies**
Summative Assessments 40% (Cold read text set assessments, selection tests)	Summative Assessments 40% (teacher tests, projects, etc.)	Summative Assessments 40% (Performance Tasks, tests, FSSA reading tests, quizzes, essays, etc.)	Summative Assessments 40% (Chapter/unit test, writing task)
Extension Activities 30% (short/extended responses, paragraph writing, graphic organizers, text-based essay writing)	Extension Activities 30% (quizzes, written responses, assignments etc.)	Extension Activities 30% (Reading content-based activities, research, labs, notebooks/journals, written response, etc.)	Extension Activities 30% (Projects, writing in response to SS ELS texts, group activities)
Classwork 20% (Responses to reading, graphic organizers(reading), curriculum-based assignments and activities)	Classwork 20% (journals, projects, group work, etc.)	Classwork 30% (home projects, science fair, study guides, data communication, group projects, homework, centers, etc.)	Classwork 30% (Newspaper activities, think and review questions, crossword/vocabulary)
Other 10% (Encoding(spelling/dictation), grammar, projects, homework)	Other 10% (homework, centers, etc.)		
Middle School Grading			
English Language Arts	**Mathematics**	**Science**	**Social Studies**
Summative Assessments 40% (Unit assessments, novel assessments, final draft essays, final projects, presentations)	Summative Assessments 40% (unit/chapter test, unit projects)	Summative Assessments 40% (test, major projects, performance-based test)	Summative Assessments 40% (chapter and unit assessments)

Extension Activities 30% (quizzes, solo activities, writing process pieces (planning, outline, draft, edit, revise), close reads, group activities, projects)	Extension Activities 30% (quizzes, small projects, notebook checks for understanding)	Extension Activities 30% (quizzes, checks for understanding, for progress monitoring, etc.)	Extension Activities 30% (projects, essays, presentations, skits, journals, DBQs, etc.)
Classwork 20% (Graphic organizers, response to reading/questions, notes, curriculum-based assignments and activities	Classwork 20% (Do Now, bell work, journal, ticket outs, checks for understanding)	Classwork 20% (Minor projects, labs, notebook, Do Now, bell ringers)	Classwork 20% (quizzes, tickets-out the door, Do Now, bell work, notebook, etc.)
Other 10% (Exit tickets, grammar, success starters, frontloading)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)

High School Grading				
English Language Arts	**Mathematics**	**Science**	**Social Studies**	**Pre-AP**
Summative Assessments 40% (tests, final drafts, presentations, etc.)	Summative Assessments 40% (unit/chapter test, unit projects)	Summative Assessments 40% (tests, major projects, Performance based Tasks)	Summative Assessments 40% (chapter and unit assessments)	Summative Assessments 40% (Performance Tasks. Tests, essays, teacher created unit assessments, etc.)
Extension Activities 30% (Close reads, group work, draft writing, paragraph/short response, quizzes)	Extension Activities 30% (quizzes, small projects, notebook, checks for understanding, Quarter Exams for non-AGA courses, etc.)	Extension Activities 30% (quizzes, do now, bell ringers, Quarter Exams, etc.)	Extension Activities 30% (projects, essays, presentations, skits, journals, DBQs, Quarter Exams, etc.)	Extension Activities 30% (Learning checkpoints, quizzes, projects, etc.)
Classwork 20% (Graphic organizers, response to reading/questions, notes, curriculum-based assignments and activities)	Classwork 20% (do now, bell work, journal, ticket outs, checks for understanding)	Classwork 20% (minor projects, labs, notebooks,)	Classwork 20% (Quizzes, tickets-out the door, do now/bell work, notebook, etc.)	Classwork 20% (CW, minor projects, checks for understanding, etc.)

Other 10% (grammar, vocabulary, root words, tickets out the door)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)

Intensive/Remedial Coursework	
Intensive Reading (Iready)– Middle School	**Mathematics – Middle School**
Classwork 40% (Centers, whole group instruction)	Assessments 50% (on grade level assessments)
Assessment 25% (Tests, quizzes)	Classwork 50% (skill center and whole group activity tasks)
iReady Lessons 25% (Instructional path lesson grades or teacher assigned lessons)	
iReady Computer Center 10% (iReady lesson target)	
No homework will be assigned for Middle Grades Intensive Courses	
Intensive Reading – High School	
Summative Assessments 40% (online activities, tests)	
Classwork 35% (close reads, group work, paragraph/short response, quizzes)	
Foundational 25% (bell work, graphic organizers, grammar, vocabulary, root words, logs)	
No homework will be assigned	

The grading weights and categories for courses not listed above will be decided by the school administration and teachers of those courses. Teachers of these courses must follow grading procedures listed on page 45 under Grading Procedures.

6. Calculating Report Card Grades

a. **Nine weeks** grades will be calculated for all four quarters at the school level based on the following criteria:

Course Average	Nine Weeks Grade
100% (100% of the average of all grading categories)	

Note: Courses exempt from a fourth (4th) quarter exam are the following: (a) Courses with a Florida Standards Assessment FSA/EOC/F.A.S.T. (b) Advanced Placement (c) Cambridge Advanced International Certificate of Education, (d) Career Technical with a designated industry certification

(e) International Baccalaureate (f) Developmental Language Arts Through ESOL(DLA-R/English Language Development).

b. **Semester** grades will be calculated at the high school school level based on the following criteria:

Nine Weeks	+	Nine Weeks	Semester Grade
50%	+	50%	

Example: 1st Nine weeks grade: 82 x .50 = 41
2nd Nine weeks grade: 77 x .50 = 38.5

Nine Weeks	+	Nine Weeks	Semester Grade
41	+	38.5	(80)

c. **Final** course grade will be programmatically calculated at the district level based on the following criteria:

j. **Courses with a Statewide End of Courses (EOC) assessment and a mandated 30% calculation** (Algebra 1, Geometry, US History, and Biology)

Semester 1 Grade	+	EOC	=	Final Semester 1 End of Course Grade 0.50 Credit
70%	+	30%	=	

Semester 2 Grade	+	EOC	=	Final Semester 2 End of Course Grade 0.50 Credit
70%	+	30%	=	

Courses with a Statewide End of Courses (EOC) assessment and a mandated 30% calculation (Civics)

Course Final Grade	+	EOC	=	Final Course Grade
70%	+	30%	=	

Courses with a Statewide End of Courses (EOC) assessment and student has ESE waiver for 30% grade of EOC (Algebra 1, Geometry, US History, Biology, and Civics)

Semester 1 Grade	+	Semester 2 Grade	=	Final Course Grade
50%	+	50%	=	

The EOC score may be excluded for graduation and 30% final grade calculation purposes for ESE students, in accordance with state waiver provisions. However, if the EOC score improves the student's overall grade, it may be included at the school's discretion.

Note:

[2] A student who does not participate in the statewide assessment for a course with a 30% calculation will receive an incomplete course grade. A grade adjustment will be made once the school receives the score.

[3] A student who commits an infraction that results in a test invalidation will receive an incomplete course grade and will be required to retake the assessment during the next administration of the assessment.

[4] A student who takes EOC courses through FLVS will not earn credit until the student has taken the EOC.

d. **Conversion Table** – The fourth nine weeks grade for a high school level Career and Technical Education courses with a CAPE industry certification exam will have the following grade calculation.

Industry Certification (IC)		
Pass = 100%	Fail = 69%	Refusal = 0%

7. Examinations - Exams will be administered during the last week of the marking period unless justified and approved by the principal or principal's designee. Early final examinations may be administered to students under the following provisions:
   i. Early induction into the U.S. military services
   ii. Early entrance as a student into a summer session at an institution of higher learning
   iii. Transfer of the place of employment of parent(s)/guardian(s) necessitating the family's moving to another location
   iv. Medical conditions or other reasons approved by the principal
   v. Early exams **will not** be granted for students taking vacations prior to the end of the marking period.
   vi. Make up exams will be administered for excused and 5 or less unexcused absences. Notification timeline for an excused absence applies.

K. COURSE and CREDIT RECOVERY

All students will be provided continuous opportunities to achieve proficiency to meet course standards established by the State of Florida. Teachers are expected to use embedded support strategies to provide opportunities for students to demonstrate proficiency. Any grade change that impacts the student's academic transcript is to be completed by the teacher of record, the principal, or principal's designee and submitted through Skyward.

1. Grade Repair
   a. Elementary – When a student's academic performance on any grade level assessment falls below 60%, the classroom teacher may provide the needed re-teach and practice through appropriate instructional strategies and differentiated instruction. **The student may retest on that assessment, however, the assessment completed through grade repair can receive a maximum grade of 60%.**

   b. Middle and High School - Grade repair is a practice that may be offered to help a student earn a passing grade for failed assignments and/or assessments while enrolled in the course**. However, any assignments or assessments completed through grade repair can receive a maximum grade of 70%**. Any failing grade due to a Code of Conduct violation (i.e. cheating, plagiarism, etc) or failure to submit assigned work may not be repaired. Teachers may elect to use Edgenuity/Imagine Learning as a Grade Repair option.

2. Course Recovery

(Middle School) - Course recovery is a practice to help a middle grade student repair a failed quarterly or course grade on the report card, during the subsequent marking period, allowing for the student to get back on track for promotion.

a. Florida Assessment of Student Thinking (FAST)/State Science Assessment/Civics EOC: Students who meet satisfactory performance (Level 3 or higher) can recover a failed course based on demonstration of grade level skills as indicated by the statewide standardized assessment score. The student will receive a 60% as the final course grade.
b. Edgenuity/Imagine Learning Course Recovery: Students may be assigned specific quarter(s) of coursework to complete online.
    i. Students enrolled in course recovery must have previously attempted the corresponding course and earned a grade of "F". Students that have earned an "F" will be given priority placement in course/credit recovery courses.
    ii. The instruction may be prescriptive; therefore, the student may exit upon completing the required nine weeks, semester, or yearlong coursework.
    iii. Summative assessments are to be proctored at the school site by the Lab Facilitator (designated by the principal) who supervises and provides support in the credit recovery/online learning lab. The designated Lab Facilitator will be bound by the district test administration agreement.
    iv. Documented and appropriate district and state testing accommodations will be provided to eligible students.
    v. The new grade earned and any applicable state or district end of course assessment grade previously earned will be used to calculate the new final grade.
    vi. Grade changes must be completed through Skyward and approved by an administrator.

3. Credit Recovery (High School) - Credit recovery is a practice to help a high school student recover either the first half, second half, or both semesters of a credit bearing course for which averaging of the grades obtained in each half would not result in a passing grade (A-D). The student may recover the nine weeks, semester, or the entire yearlong course. The practice permits students to get back on track for graduation. Credit recovery can be completed during the school day or after hours (Co-enrollment Adult Education, Hernando *e*School, and/or credit recovery program) via technology enhanced curriculum or face to face instruction when available.

a. Specific credit recovery course numbers must be used when available.
   Note: **(The National Collegiate Athletic Association (NCAA) consisting of Division I and II schools through which students receive athletic scholarships, do not recognize courses, credits, or grades that were earned based on less than the full completion of a semester course. Potential NCAA candidates cannot participate in credit recovery but must instead repeat the entire course.)**
b. Credit recovery courses are elective credit bearing courses with specific content requirements defined by Next Generation Sunshine State/Florida Standards.
c. Students enrolled in a credit recovery course must have previously attempted the corresponding course and earned a grade of D or F (Florida Statute § 1003.4282).
d. Credit recovery courses are not bound by Florida Statute § 1003.436 requiring 135 hours of bona fide instruction since the students have previously attempted completion of the corresponding course.
e. Summative assessments are to be proctored at the school site by the Lab Facilitator designated by the principal to supervise and provide support in the credit recovery/online learning lab. The designated Lab Facilitator will be bound by the district test administration agreement.

f. The new grade earned and any applicable state or district end of course assessment grade previously earned will be used to calculate the new final grade.
g. Documented and appropriate testing accommodations will be provided to eligible students.
h. Only quarter or semester grades are to be entered once a student completes all required coursework. Grade changes will be submitted through Skyward and approved by the Principal.

4. Grade Forgiveness [Florida Statute § 1003.4282 and Rule 6A-1.0955(3)] (High School Only) – Forgiveness policies for required courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned **subsequently** in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in another course. The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of "C," "D," or "F". In such cases, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

   a. A required course may be forgiven by the same or a comparable course taken subsequently. A regular level course may be used to forgive the same course at the honors level. An honors level course may be used to forgive the same course at the AP/IB/AICE level. **A lower level of the same course is considered comparable because the benchmarks and/or course objectives are similar. However, the grade for any AP/IB/AICE/DE course recovered with an unweighted course will no longer be weighted.**
   b. A required course may be forgiven by a dual enrollment course of the same subject area and topic. This is considered a comparable course.
   c. A non-specific course requirement may be forgiven by another course within the same subject area. For example, physics may be forgiven by ecology.
   d. Any course that is not being used to fulfill a subject area requirement is considered an elective for forgiveness purposes. An elective course may be forgiven by another elective course taken subsequently. When using a different course to forgive an elective, the same semester in which the previous "D" or "F" was earned does not have to apply. For example: a second semester "F" in World language may be forgiven by a subsequent first semester "C" in Art; an "F" in law studies (a semester long course) taken first semester may be forgiven by a "C" in weight training (a semester long course) taken second semester ; an "F" second semester in intensive reading (a yearlong course) may be forgiven by a "C" in law studies (a semester long course) taken either semester.
   e. Students earning a grade of "D" on the repeat effort earn credit for that course; however, the initial failing grade is not forgiven. Students may again choose to repeat the same course, and upon earning a grade of "C" or higher, all earlier grades will be forgiven.
   f. If a student's final average with the EOC assessment included as 30 percent results in a course grade of "D" or "F", options for the student include retaking a semester of the course or retaking the entire course.
   g. If retaking the course and including the EOC assessment as 30 percent results in a final course average of "C" or above, then this grade replaces the "D" or "F". If it does not result in a "C" or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student's GPA [F.S. 1003.4282(6)]. In all cases of grade forgiveness, only the new grade shall be used in the

calculation of the student's GPA. Any course not replaced according to the District school board forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation.

h. If a student completes a course for grade forgiveness that has a corresponding EOC that counts 30 percent of the final grade, the grade is to be recalculated to include the 30 percent equivalent earned on the first attempt of the EOC.

i. If a student has more than the three (3) electives for required graduation under the ACCEL option, elective credits can be forgiven following the District grade forgiveness policy.
In all cases where courses are forgiven under the provisions above, the initial "F" or "D" grade(s) will remain as part of the academic history. Students should be advised that many universities calculate GPAs based on **all** courses attempted.

III. PROGRESSION and GRADUATION REQUIREMENTS

A. PROMOTION and RETENTION (Elementary-Middle)

Each student's progression from one grade to another is determined, in part, upon satisfactory performance in English Language Arts, mathematics, science, and social studies. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. A minimum final grade of "D" in all 12 required core courses in the middle school is required.

1. Mandatory Retention for Grade 3 Students - To be promoted to Grade 4, a student must score a Level 2 or higher on the ELA FAST Assessment as required under Florida Statute §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 Florida Statute §1008.22 for Grade 3, the student must be retained, unless the student has met a good cause exemption as outlined by Florida Statute § 1008.25(5)b and Board of education Rule 6A-1.094221. **Any student not having a reported achievement level on the ELA FAST Assessment must be retained**. Students enrolled after the statewide assessment will be assessed using a district selected assessment.

2. Parent Notification Requirements for Retained Grade 3 Students - Written notification must be given to the parent(s) of any 3rd Grade student who is retained for reading stating that his/her child has not met satisfactory performance required for promotion, and the reasons why the child is not eligible for a Good Cause Exemption. The notification must comply with the Student Report Cards provisions of Florida Statutes §§1002.20(14) and 1003.33(2), as well as include a description of proposed interventions and supports that will be provided to the student to remediate the identified areas of reading deficiency. [Florida Statute § 1008.25(7)(b)2]

3. Good Cause Exemptions For Retained Grade 3 Students - Good Cause is defined as conditions that exist such that retention would be more adverse for the student than promotion. In accordance with Florida Statute § 1008.25(6)(b)(c) and State Board of Education Rule 6A-1.094221, the School Board may exempt a student from retention for Good Cause.

   Good Cause Exemptions are limited to the following:

   a. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States;

b. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirement of State Board of Education Rule;
c. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education, i-Ready AP3 or AP4 scale score of 535 or higher;
d. Students who demonstrate, through a student portfolio, that they are reading at least Level 2 on the Florida Standards Assessment (FSA), as evidenced by demonstrating mastery of applicable state standards in reading 19;Refer to *Academic Portfolio for Good Cause Exemption (#4)* section.
e. Students with disabilities who participate in the FSA and who have an IEP or a Section 504 Accommodation Plan that reflects that the student has received intensive remediation in reading and English Language Arts (ELA) for more than two full academic years, but still demonstrates a deficiency and was previously retained in Kindergarten, Grade 1, Grade 2, or Grade 3;
f. Students who have received intensive remediation in reading for two or more full academic years but still demonstrates a deficiency in reading and who were previously retained in ESE PreK (by parent), Kindergarten, Grade 1, Grade 2, or Grade 3, for a total of two years **(A student may not be retained more than once in Grade 3.)**

4. Academic Portfolio for Good Cause Exemption - In accordance with State Board of Education Rule 6A-1.094221(3)(a-e), the student portfolio must meet the following criteria:
    a. be selected by the student's teacher;
    b. be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
    c. include evidence that the benchmarks assessed by the Grade 3 statewide English Language Arts assessment have been met. Evidence is to include multiple choice items and passages that are approximately 50 percent literary text and 50 percent information text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the District's/School's adopted core reading curriculum or teacher assessments that are aligned with the BEST Standards;
    d. be an organized collection of evidence of the student's mastery of the BEST Standards that are assessed by the Grade 3 FSA ELA22; and
    e. be signed by the teacher and the principal as an accurate assessment of the required reading skills. This assessment portfolio meets all of the criteria outlined in State Board of Education Rule 6A-1.094221(3)(a-e).
    f. This applies to students with disabilities who participate in the FAST Assessment, but still demonstrate a deficiency in reading after more than two years of intensive remediation, and were previously retained in in PreK, Kindergarten, Grade 1, Grade 2, or Grade 3.
    g. For each benchmark, there must be at least eight examples of mastery as demonstrated by a score of 70 percent or above. A parent of a student in Grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio. [Florida Statute § 1008.25(5)(c)7]

5. Documentation for Grade 3 Good Cause Exemption - The classroom teacher must provide the principal with documentation that indicates the student should be promoted based on one of the Good Cause Exemption criteria listed above. This documentation should consist only of the existing Individual Education Plan (IEP), 504 Accommodation Plan and/or Progress Monitoring Plan (PMP),

the report card, or the student portfolio. Documentation for Exemptions 3 and 4 shall be consistent with Florida Statute § 1008.25(6)(c)23. The school principal shall review and discuss recommendations with the teacher and make the determination as to whether the student should be promoted or retained. In accordance with Florida Statute § 1008.25(6)(c)2, information gathered for Third Grade Good Cause.

6. During the School Year Promotion of Retained Grade 3 Students - In accordance with Florida Statute § 1008.25(7)(b)3 and State Board of Education Rule 6A-1.094222, a student retained in 3rd grade may be eligible for mid-year promotion prior to November 1 if he/she demonstrates:
    - successful and independent reading at or above grade level;
    - sufficient progress to master appropriate 4th grade reading skills; and
    - meeting any additional requirements, such as satisfactory achievement in other curriculum areas, per local school board policies.

    The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has met the requirements above as evidenced by:
    - Satisfactory performance as demonstrated by scoring a Level 2 or above on beginning of the year administration of the statewide assessment (Section 1008.25(8)(b)2, F. S.)
    - Satisfactory performance on locally selected standardized assessment(s) measuring state academic standards in English Language Arts (Section 1003.41,F.S.)
    - Satisfactory performance on a state approved alternative assessment (State Board of Education Rule 6A-1.094221, F.A.C.)
    - successful completion of portfolio elements (State Board of Education Rule 6A-1.094222, F.A.C.)

    Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the month in which the transition to grade four occurs.

    The Progress Monitoring Plan (PMP) for any retained Grade 3 student who has been promoted midyear to Grade 4 must continue to be implemented for the entire school year and if necessary, for additional years. [State Board of Education Rule 6A-1.094222(4)]

7. Criteria for Exemptions from Retention (Grades K-2 and 4-5) - A student who does not meet the requirements for promotion as defined in the Student Progression Plan may be exempted from retention for compelling verifiable evidence indicating the student is performing at or near grade level. This information may be utilized to enact a decision to promote such students. The PS/R+I Team must review the student's file and make a recommendation to the principal.

8. Course Requirements (Middle School) - Promotion from a school that includes middle grades 6, 7, and 8 requires students to successfully complete the following academic courses:

Cumulative Course Requirements for Middle Grades Promotion			
SUBJECT AREA	**Grade 6**	**Grade 7**	**Grade 8**
English Language Arts	1 Year	1 Year	1 Year
	These courses must emphasize literature, composition, and technical text.		
Mathematics	1 Year	1 Year	1 Year
	Successful completion of a high school level Algebra 1 or Geometry course is not contingent on a student passing the end-of-course (EOC) assessment. The student's performance on the EOC assessment constitutes 30 percent of the student's final course grade.		
Science	1 Year	1 Year	1 Year
	Successful completion of a high school level Biology 1 course is not contingent on a student passing the end-of-course (EOC) assessment. The student's performance on the EOC assessment constitutes 30 percent of the student's final course grade.		
Social Studies	1 Year	1 Year	1 Year
	One semester of these courses must include the study of state and federal government and civics education. The student's performance on the Civics EOC assessment constitutes 30 percent of the student's final course grade. (1003.4156 F.S. *A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education).*		
Career & Education Planning	To be completed in 6th- 8th grade. The activities must assist students in determining educational and career options and goals and result in the completion of a personalized academic and career plan for the student. Each student shall complete a course in career and education planning (1003.4156 (e) F.S). This is a district requirement to ensure students graduate career and post–secondary school ready.		
One semester of physical education is required each year for students enrolled in grades 6-8 (1003.455 F.S.). The following waiver options are available: 1) The student is enrolled or required to enroll in an academic support course 2) The student's parent indicates in writing to the school that: a) the student be enrolled in another course from among those courses offered as options by the school district; -OR b) the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.			

9. Retention Chart – (Middle) To be promoted within middle school at the end of a given year, a student must pass a minimum number of core courses. Conditionally promoted students who do not complete an academic support program will be retained, based on principal decision, in the grade level to which they were conditionally promoted. It is the responsibility of the administrator and counselor to ensure proper scheduling in both grade level and recovery courses. The following will serve as a guide for making conditional promotion and retention decisions:

Grade 6-8			
#Failures	**Action**	**Schedule**	**Course Recovery** (in a concentrated one semester format)
0	Promoted	Regular schedule	N/A
1 - 2	Conditional Retention	Placed in the next grade level coursework and scheduled to repeat courses not passed as appropriate	1 course recovery period
3 or more	Retained	Retained in the grade level and scheduled to repeat courses not passed. Scheduled for the next level of the core academic course successfully completed	3 to 4 course recovery periods during the school year
Students in grade 8 who have not met the middle grades promotion requirements to high school described in Florida Statute § 1003.4156 will not be promoted to high school.			

Note: Upon successful completion of the recovery course, the student may return to a full grade level schedule.

Students with multiple retentions may be placed in an alternate program of instruction or an alternate instructional setting as required by Florida Statute §1008.25(2)(c). The program will incorporate multi-tiered support systems, intensive instruction in deficient areas to bridge the gaps, and acceleration in areas of strength.

10. Special Programs and Retention
    a. English Language Learners (ELLs) (State Board of Education Rule 6A-6.0902) - Students identified as English Language Learners (ELLs) **must** meet the District levels of performance as indicated on the Student Progression charts. ELLs must demonstrate literacy skills on grade level in either English or their native language.

       ELLs may not be retained if they are substantially-below-grade-level in reading in English, but can demonstrate grade level literacy skills in their native language. An ELL Committee **must** meet to determine whether an ELL should be retained. Adequate progress, as determined by the ELL Committee, should be used as cause for promotion. An ELL **may** be retained if the ELL Committee has determined that the student has not progressed satisfactorily.

    b. Students With An Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104) - A student's Section 504 Accommodation Plan documents each of the accommodations required to ensure the student receives a free appropriate public education and has an equal opportunity to access the general education curriculum. If a Section 504 Team decides to make any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan, such alteration must be documented in the student's 504 Accommodation Plan. A parent or guardian of a student with an active Section Accommodation Plan must be notified of any proposed changes to the 504 Plan. In addition, a parent or guardian must be given the opportunity to provide input on decisions made by the 504 Team. A 504 plan must be updated and reviewed annually in the student information system (SIS).

       A student with an Active Section 504 Accommodation Plan **must** meet the School District's levels of performance. Parent(s)/guardian(s) **must** be notified if a student with a 504 Plan is being considered for retention. The Team **must** determine if the reason(s) for retention is/are caused by the disability of record on the active Section 504 Accommodation Plan. If the team determines that the below-grade-level performance is caused by the disability, the student's placement **must** be re-evaluated.

The re-evaluation **must** include a review of the student's records, the student's intellectual and academic abilities and other pertinent information provided by the student's teachers. Comprehensive documentation regarding student placement **must** be provided each time re-evaluation occurs.

If the team determines that the below-grade-level performance is not caused by the disability, the student is treated in the same manner as any general education student.

c. Exceptional Student Education (ESE) Eligible Students

The Individuals with Disabilities Education Improvement Act of 2004 requires:

- *The IEP for each child with a disability to include:*
- A statement of measurable annual goals, including academic and functional goals designed to meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum.

A student who is enrolled in Exceptional Student Education (ESE) **must** meet the School District's performance standards, **unless** the IEP specifies that the student is unable to meet the grade-level performance standards, because:

- The student's demonstrated cognitive ability and/or behavior prevent the student from completing required class work and achieving mastery of Florida Standards or Access Points, even with appropriate and allowable class work modifications.
- The student is unable to apply or use academic skills at a minimal competency level in the home or community.

When an ESE-eligible student with a disability is determined to be performing below-grade-level in reading, writing, mathematics, and/or science, the IEP Team should be convened to review the IEP. The student's IEP **must** address **all** of the student's educational needs, including the student's below-grade-level performance. The IEP Team may recommend a Progress Monitoring Plan (PMP) to address the student's educational need in reading, writing, mathematics, and/or science.

Students with disabilities who are enrolled in an ESE program(s) may be considered to have met promotion requirements when he/she has achieved the goals that are specified on the student's IEP. The primary responsibility for determining each student's level of performance is that of the special program teacher and the general education teacher. The principal may (upon recommendation of the instructional staff and the IEP Team) determine that the promotion requirements have been satisfied. Other factors that may be considered are the students':

i. previous retention history
ii. current goals and objectives on the student's IEP
iii. social/emotional behavior
iv. attendance
v. placement and a possible change in the current placement
vi. grades
vii. current accommodations/modifications/services

- Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

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

Refer to Graduation Requirements for Florida's Statewide Assessments for concordant and comparative scores.

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

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

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

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

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

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

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

dual enrollment courses may satisfy this requirement

4 Credits Mathematics*

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

3 Credits Science

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

3 Credits Social Studies

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

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

1 Credit Physical Education*

- To include the integration of health

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.

* Eligible courses are specified in the Florida Course Code Directory.

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

'S CHARTS (High School)

tion requirements for grades 9-12, adult
ed a standard high school diploma by a
s that students shall earn in certain

ments in effect at the time the student
graduates, unless the requirements
ed for all students by Florida Statute, **or**
ears after the student's original class
k-12-public-schools/bosss/graduation-

ation concerning high school graduation
32, so that the students and their parents
-year high school student may elect to
§ 1003.4282).

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Academic Advisement
Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway (See section [s.] 1003.4282, Florida Statutes [F.S.])

What are the state assessment requirements?

Students must pass the following statewide assessments:

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

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

Refer to Graduation Requirements for Florida's Statewide Assessments for concordant and comparative scores.

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

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

*Special note: Thirty percent not applicable if student is not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]). (See s. 1008.22, F.S.)

Students enrolled in the U.S. Government course, including dual enrollment and AP classes, are required to take the assessment of civic literacy. This score does not impact the student's course grade nor graduation status. However, students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25, F.S.

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

- 2.5 elective credits instead of 7.5
- Physical Education is not required

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

- At least 18 credits are required
- 3.5 elective credits instead of 7.5
  - 2 credits in CTE courses, must result in a program completion and industry certification
  - 1.5 credits in electives or work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA

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

4 Credits Mathematics*

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

3 Credits Science*

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

3 Credits Social Studies

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

0.5 Credit in Personal Financial Literacy**

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

1 Credit Physical Education*

- To include the integration of health

7.5 Elective Credits

Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

*Eligible courses are specified in the Florida Course Code Directory.
**Industry certifications for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.
***A computer science credit may not be used to substitute for both a mathematics and science credit.
****This requirement was added for students entering grade nine 2023-2024 and thereafter.

NOTE: The required credits may be earned through equivalent, applied, or integrated courses or career education courses as defined in s. 1003.01(2), F.S., including work-related internships approved by the State Board of Education and identified in the course code directory.

Academic Advisement
Students Entering Grade 9 in 2023-2024 and Thereafter
What Students and Parents Need to Know



Scholar Diploma Designation

In addition to the requirements of s. 1003.4282, F.S., a student must satisfy the following requirements:

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

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

Industry Scholar Diploma Designation

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

What is CAP?

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

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

What are the additional graduation options for students with disabilities?

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

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

State University System

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

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

Florida College System

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

Career and Technical Colleges and Centers

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

Career, Adult and Technical Education
District Postsecondary Institutions

Where is information on financial aid located?

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

Office of Student Financial Assistance

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/.

https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/?subject

C. EARLY GRADUATION

A student may choose the option of early graduation (less than eight semesters) if the student earns credits **required for a standard diploma under the 18 or 24 credit option** as set forth in Florida Statute 1003.4281. A student that has met all of the graduation requirements as prescribed by the State of Florida and the Hernando County School District and wishes to graduate before the end of the academic year, the following are required:

a. Notification in writing of the student's intent to graduate early.
b. Approval of the principal.

Early graduation students will continue to participate in school and social events and other specifically named events as if the student were still enrolled in high school including class ranking, honors, and award determinations as part of the student's cohort. The student will be allowed to participate in the graduation ceremony. If the student chooses to participate in the graduation ceremonies, he/she must attend all required practices and meet all other requirements as if he/she was still in attendance at the high school. A student who graduates from high school midyear (September 1-January 31) may receive an initial Bright Futures Scholarship award during the spring term following graduation if the student applies for the scholarship award no later than August 31 of the graduation year. (Office of Student Financial Aid – OSFA)

D. GRADE POINT AVERAGE (GPA)

GPA is defined as the numerical average represented by the point value of the letter grades earned divided by the number of courses. The point value is based on a standard scale of 4.0 with **no** weighting factor for different levels of difficulty. The scale is based on 4.0 (***A***), 3.0 (***B***), 2.0 (***C***), 1.0 (***D***) and 0 for any other grade (Florida Statute § 1003.437). Refer to the section on Grading for more information on course weights.

Students **must** earn a minimum grade point average (GPA) of 2.0 **unweighted** on a 4.0 scale for all credits attempted except, to meet graduation requirements (Florida Statute § 1003.4282).

E. CREDIT

1. Awarding Credits - Credits are awarded in one-half (½) credit increments per semester upon successful completion of course requirements. [Florida Statute § 1003.436 (2)].

   High School students may earn one-half (.5) credit for semester long courses. A student enrolled in a full-year course will receive one full credit (1.0) upon earning a passing course grade including any EOC requirements. Virtual School, Credit Recovery and Correspondence School grades may be averaged with regular high school grades for the same course number for purposes of awarding credit as defined above.

   Note: Any high school course for which a grade is awarded at the middle school (i.e.: Algebra I or World Language) cannot be dropped from the transcript and will be used to calculate the GPA. The student may recover the grade under the Forgiveness policy (Florida Statute § 1003.4282).

2. Transfer Credits [Uniform Transfer of Middle and High School Credits Act FS § 1003.4282 (7)] - Student transferring to a Florida public high school in 2012-13 and thereafter from out of country, out of state, a private school, or a home education program or DJJ and the student's transcript shows

an Algebra 1 course in progress, the student must pass the statewide, standardized Algebra 1 EOC assessment in order to earn a standard high school diploma unless the student:

a. *These students must earn a comparative passing score on the Mathematics section of either the SAT or the ACT or PSAT* or
b. passed a statewide assessment in Algebra 1 administered by the transferring entity, or
c. passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20 U.S.C. s. 6301.

If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma the student must:

a. Take and pass the grade 10 ELA assessment or
b. Earn a concordant score on the ACT or SAT

If a transfer student's transcript shows a **final course grade and course credit** in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade [Florida Statute § 1003.4282 (8)**].**

3. Procedures for Validating Credits (State Rule 6A-1.09941 and Rule 6A-1.09942) –
   a. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation. If the student does not possess an official transcript or is a home education student, previous credits shall be validated through performance during the first grading period.
   b. By Performance: A student transferring into a school shall be placed at the appropriate sequential course level and should have passing grades (middle grades) or a minimum grade point average of 2.0 (high school) at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure.
   c. Alternative Validation: If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
      i. Portfolio evaluation by the superintendent or superintendent's designee (middle and high;
      ii. Demonstrated performance in courses taken at other public or private accredited schools (middle) ;
      iii. Satisfactory performance in courses taken through dual enrollment or at other public or private accredited schools(High);
      iv. Satisfactory performance on nationally-normed standardized subject area assessments (middle and high);
      v. Satisfactory performance on a statewide standardized assessment (middle and high);
      vi. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal (high) or
      vii. Written review of the criteria utilized for a given subject provided by the former school (middle and high).

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

Note: Transfer grades which are received as numerical grades will be computed by using the grading scale

provided by the sending school when possible. Certified School Counselors should access FASTER to obtain numerical grades. **Transfer grades received as letter grades and for which numerical grades were not available, will be computed by using the middle score (A=95%, B=85%, C=75%, D=65%, F=55%) of the number grade in use in Hernando County School District.**

F. OPTIONAL REQUIREMENTS

1. Service Learning and Volunteer Service (Florida Statute §1009.536) - High school students may receive one-half credit (for each 75 hours served) in a voluntary public service elective course (0500370) or in a voluntary school/community service course (2104330). For both programs, students are required to complete a Community Service Plan that describes the social problem being served, the plan for personal involvement and a final evaluation of the service experience. A maximum of one credit may be earned for community service. For more information on community service and high school credit, awards, and hours that may be counted, please contact the school counselor

   Service hours are not a requirement for graduation. However, it is a requirement for Bright Futures scholarship and must be completed after grade 8th promotion. Non-credit volunteer hours:
   a. Must have pre-approval from the Certified School Counselor and principal
   b. Can only be earned at a not for profit institution (501(c)(3) as well as educational institutions provided the volunteer hours are performed after school hours
   c. Must be submitted no later than the end of each month
      If you have questions concerning the type of organization contact your Certified School Counselor immediately.

2. World Language (Florida Statute § 1003.429)
   World language credit is not a requirement for graduation. However, Section 1007.261(1)(a), Florida Statutes, requires two credits of sequential ~~foreign~~ World language instruction at the secondary level as a prerequisite for admission to all Florida state colleges and universities. **A student whose native language is not English is exempt of this requirement, provided that the student demonstrates proficiency in his/her native language.** Two credits of American Sign Language can satisfy the ~~foreign~~ World language requirement. Students can fulfill this requirement as follows:

   a. Enroll in and complete two (2) consecutive courses of instruction at the high school level. The second consecutive year enrollment in the language may be waived only if there is a scheduling conflict and must have administration approval. The second year must be completed as soon as scheduling permits. **OR**

   b. Demonstrate competency to the second high school level or higher (i.e. Spanish 2, Creole 3, etc.) without taking the first course, **OR**
      Note: Placement of native speakers into language courses must be at an appropriate and challenging level (i.e. Spanish 2, Dual Enrollment, and Advanced Placement). School counselors should consult with the world language teacher and ESOL support staff for proper placement.

   c. Earn one high school credit at the middle school level and a subsequent credit at the high school level. Students pursuing the 18-credit graduation option who wish to satisfy the world language requirement for Language I and II through the credit by exam program process must arrange

with the school counselor and the appropriate world language teacher for proper placement. [Refer to the FCCD]

Note: Students may actually meet the state university admission requirement for world (foreign) language or American Sign Language without obtaining two credits. If a student is able to demonstrate competency to the second high school level or higher (Spanish 2, Creole 2, etc.) without taking the first course, the student will be considered as meeting the requirement. Students able to show competency at the second level or higher without taking 2 credits in the same language will still be required to submit 18 credits as approved for state university admissions. Refer to the Bright Futures Course Table for the list of state university approved list.

G. COURSE SUBSTITUTIONS (High School)

1. Career and Technical Education (Florida Statute § 1003.4282) - A student who earns one industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Students who earn two certifications may substitute for up to two mathematics credits, except for Algebra I and Geometry. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one science credit, except for Biology I. Course code waiver numbers for mathematics and science have been added to the CCD for student transcript purposes.

   Some CTE courses identified in the FCCD and courses in which the student earns a nationally recognized industry certification have dual credit value and may be used to satisfy the following standard high school diploma requirements:
   a. One credit requirement in fine or performing arts, speech and debate, or practical arts

   Note: [1]At this time, industry certifications approved for meeting mathematics and science high school diploma requirements are NOT accepted as one of the four (4) math or three (3) natural science credits required for SUS admission.
   [2]As of 2015-2016, if a student seeks to attain CAPE Digital Tool Certificate or CAPE industry certification, this information must be included in the student's Individual Educational Plan (IEP).

2. Physical Education - One (1) credit in physical education to include the integration of health. Schools meet the physical education graduation requirements through:
   a. Health Opportunities through Physical Education (HOPE) [Florida Statute § 1003.428 (2)(a)(6)] **OR**
   b. Students may meet the requirement through .5 credit Personal Fitness and .5 credit of a Physical Education activity elective

   The **HOPE** option may be waived by the following:
   a. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education. **OR**
   b. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. **This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or**

504 plan. Student will need to complete .5 credit in Personal Fitness.

c. Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. **This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan. Student will need to complete .5 credit in Personal Fitness.**

The school may not require that the one-credit physical education requirement be taken during the Grade 9 year [Florida Statute § 1003.428 (2)(a)(6)]. Refer to Florida Department of Education Technical Assistance Paper June 15, 2007. K-12: 2007-103.

3. Fine and Performing Arts:

The fine or performing arts includes speech and debate or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses are identified with a "PA" designation in the Course Code Directory. [Florida Statute § 1003.428 (2)(a) (5)]. This requirement may also be fulfilled by completing the following:

a. Two years of JROTC, a significant portion of which is drills. One credit of JROTC satisfies the performing arts requirement and one credit of JROTC satisfies the HOPE requirement. See the Physical Education section above [Florida Statute § 1003.4282 (3)(f)].

H. COURSE ACCOMMODATIONS/MODIFICATIONS

Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.

1. English Language Learners (ELLs)

English Language Learners (ELLs) will be enrolled in English through ESOL I, II, III and IV or English 1, II, III and IV to guarantee the necessary credits needed for graduation. Any exceptions **must** be documented through an ELL Committee meeting.

2. Students With an Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104)

The Section 504 Team must meet annually to determine if a student's mental or physical impairment substantially limits one or more of an individual student's major life activities, such as learning, walking, seeing, hearing, speaking, and/or breathing. The team will consider a variety of sources such as: medical information, behavioral observations, checklists, classroom tests, teacher recommendations/reports, current grades, academic history, standardized-test reports or other reports. Any deviation and/or exemptions to the general-education content requirements would be the decision of the Section 504 team (with parent(s)/guardian(s) notification) and would be addressed on the Section 504 Accommodation Plan. Thus, the individual student's Active Section 504 Accommodation Plan would document the accommodations to the general-education content requirements needed for that student to ensure an equal opportunity to master the general-education content requirements.

3. Exceptional Student Education (ESE) Eligible Students - If accommodations have been provided for ESE students and the IEP committee determines that modifications would be necessary for the student's needs, a decision may be made to provide modifications to the curriculum.

   Modifications to the curriculum are only used for students that are determined eligible for receiving instruction on Florida Access Points and that are looking to obtain a standard diploma using the course codes aligned with these standards. Modifications should be used to support the curriculum expectations and grading systems for students to reflect the student's expected level of performance. For students that participate in modified curriculum, the IEP team should frequently visit and determine that the standards based grading measures are being used in accordance with the progress towards the criteria set forward through the use of the Access Points. On the standardized assessment, the students on Access Points will participate on the aligned assessment to gain insight as to whether course progression towards the standards are being mastered. In this case, it is essential that all of the members of the IEP team, including the student and parent(s), have a clear understanding of how the student will be graded through the use of the Access Points along with progression towards IEP goals.

   The School Board approves modifications to vocational courses to ensure students with disabilities the opportunity to meet graduation requirements for regular diploma. When modifying vocational courses, the particular outcomes and student performance standards that a student must earn credit must be specified on the student's IEP.

IV. DISTRICT/STATE ASSESSMENT REQUIREMENTS

The primary purpose of the student assessment program is to provide academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff. This data is to be used by districts to improve instruction and guide learning objectives (Florida Statute § 1008.22). Each student must participate in statewide standardized assessments at designated grade levels and for designated courses, as required by Section 1008.4282. The Florida Assessment of Student Thinking (F.A.S.T.) replaces the Florida Standards Assessment (FSA) for reading, writing and mathematics, measures Florida Standards in English Language Arts and Mathematics. Student achievement of the NGSSS benchmarks for science and social studies is measured by the FCAT 2.0.

A. ASSESSMENT CHARTS

The following charts represent district and statewide assessments administered to students in grades 3-12 designed to identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school.

Districtwide Assessments	
Assessment Type/ Purpose	**Assessment Name/Target**
Diagnostic: To determine the nature of the student's difficulty and areas of academic need	iReady K-8 ELA and Mathematics (grades 6-8, intensive students only) English Language Arts Progress Monitoring (11-12) Mathematics (AGA) STAR Assessments
Common Exams: To measure student progress toward academic goals for the marking period in the course	Mathematics grades 11-12 Quarter Checkpoints Science Quarter Checkpoints Social Studies Quarter Checkpoints
College Readiness: To measure college readiness skills and eligible students wishing to participate in Dual Enrollment	Post-Secondary Education Readiness Test (PERT) PSAT 10th Grade Students intending to participate in Dual Enrollment

State Assessment (Level 3 = On Grade Level)	Grades Assessed									
	3	4	5	6	7	8	9	10	11	12
Florida Assessment in Student Thinking in ELA - Reading Florida Alternate Assessment in ELA	X	X	X	X	X	X	X	X*		
B.E.S.T. Writing		X	X	X	X	X	X	X		
Florida Assessment in Student Thinking in Mathematics Florida Alternate Assessment in Mathematics	X	X	X	X	X	X				
Science NGSSS Assessment			X			X				
Civics NGSSS EOC Assessment (30% of course grade)					X					
Florida Civic Literacy Exam										X
Algebra 1 B.E.S.T./F~~A~~A EOC Assessment *	Administered to students who complete the respective coursework. The score is averaged as 30% of their course grade									
Geometry B.E.S.T./F~~A~~A EOC Assessment										
Biology 1 NGSSS EOC Assessment										
U.S. History NGSSS EOC Assessment										
***To earn a standard diploma, the student is required to score satisfactory (Level 3, on grade level) or higher on the grade 10 ELA and Algebra 1 EOC or achieve a concordant/comparative score on a college readiness assessment.**										

10th Grade ELA FAST Concordant/Comparative Scores that Meet Graduation Test Requirement		
All students entering 9th Grade 2020-2021 and after		
Assessment	**Assessment Scale**	**Concordant Score**
SAT Reading and Writing section	200–800	490
PSAT/NMSQT Reading and Writing section	160–760	470
PSAT 10 English and Writing section	160–760	470
ACT English and Reading subject test (averaged)	1–36	18
PreACT Secure English and Reading subject test (averaged)	1–36	18
CLT Grammar/Writing and Verbal Reasoning subtest tests (sum)	0–80	39
CLT10 Grammar/Writing and Verbal Reasoning subtest tests (sum) 0–80	0–80	39
Algebra I EOC Concordant/Comparative Scores that Meet Graduation Test Requirement		
All students entering 9th Grade 2020-2021 and after		

Assessment	Assessment Scale	Concordant Score
SAT Math	200–800	420
PSAT/NMSQT Math	160–760	430
PSAT 10 Math	160–760	430
ACT Math	1–36	16
PreACT Secure Math	1–36	16
CLT Quantitative Reasoning	0–40	14
CLT10 Quantitative Reasoning	0–40	14
Statewide, Standardized Geometry EOC Assessment	Achievement Level 1–5	Achievement Level 3

Students who entered grade 9 in the 2022–2023 school year (who would be seniors during the 2025–2026 school year) can use either the previous or the newly-adopted concordant/comparative scores to meet their assessment graduation requirements.

B. DISTRICT/STATE ASSESSMENT ACCOMMODATIONS FOR SPECIAL PROGRAM STUDENTS

1. English Language Learners (ELL) - On classroom assessments and district common assessments, like the Balanced tests, lesson, chapter, unit tests and nine-week exams accommodations listed on the district's strategy sheet or other documented adaptations appropriate to the student's language proficiency level may be provided. The use of Model Performance Indicators (MPIs) based on the WIDA tools for assessment is encouraged.

   English Language Learners (ELLs) must take all required state and district achievement tests unless they have an IEP or ELL Plan, which indicates otherwise [State Board of Education Rules 6A-1.09432(2) and 6A-6.0909]. Accommodations to **statewide testing, like FSA and EOCs**, are limited to the following:
   a. flexible setting
   b. flexible scheduling
   c. flexible timing
   d. state-approved Heritage Language Dictionary or Glossary, and
   e. limited assistance by the ESOL, or heritage language teacher, or paraprofessional using the student's heritage language

   ELLs **must** have access to an English-to-heritage language translation dictionary or glossary, such as those made available in instructional settings for ELL students. When a student is classified as both ESOL and ESE, all accommodations listed on their IEP as well as their ELL Plan **must** be offered. Parents/guardians are notified in writing of all accommodations offered to their child. A copy of this document is maintained in the ELL folder.

2. Students With An Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104)
   Accommodations will be provided based on the completed and annually reviewed form.

Students with active Section 504 Accommodation Plans may be eligible to receive appropriate accommodations on both School District and state assessments. The Section 504 Team should refer to the student's past performance on standardized tests and the classroom testing accommodation section of the Section 504 Accommodation Plan to determine how the disability could substantially interfere with his/her performance. If so, the Section 504 Team will determine the necessary and appropriate accommodations for district and state assessments.
Testing accommodations during School District/State testing will be implemented as appropriate and as specified in the student's 504 Accommodation Plan based on the student's need and requirements represented in the respective test manual. The 504 Accommodation Plan must specify standard administration with accommodations.

3. Exceptional Student Education (ESE) Eligible Students
   Testing accommodations during School District/state testing will be implemented as appropriate and as specified in the student's IEP based on the student's need and requirements represented in the restrictive test manual. The IEP **must** specify:
   a. standard administration or administration with accommodations
   b. accommodations

Note: Specific information regarding accommodations for each assessment instrument can be found in the *Statewide Assessments Accommodations Guide, of the current year.*

4. Computer Based Testing Accommodations
   Computer based testing accommodations are provided for students with disabilities enrolled in public schools with current IEPs or Section 504 plans and English Language Learners (ELLs) based on the student's need and requirements represented in the respective Computer-Based Test Administration Manual.

   Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.

5. Accommodations for students taking an industry certification exam varies based on each industry recognized certified agency. The course instructor should be notified of any requested accommodations to begin the 3rd party approval process.

C. EXEMPTIONS FROM DISTRICT/STATE ASSESSMENTS FOR SPECIAL PROGRAM STUDENTS

1. English Language Learners - English Language Learners shall be assessed for academic progress using guidelines established under Section 1008.22, F.S.

   Students who will receive a standard diploma **must** achieve passing scores on the Statewide Standardized Assessment or meet the concordant subject area test score on a State Board of Education approved alternate assessment and satisfy student performance standards for each course in Grades 9-12 for which credit toward graduation is awarded. Students with a disability may meet certain criteria for waivers from this graduation requirement [Florida Statute

§ 1008.22(3)(c)5; Florida Statute § 1003.428(3); Florida Statute § 1003.43(4); Florida Statute § 1003.438; State Board of Education Rule 6A-1.0995-6]. A student who has taken the Statewide Standardized Assessment a minimum of once without earning a passing score may satisfy the Statewide Standardized Assessment requirement by achieving an equivalent score on an alternate assessment, the ACT or SAT. The one-time test administration requirement shall not apply to a new student who enters the Florida public school system in Grade 12 who may either achieve a passing score on the Statewide Standardized Assessment or use approved subject area concordant score to fulfill the graduation requirement [Florida Statute § 1008.22(9)].

Pursuant to FS 1003.433(3) and FAC 6A-1.09422

For English Language Learners who have been enrolled in an ESOL program for less than two years and have met all other requirements for graduation except for the state assessment(s), the following two options for determining whether students have satisfactorily demonstrated grade-level expectations that can be interpreted as a measure of grade 10 level achievement in ELA are:

Assessment Option

Assessment	Criteria
Chalk Talk	Grade 10 Lexile of at least 905L
ACCESS for ELLs	4 in Reading and 4 overall
AICE English General Paper	Passing score of A, B, C, D, E
Curriculum Benchmark Assessments	Passing score of 70% or higher

Portfolio Option

The use of a portfolio of student work, which will:

- Contain artifacts that are evidentiary of grade 10 ELA standards being met with a score of 70% or higher;
- Include student work that has been independently produced in the classroom; and
- Be signed by the teacher and principal that it is an accurate assessment of the required skills for meeting the graduation requirements of the state of Florida.

English Language Learners who have completed the credits required for graduation and who have failed to meet the 10th grade standards as measured by the Statewide Standardized Assessment shall be eligible for compensatory education for "a thirteenth year" as provided in Florida Statute § 1003.43 State Board Rule 6A-6.0909.

English Language Learners who failed to meet the standards after completing the "thirteenth year" may be eligible to be reported for FTE funding in the appropriate courses in the adult education program of the Florida Education Finance Program (State Board Rule 6A-6.0909).

2. Students With An Active Section 504 Accommodation Plan - Students with active Section 504 Accommodation Plans may **not** be exempted from District or state assessments. However, the Section 504 Team **must** determine whether a student with an active Section 504 Accommodation Plan may need testing accommodations. Testing accommodations are determined by the Section 504 Team.

3. Exceptional Student Education (ESE) Eligible Students - The IEP Team determines whether an ESE-

eligible student participates in state and School District assessments. The decision to exclude any ESE-eligible student **must** be documented in the student's IEP and **must** meet the following criteria:

a. The student is unable to master grade level general content standards pursuant to Rule 6A-1.09401, F.A.C., even with accommodations, assistive technology, or accessible instructional materials.
b. The student is participating in a curriculum based on access points pursuant to Rule 6A-1.09401, F.A.C., for all academic areas.
c. The student requires direct instruction in academics based on access points in order to acquire, generalize and transfer skills across settings.

In accordance with Florida Statute § 1003.5715, separate parental consent is required for instruction in access points curriculum and administration of an alternate assessment. The district may not implement the changes without parental consent unless the district documents reasonable efforts to obtain parent's consent and the parent has failed to respond or the district obtains approval through a due process hearing and resolution of appeals.

Statewide Standardized Assessment Waiver for ESE-Eligible Students

(S.1008.22(3)(c)2., F.S., states that students with disabilities can be eligible for a waiver of statewide, standardized assessment results for the purpose of receiving a course grade and a standard high school diploma.)

i. The Statewide Standardized Assessment graduation waiver process is designed for consideration of students with disabilities who may be eligible for a waiver on the reading sections of the assessment.
ii. District responsibilities
In order for the Statewide Standardized Assessment graduation requirement to be waived, the IEP team must meet to determine whether or not the assessment can accurately measure the student's abilities, taking into consideration allowable accommodations.
iii. Eligibility criteria
To be considered for a waiver from the Statewide Standardized Assessment graduation requirement, the student must:
    - Be identified as having a disability as defined in Florida S 1007.02(2).
    - Have an individual educational plan (IEP).
    - Have demonstrated proficiency in the core content knowledge and skills needed for a standard high school diploma.
    - Have taken the Grade 10 Statewide Standardized Assessment with appropriate, allowable accommodations at least once but recommended twice.
    - Be progressing toward meeting the state's 24 credit/ ACCEL 18 credit and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.

To be considered for the waiver from the EOC assessment requirement (Algebra 1, Geometry, US History, Biology, Civics), the student must meet all of the following criteria:

- Be identified as a student with a disability, as defined in Florida Statute § 1007.02(2)
- Have an active individual educational plan (IEP)

- Have taken the EOC assessment with appropriate allowable accommodations at least once but recommended twice
- Have demonstrated, as determined by the IEP team, achievement of the course standards
- The EOC score may be excluded for 30% final grade calculation purposes for ESE students, in accordance with state waiver provisions. However, if the EOC score improves the student's overall grade, it may be included at the school's discretion.

iv. Additionally, to ensure that each student has had every opportunity to pass the Statewide Standardized Assessment, participation in the assessment during the spring semester of senior year is recommended.

v. Under Florida Statute § 1003.433(1), a student who transfers from another state in 12th grade must pass the Grade 10 Reading Assessment or an alternate assessment that is concordant with the Statewide Standardized Assessment; earn a 2.0 GPA; and meet all requirements of the school District, or state from which he or she is transferring OR meet Florida's course requirements in order to earn a standard diploma. A transfer student may be considered for the waiver.
*A student who has solely been identified as Hospital/Homebound would not be eligible for a waiver.

A. STANDARD DIPLOMA

A student who meets all of the high school graduation requirements is awarded a standard diploma in a form prescribed by the State Board of Education. Transfer students wishing to receive a diploma from a Hernando County high school or participate in graduation ceremonies must meet all district and state graduation requirements. The Hernando County School District will certify completion of a course of study with one of the following:

B. 24 Credit Option or 18 Credit - Academically Challenging Curriculum to Enhance Learning (ACCEL) Option

A standard diploma is awarded to students who meet all criteria (18 or 24 credits and assessments) established by the School Board, Florida Statute § 1003.4282, Florida Statute 1003.3105(5). Refer to graduation charts.

Home Education/Transfer (N998 and 7004) students wishing to receive a high school diploma from Hernando *e*School must:

a. meet the District's graduation requirements including passing scores on statewide assessments
b. be a full-time student with Hernando eSchool (open enrollment dates are 90 days from the district's start date, until two weeks prior the district school start date).

Note: eSchool student must comply with the grading timelines and clearance as all other graduating seniors. Hernando eSchool does not calculate and award the distinctions of *Valedictorian* and *Salutatorian,* class rankings. Seniors that enroll outside of the fall open enrollment window for Hernando eSchool during the school year can take courses with eSchool. If they meet full time eligibility requirements during the spring open enrollment window and they are still enrolled with Hernando eSchool, they can receive their diploma over the summer. Students may not take completed transcripts back to their zoned school for graduation purposes.

D. STANDARD DIPLOMA WITH ACCESS COURSES

A standard Florida high school diploma earned through Access courses follows the same credit and graduation requirements as a traditional standard diploma; however, instruction and assessments are delivered through Access Points aligned to the B.E.S.T. Standards to support students with significant cognitive disabilities. Reference chart on page 65

E. CAMBRIDGE ADVANCED INTERNATIONAL CERTIFICATE of EDUCATION DIPLOMA

Diploma Section 1003.4282, F.S., defines the revised options for earning an AICE Diploma. Students must Ffield earn equivalent minimum of seven credits by passing a combination of examinations at either double credit (A level) or single credit (AS level), as follows. The core AS Level Global Perspectives and Research (mandatory – one credit) and six credits selected from the following subject group areas: 1. Mathematics and Sciences (minimum of one credit) 2. Languages (minimum of one credit) 3. Arts and Humanities (minimum of one credit) 4. Interdisciplinary and Skills Based (optional – maximum of two credits). The Cambridge AICE Diploma is awarded at Distinction, Merit or Pass level depending on the passing grades earned on the AICE subject examinations. For Cambridge AICE exams, the passing letter grades range from A* (at A level only) to E with A* being the highest. The lowest passing grade of E is comparable to a US course grade of C or a 3 on an AP examination. Students who do not qualify for a Cambridge AICE Diploma will receive AS or A Level General Certificate of Education (GCE) subject certificates for the subject examinations passed and must meet all general diploma requirements

F. INTERNATIONAL BACCALAUREATE DIPLOMA

This type of diploma is awarded to students who meet defined standards and conditions as established by the International Baccalaureate Organization (IBO). Students who earn at least 24 credits and complete the International Baccalaureate (IB) curriculum requirements will satisfy district and state course requirements for graduation with an IB Diploma. To fulfill Florida Statute § 1003.43 requirements for the IB diploma curriculum, students must complete required coursework and internal and external assessment requirements

G. AP CAPSTONE

The AP Capstone Diploma is granted to students who earn scores of 3 or higher in AP Seminar and AP Research exams and on 4 additional AP Exams of their choosing. The AP Seminar and Research Certificate is granted to students who earn scores of 3 or higher in both AP Seminar and AP Research.

Beginning with students graduating in the 2025–2026 school year (Class of 2026), the AP Capstone Diploma may be used as a pathway to qualify for the Florida Bright Futures Scholarship without the need for SAT/ACT scores.

For students who were in grade 9 during the 2025–2026 school year and thereafter (Class of 2029 and beyond), at least three (3) of the four (4) additional AP courses required for the AP Capstone Diploma must satisfy core graduation requirements in English Language Arts, Mathematics, Science, or Social Studies. These courses do not need to be in different subject areas but must be within the defined core academic areas.

Note: Any student who needs to meet graduation requirements under the 24 credit or ACCEL 18 credit graduation option may elect to remain in the high school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies [Florida Statute § 1003.43(10(b)) (Florida Statute § 1003.428 (7)(b)].

H. GRADUATION DEFERMENT

Students with disabilities may be eligible to defer receipt of the standard high school diploma and continue to receive services through public education. This decision must be made the year in which the student is expected to graduate. However, the student will participate with the graduation class in the year he/she meets graduation requirements.

Options available for deferment include:

1. Accelerated college credit instruction
2. Industry certification courses that lead to college credit
3. Collegiate high school program
4. Course necessary to satisfy the Scholar designation requirement
5. Structured work-study, internship, or apprenticeship programs

Benefits for deferral will vary depending on the individual student needs and program selected. Generally, deferral allows the student to have access to college course work, provides vocational training, preparation for college admission, or job skills training.

V. DIPLOMA DESIGNATIONS and SEALS

Students who satisfy course and testing requirements above-and-beyond those required for a standard diploma may earn diploma designation(s) which may be in the form of a seal, sticker, stamp, or text.

1. **Scholar** – Refer to the Florida High School Graduation Requirements
2. **Merit** – Refer to the Florida High School Graduation Requirements
3. **Seal of Biliteracy** – Students may receive World language recognition on their diploma and transcript if they graduate with a standard diploma (18 or 24) credits and attain a high level of competency in listening, speaking, reading, and writing in one or more World languages. (Florida Statute § 1003.432 and SB Rule 6A-1.09951)

   Gold Seal of Biliteracy

   a. Earn four (4) World language credits in the same language with a 3.0 GPA and Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA) and
   b. A qualifying score or performance level on an approved nationally recognized examination on the state board rule list ; or
   c. Demonstrate language proficiency through maintenance of a portfolio for languages which are not tested on the nationally recognized examinations state board rule list.

   Silver Seal of Biliteracy

   a. Earn Four (4) World language credits in the same language with a 3.0 GPA and
   b. A qualifying score or performance level on an approved nationally recognized examination on the state board rule list or
   c. Demonstrate language proficiency through maintenance of a portfolio for languages which are not tested on the nationally recognized examinations state board rule list.

4. **Seal of Fine Arts** – Students may earn the Florida Seal of Fine Arts upon graduation if they meet state-established requirements demonstrating high levels of achievement and engagement in the visual or performing arts.
    a. Complete a minimum of three (3) year-long courses (or equivalent) in one or more fine arts disciplines (e.g., visual arts, music, theater, dance) with a grade of "B" or higher; and
    b. Maintain a cumulative grade point average (GPA) of 3.0 or higher in fine arts courses; and
    c. Complete a capstone or portfolio demonstrating technical skill, creativity, and application of artistic processes; and
    d. Participate in at least one extracurricular or community-based arts experience (e.g., performance, exhibition, competition, or service activity related to the arts).

Note: A high school student who did not enroll in, or complete, World language courses, shall be awarded four (4) World language high school course credits, upon attaining at least the minimum score or performance level set forth in subparagraph (3)(a)2. for the Silver Seal of Biliteracy." If a student earns a course credit through passage of a CLEP
| or AP examination, a credit is awarded per the Credit Acceleration Program (CAP), [Section 1003.4295 (3)]. For the seal of biliteracy, no more than four (4) credits in a World language should be awarded. Therefore, three (3) more World language credits would be awarded for a total of four (4). Data Element Code SB should be use for credits awarded for passing scores and should be reported in Survey 5.

World **Languages Waiver Code Does Count for Bright Futures (0791920)**

For Students Qualifying for a Seal of Biliteracy Who Use the World Languages Transfer Codes, Make Sure to Add the World Languages Waiver Code to Indicate the Student Demonstrates Proficiency to the Second Level in a World Language and Maintain Evidence/Documentation Locally, Thus Meeting the Bright Futures World Language Requirement

VI. HONORS AND RECOGNITIONS **(Elementary, Middle and High School)**

Academic recognition will be based on the courses that the student was enrolled in for the grading period. This policy applies to all students regardless of the program. Data for honor recognition shall be obtained from the automated student database whenever possible and will be computed on the four-point system (weighted). Honor recognition for outstanding performance in all subjects shall use the following guidelines:

1. <u>Honors and Recognitions - Elementary</u>
    a. End of nine week recognitions - Students may be recognized at the end of each nine-week grading period for outstanding performance in all subjects:
        - **Honors:** A,B, and S grades
        - **Principal's List:** A and S grades only
    b. End of year recognitions:
    Students may be recognized at the end of the school year for outstanding performance in all subjects:
        - **Superintendent's Award:** A and S grades in all subjects for the entire school year
        - **Principal's Award:** Final averages of A and S with no grade less than a B in all subjects
        - **Honors Award:** Final averages of A, B, and S with no grade less than a C in all subjects

c. Recognition for Perfect Attendance:
Students may be recognized for good attendance at the end of each nine-week grading period and/or at the end of the school year.

2. Honors and Recognitions - Secondary
   - **Highest Honors/Superintendent's List:** 3.80 or higher GPA and no grade lower than a "B"
   - **High Honors/Principal's List**: 3.50-3.79 GPA and no grade lower than a "B"
   - **Honor Roll:** 3.0-3.499 GPA with no grade lower than a "C"

   Any student earning a grade point average (GPA) of 3.50 or higher on his/her report card, who has received a grade below a "B", but no grade lower than a "C", will receive Honor Roll designation rather than Highest Honors/ Superintendent's List or High Honors/ Principal's List.

3. Honors Recognition at Graduation
   A student graduating with a standard diploma including a student who has graduated early, may have one or more of the following special designations as defined below and based on grade point average computed to four decimal places at the end of second semester as soon as final grades are verified.
   a. **Honors:** To receive an Honors designation on the diploma, the student must have achieved all criteria and graduation requirements and have an overall weighted grade point average of 3.0-3.499.
   b. **High Honors:** To receive a High Honors designation on the diploma, the student must have achieved all the criteria and graduation requirements and have an overall weighted grade point average of 3.50-3.799.
   c. **Highest Honors:** To receive a Highest Honors designation on the diploma the student must have achieved all the criteria and graduation requirements and have an overall weighted grade point average of 3.80 or higher.
4. Valedictorian and Salutatorian **(High School Only)**
   To be eligible for valedictorian or salutatorian recognition, a student must have attended the same Hernando County School District public school for three years, two of which must be the junior and senior years.
   a. The **weighted grade** point average will be used to determine the student's ranking in class and the Valedictorian and Salutatorian. Parent(s)/guardian(s) should be aware that the weighted grade point average might not necessarily increase a student's chances for scholarships or admission to in-state or out-of-state colleges or universities.
      i. The valedictorian/salutatorian award will be based on high school level course grades earned including DE courses.
      ii. The valedictorian will be the student with the highest weighted average carried to the ten-thousandth place (four digits after the decimal) **at the end of first semester of his/her senior year as soon as grades are verified.**
      iii. The salutatorian will be the student with the second highest weighted average carried to the ten-thousandth place (four digits after the decimal) **at the end of first semester of his/her senior year as soon as grades are verified.**
      iv. In the case of a tie for the highest weighted average, co-valedictorians will be named, and the student with the third highest weighted average will be designated as salutatorian. In the case of a tie for the second highest weighted average, co-salutatorians will be named.
   b. In the event of district-initiated boundary changes, (i.e. rezoning, closing a program or school)

a student who is required to change schools will be eligible to share the recognition as valedictorian or salutatorian with a fully eligible student, without meeting the three-year attendance requirement in the same school. However, the student must have been enrolled in the District public schools for three years. The criterion for GPA still applies.

c. If a student elects to change schools by changing their educational choice status, they must meet the three-year enrollment requirement as stated above.
d. **A Valedictorian or Salutatorian who commits a major infraction of the code of conduct and/or felony arrests that pose a safety concern during their graduating year will forfeit their designation and may be prohibited from participating in the graduation ceremony. The next highest-ranked student will be elevated to the Valedictorian or Salutatorian position.**
e. Each high school will determine the procedures for their graduation ceremony.

Note: Graduating students who are not part of the graduating cohort will not be considered for class ranking recognition (i.e. top 10%, 20%, valedictorian, and salutatorian)

VII. GRADUATION CEREMONY **(High School)**

The high school graduation ceremony is an event to celebrate students who have successfully met the academic and extracurricular requirements for graduation. Therefore, all graduating seniors must complete all senior clearance procedures prior to participating in graduation ceremonies. Students who have completed all requirements for a Standard Diploma, **which include required credits, 2.0 grade point average, and state assessment requirements,** will be permitted to participate in the graduation ceremonies at the school in which they are enrolled provided all financial obligations are satisfied and behavioral standards are met and maintained throughout the graduation ceremony. In addition, to participate in the graduation ceremony, the student is required to attend graduation practice. Major infractions of the code of conduct and/or felony arrests that pose safety concerns may prohibit a student from participating in the graduation ceremony and other extra-curricular activities

In addition, students who graduate early but have not participated in a graduation ceremony will be permitted to participate in the graduation ceremony for their cohort. **While a student who graduates early is permitted to participate in school activities and social events, the student must comply with district school board rules and policies.**

Any student who fulfills graduation requirements at the end of the first semester will have the graduation date of December entered. Any student who fulfills graduation requirements at the end of the second semester will have the graduation date of June entered.

In the event of the death of a Hernando County high school student in Grade 12 prior to the completion of all state requirements for graduation, the parent(s)/guardian(s) will receive an honorary diploma in the name of the student. If the student had completed all of the state graduation requirements prior to his/her death, the parent(s)/guardian(s) will receive the diploma earned.

VIII. FLORIDA DEPARTMENT OF EDUCATION BRIGHT FUTURES (Florida Statute §1009.53)

The Florida Bright Futures Scholarship Program consists of four awards:
1) Florida Academic Scholars Award (FAS),
2) Florida Medallion Scholars Award (FMS),

3) Florida Gold Seal Vocational Scholars Award (GSV), and
4) Gold Seal CAPE Scholar (GSC).
Each award has its own academic eligibility requirements, award amounts, and funding length. A student may receive funding for only one of the above awards. The highest award earned by the student will be selected (Florida Statute § 1009.53). Bright Futures program requirements are listed in the Florida Counseling for Future Education Handbook or the Office of Student Financial Assistance website at: http://www.FloridaStudentFinancialAid.org/SSFAD/bf/acadrequire.htm

Note: A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award during the spring term following the student's graduation, as long as the student submits the Florida Financial Aid Application by August 31st prior to the intended graduation date and meet the academic school year scholarship requirements.

IX. COLLEGE ADMISSION REQUIREMENTS and COLLEGE ENTRANCE EXAMINATIONS

Refer to the postsecondary institution for admission requirements. General information and test dates offered by the College Entrance Examination Board for the SAT and by American College Testing for the ACT are available in the guidance offices at each high school. Information is also available on-line at www.collegeboard.com and www.act.org. Both the SAT and the ACT are administered at a number of locations in Florida.

X. EXTRACURRICULAR ACTIVITIES

Extracurricular activities are defined as activities outside the scope of the regular academic curriculum. Schools may establish criteria for student participation to include but not limited to: passing grades, overall 2.0 GPA, attendance, outstanding notice of obligations and discipline violations unless special arrangements have been approved by the principal or designee.

1. Field Trips (School Board Policies 2340 and 8640) - A field trip which is directly related to a unit of instruction being studied by a particular group of students shall be considered an educational field trip. A trip which is not directly related to the instructional program but which is related to a school-sponsored or connected activity shall be considered an extracurricular trip.
    - The student must be reported as present for the entire school day in order to participate in extracurricular activities or field trips.
    - When possible, the Student will take the method of travel approved by the school and/or required by event. The principal or principal's designee can make exceptions to allow the student to be transported by parent(s) or guardian(s).
    - The Student will return from the activity by the same method of travel which was used to get to their destination unless prior approval of the principal or principal's designee.
    - Any student expelled from riding a bus will not be permitted to ride on district approved transportation to field trips.
2. Athletic Eligibility ( ) - Refer to the district Board approved Athletic Handbook.

XI MISCELLANEOUS

1. Annual Report - Each district school board must annually publish on the district website and in the local newspaper the following information on the prior school year [Florida Statute §1008.25(8)(b)]:

a. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion [Florida Statute § 1008.25(8)(b)1].
b. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the Statewide Standardized Assessment [Florida Statute §1008.25(8)(b)2].
c. By grade, the number and percentage of all students retained in grades 3 through 10 [Florida Statute § 1008.25(8)(b)3].
d. Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b) [Florida Statute 1008.25(8)(b)4].
e. Any revisions to the district school board's policy on student retention and promotion from the prior year [Florida Statute § 1008.25(8)(b) 5].
Schools' financial reports may be found on the district website at https://www.hernandoschools.org/departments/budget-finance/financial-transparency-data

f. [Florida Statute §1010.215]

Finance

1. Cafeteria - All students are provided a breakfast and lunch at no cost. Students/Parents may not order food or have food from outside vendors delivered to the school campus. It is a violation of the Competitive Food Rule as stated in the Florida Administrative Code and the Code of Federal Regulation for food deliveries to be made to school sites during the school day.

2. Charitable Drives/Fundraising -
   a. Student participation in all fundraising and charitable drives is voluntary.
   b. Elementary and middle school students are not allowed to do door-to-door solicitation at any time.
   c. All students selling articles for any school will have a current letter of introduction signed by the school principal. This applies to all organizations within the school, i.e. classes, clubs and athletic departments.
   d. Selling and/or distributing food items as fundraisers **may** be allowed on **secondary** school grounds one hour or more after the completion of school lunch periods with approval from the Principal and/or District designee.

3. Fees/Dues - In accordance with Florida Statute §1006.28 (3)(b), parent(s)/guardian(s) and students are held liable for the full replacement cost of any lost or damaged instructional materials.
   a. **Course Fees**:
   Fees for certain courses, clubs and activities may be charged. The student, upon registering, is expected to agree to pay the fee. Fees listed in the Board- approved fee schedule are the maximum allowable. 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.

   All financial obligations of students will be kept in the bookkeeper's office. All obligations are expected to be satisfied annually. A student's participation in extracurricular activities may be

denied until all financial obligations are satisfied. Participation in graduation exercises will be denied until all financial obligations are satisfied.

CLASS/CLUB FEES			
	Elementary	**Middle**	**High**
Activity Fee			
K-12 General Activity	$20.00	$20.00	$20.00
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.			
CTE PROGRAM FEES (per program)			
Secondary CTE Programs (per year)		$ 30.00	$50.00
OTHER CLASS FEES (annual)			
Art – per class (per semester)		$10.00	$20.00
Band		$15.00	$150.00
Band Auxiliary			$130.00
Band Camp			Varies by site
Band – rental of school owned equipment		$40.00	$40.00 each
Chorus		$10.00	$40.00
Drivers Education			$45.00
Health Opportunity for Physical Education (HOPE)			$5.00
Humanities			$5.00
Journalism			$5.00
ROTC			$20.00
Science Lab – 6-8		$15.00	$20.00
CLUB FEES (annual)			
BETA Club		$30.00	$40.00
DCT, DECA			$25.00
ESOL Club			$10.00
FFA, FCCLA			$15.00
Florida Federation of Color Guards Circuit & Winter Guard International (FFCC/WGI)			Varies by Site
HOSA			$31.00
Robotics			$25.00
French			$10.00
German			$10.00
Guitar Class			$40.00
Honor Society (French, German, Spanish)			$20.00
Key Club			$20.00
Latin Club			$15.00
National Honor Society			$20.00
Robotics			$25.00
Skills USA			$20.00

Spanish			$10.00
Technology			$5.00
Theatre/Drama/Acting Class			$40.00
Thespian Club			$20.00
Tri-M Club			$20.00
Yearbook			$5.00
OTHER FEES	**Elementary**	**Middle**	**High**
Adult Education			$30.00
Advanced Placement Test Fee (student wishing to test but not enrolled in an AP course or non HCSB student wishing to take the test at their zoned school)			$99.00 Subject to change
PSAT (upper classmen)			$16.00 Subject to change
Dual Enrollment – Overdue materials per day			$2.00
Dual Enrollment – lost material after due date			$20.00
Graduation (not to exceed)			$85.00
Lockers		$ 5.00	$10.00
Media – overdue materials per day		$ .05	$ .05
Media – copies		$ .10	$ .10
Parking – per semester			$25.00
Parking Violations			$25.00
PE Uniform		$25.00	$35.00
Postsecondary Education Readiness Test (PERT)		$5.00	$5.00
Transcripts			$2.00
ATHLETIC FEES			
First Sport		$50.00	$60.00
Second Sport		$30.00	$40.00
Third Sport		$10.00	$20.00
Family (Same School)		$160.00	$200.00
Individual Cap		$90.00	$120.00

- **Athletic fees must be paid prior to the student participating in the sport**
- **The athletic fee does not guarantee playing time, only the opportunity to be on the team when an eligible student is selected.**

4. Returned Checks (**NOTICE TO PARENT(S)/GUARDIAN(S) REGARDING RETURNED CHECK POLICY)**
In an effort to curb the internal cost our district bears each year for returned checks (Non-Sufficient Funds-NSF, Account Closed, Fraud and Stop Payment), we have contracted with an outside check collection agency.
This collection agency will be in charge of collecting checks for our district that are not honored by the check writer's bank. In addition to the face value of the check, service charges and bank fees will be added to each returned check based on the laws of the State of Florida. The following is a summary of the base service charge authorized by the State of Florida for returned checks:

Amount of Check Written	Service Charge
$.01 to $50.00	$25.00
$50.01 to $300.00	$30.00
$301.00 to $800.00	$40.00

$800.01 – plus	5% of Face of Check

All returned checks will be directly sent to the check collection agency once dishonored. Should your check be dishonored by your bank, the collection agency will send a letter explaining the breakdown of the fees and charges.

5. Student Insurance - Student accident insurance is available to all students. During the first week of school, the students will be given an insurance packet citing the prices, types of coverage, and procedures to follow for enrollment in the student accident insurance plan. Athletes and sideline cheerleaders are required to have this coverage or proof of equivalent coverage in order to participate in any athletic or cheerleading activity. Student accident insurance may also be purchased on a 24-hour basis (see Athletic Handbook for further details).

   How to File an Insurance Claim:
   All accidents to students must be reported to the school's clinic. All students covered by the student accident insurance policy should request the "claim form" required by the insurance company. The form should be completed with the help of the school secretary. All the pertinent information required on the form must be completed.

Health

1. Blood Drives - The Hernando County School District assists LifeSouth Community Blood Centers and the community by sponsoring on campus blood drives two times (2x) each school year. While the School Board permits LifeSouth to conduct blood drives on its campuses, donation is not required. If any 17 year old student wishes to give blood, his or her parent(s) or legal guardian(s) must read and sign the permission form prior to a student being allowed to donate blood. LifeSouth staff will be contacting parents to verify their permission prior to the blood drive. All students who donate blood will not be allowed to participate in any practice, physical education or any other activity that requires strenuous exertion on the day of the donation.

   The screening process for blood donation, which includes weight, blood pressure, temperature and health assessment, is completed by LifeSouth Community Blood Center personnel. Parent(s) or guardian(s) should know that an adverse reaction, which may include dizziness, fainting or slight drop in blood pressure may occur under rare circumstances. It is the School District's recommendation that all students eat foods containing a protein and a carbohydrate prior to any blood donation and donation is denied for any students who have not eaten within 2 hours of donation. Nourishment should be provided by LifeSouth Community Blood Center as needed.

2. Students with Special Health Care Needs - Parent(s)/guardian(s) are requested to notify the principal or school health professional in writing if there are any known health problems, allergies or chronic illness which may affect the student's successful participation in school activities. The school personnel must be aware of conditions that may justify prescribing special attention to the student during school hours. For some conditions it may be necessary for the parent(s)/guardian(s) to obtain written instructions from a physician and assist in the development of a health care plan. Parents are required to complete a parent health care packet including any required physician orders for medication and/or treatments annually - signed after July 1st. The overseeing Registered Nurse will use this information to develop a health care plan if applicable.

a. Glucose Monitoring - Children who need to have their blood sugar level monitored at school must have a doctor's order on file indicating the times that monitoring should be done and the specific steps to be taken by school staff if the child's glucose level is high or low.

   Students with diabetes are required to have a Diabetic Medical Management Plan, completed annually by the physician ~~or if~~ and/or if updated if treatment changes are made. If they are to manage their diabetes without supervision, and/or carry supplies on their person, a documentation is required, signed by the physician and parent/guardian.

   It is the responsibility of the parent/guardian to ensure that the student is carrying all necessary supplies to manage their diabetes and that these items are not expired.

b. Seizures - House Bill 173 (2022); requires that an Individual Seizure Action Plan (ISAP) be developed by a medical professional in consultation with a parent and signed by both individuals. All school staff that have regular contact with a student with an ISAP must complete a Department of Education approved seizure training.

c. Asthma/Allergy – If the student is asthmatic or has life threatening allergies that require emergency medications at school, the Medication Authorization form must be completed and signed by the physician and parent. If the student will be carrying their Albuterol inhaler or Epinepherine auto injector on their person, the Contract to Carry form must also be completed and signed by the physician, parent and student. It is the responsibility of the parent/guardian to ensure that the student is carrying the emergency medication, and it is not expired.

d. Cardiac- For all students with a cardiac history the parent health care packet must be completed and signed by the physician and the parent after July 1st. This should include specific vital sign parameters and when to call EMS.

e. Cystic Fibrosis – For all students diagnosed with Cystic Fibrosis the parent health care packet must be completed annually by the parent after July 1st. The Medication Administration form must be completed and signed by the physician and the parent for pancreatic enzymes. If the student will be carrying their pancreatic enzymes , a Contract to Carry is required and must be signed by the physician, parent and the student.

f. Other Health Conditions – For students with other health conditions, a parent health care packet should be completed after July 1st. If any medications or treatments are needed, a Medication Authorization form must be completed and signed by the physician and the parent.

3. Medication - It is the desire of the Hernando County School District that **medications for students be scheduled in such a way that they can be administered at home before and/or after school hours.** In the event that this is not possible, authorized school personnel may administer medication to the students when the following conditions are met:
    a. Authorization for Administration of Prescribed Medication/Treatment Form (SP-EE-051) has been completed and the physician, signed by the parent/guardian. This form will only need to be completed once every school year unless a change in the prescription has occurred. This order must include all of the following:
        i. the name of the medication to be administered,
        ii. the route of administration,
        iii. the specific time(s) to be administered (may not say once or twice a day)
        iv. the exact dose to be administered (not 1-2 tablets or 1-2 puffs, ect)

    b. The medication MUST be packaged in the original pharmacy container, with the most recent prescription date, labeled with student's name, the name of the ordering prescriber, the name of the medication and instructions for administration, including the exact time. The pharmacy will provide you with a second bottle for school.
    c. If the Medication Authorization and the medication pharmacy label do not match, the medications will not be accepted.
    d. It is the responsibility of the parent to provide the right dose. School personnel will not cut or divide pills.
    e. If the medication is only given as needed the order MUST state the frequency in which the medication is to be administered (the order may not say as per package instructions or as needed), the reason the medication is to be administered and any side effects.
    f. A parent/guardian must bring the medications and the Medication Authorization form to school. Please bring the medication during clinic hours, as not all staff are trained to accept or receive medications.
    g. Please note that the overseeing Registered Nurse must review all medications prior to clinic staff administering.
    h. DO NOT bring more than a 30-day supply.
    i. Each time the parent/guardian brings in a new supply for medication, the school clinic staff will count the medications and give a receipt after the school representative and parent/guardian have signed the receipt form. A copy will be given to the parents; the original will stay in the clinic record.
    j. All medications will be locked in the appropriate medication cabinet in the school clinic. Any medication requiring refrigeration (such as antibiotics) should be kept in a locked box in the clinic refrigerator.
    k. Medications must be brought to school by the parents/guardian. STUDENTS ARE NOT PERMITTED TO BRING THEIR OWN MEDICATIONS TO SCHOOL. (The only exception to this rule is students who have prescriptions and contracts to carry their medications for EPINEPHRINE AUTO INJECTOR, ASTHMA INHALER and PANCREATIC ENZYMES).

4. Over the Counter Medications – FDA approved over the counter medication to be administered by the clinic staff will also need a Medication Authorization completed and signed by the physician and the parent. An unopened bottle must be brought to school by a parent.

   Non-FDA approved medications, including but not limited to herbal remedies, dietary supplements, and experimental treatments, will not be administered by school personnel unless specific conditions are met.

   If you have any questions contact the School Health Professional or contact the Registered Nurse assigned to your school.

5. House Bill 1537: A student may possess and use a medication to relieve headaches while on school property or at a school-sponsored event or activity without a physician's note or prescription if the medication is regulated by the United States Food and Drug Administration for over-the-counter use to treat headaches. Violations of Over-the- Counter (OTC) medication policy, include but are not limited to: distributing, dispersing, or sharing of OTC, carrying or possessing OTC in a package other than the original manufacturer's packaging, or ingesting or utilizing OTC in a way that is not specifically directed or authorized by the manufacturer, as directed on the original packaging. F.S. 1002.20(3)

   PARENTS/GUARDIANS ARE EXPECTED TO PAY SPECIAL ATTENTION TO THE ABOVE POLICY FOR WITHOUT ADHERENCE TO THESE RULES SCHOOL PERSONNEL WILL NOT BE ALLOWED TO ADMINISTER MEDICATIONS TO YOUR CHILD.

6. Health Screenings - All health screenings performed in the District's schools shall follow the guidelines as set by the Florida Department of Health in the School Health Services manual. All screenings are noninvasive procedures which do not penetrate the skin or anybody orifice. All health screenings are voluntary. Parent(s)/guardian(s) are notified at the beginning of the school year of all screenings. Parent(s)/guardian(s) have the right to refuse any or all screenings for their child. The refusal is to be indicated on the provided consent form or electronically on the Student Health Consent
   a. **Hearing Screenings:** Will be performed as indicated or for any new student in grades K-5 entering a Florida school for the first time.
   b. **Vision Screenings:** Will be performed as indicative for any new student in grades K-5 or students entering a Florida school for the first time.
   c. **Body Mass Index (BMI)**: (Height & Weight) will be conducted in, first grade, third grade and sixth grade.
   d. **Dental Screenings**: Are provided with parental permission at certain select elementary schools for students in second grade.

7. Parent/Student General Information - All parent(s)/guardian(s) should observe their child daily for signs of illness, cleanliness and adequate clothing before they leave for school. If your child exhibits any of these symptoms, do not send him/her to school:
   a. 1 episode of vomiting and/ or diarrhea with other symptoms of illness within the last 24 hours
   b. 2 episodes of vomiting and/or diarrhea within the past 24 hours
   c. Fever greater than or equal to 100 within the past 24 hours and must be fever free for 24 hours without fever reducing medication
   d. Any sign or symptom of a contagious illness
   e. Any injury that prevents the student from participating in academic activities

   If your child develops any of the above symptoms, the parent/guardian or other approved person will be required to pick the student up from school.

   When a life-threatening situation occurs for a student, the school staff will contact 911 immediately. Emergency care information, including any special orders, such as a "Do Not Resuscitate" (DNR) request, will be provided to emergency medical personnel upon their arrival.

   Parent(s)/guardian(s) are asked to cooperate with school personnel whenever they request assistance, information or conferences concerning their student(s) in regards to health issues.

   Parent(s)/guardian(s) are responsible for providing personal care items for their student; change of clothes, sanitary products, brace wax etc. The clinic does not have a supply of these items.

   Parent(s)/guardian(s) shall promptly fill out the Student Information Update Emergency Information Card and Parental Consent Forms. It is vital that this information be available to the school personnel in the event of a student becoming suddenly ill or involved in an emergency situation. Failure to have this information on hand may result in an unnecessary delay in reaching the parent(s)/guardian(s) or in getting immediate medical attention for the student. It is also vital that the information card be kept up-to-date since addresses, phone numbers, etc. change during the school year. Parent(s)/guardian(s) are required to designate emergency contact person(s) who will pick up their student if the need ever arises. The name and phone numbers of the emergency contact person(s) must be included in the Emergency Information.

8. <u>Pediculosis</u>

   NO LIVE LICE POLICY

   Students who display signs of head lice, such as excessive scratching of the head, may be sent to the clinic to be checked. A thorough examination of the hair and scalp should be done for

the presence of live lice. If nits or lice are found, siblings must be checked for lice infestation as well.

If nits are present, an attempt will be made to contact the parent/guardian and the Nit Notification and Treatment Letter will be sent home with the student. The student will be given a return to class pass from the clinic. Students must report to the clinic on a daily basis to monitor process of nit removal until no nits are found. A final recheck will be performed on the 10th day. If nits are still present, the school health professional will be notified to follow-up with the parent/guardian. If live lice are present, parents will be called to pick-up their child from school. After live lice treatment, the student must report to the clinic with their parent/guardian to be examined for
lice/nits before they may return to class. If lice are present, the student will be sent home with the parent/guardian.

**NOTE: Presence of lice 24 hours after treatment suggests a very heavy infestation, re-infestation, resistance to therapy, or incorrect us of treatment product. The parent/guardian may contact their licensed healthcare provider regarding retreatment with a pediculicide.

9. School Clinic - All district schools maintain a health clinic that is attended by a school health professional with varying levels of medical training. School clinics are not fully equipped medical rooms. However, they are adequately designed for first aid and/or care of minor illness. The school clinic is closed for one hour of the school day unless there is an emergency. Students/staff should not seek explanation of their illness from the health professional since clinic personnel do not diagnose illness. School health professionals will evaluate a student's condition and act accordingly. If the health professional deems necessary, the parent(s)/guardian(s) listed on the Student Information Update and Emergency Information card will be called by the school health professional. Students who request to call home will be allowed to do so. The parent(s)/guardian(s) may then decide if the child is to remain in school (if no signs of illness) or go home. For additional information, please see the School Clinic Policy Manual. If teachers have a concern that a student is to ill/injured to stay in school, the student should be sent to the clinic for evaluation and the clinic contacted. The teacher should not contact parent/guardian unless requested by the clinic. If the student does not meet the criteria for dismissal, the parent/guardian has the right to have the student remain in school.

10. Refusal to Pick Up from School - Students who have been evaluated by the school health professional or other designated personnel and determined to be injured or too ill to remain in class must be picked up promptly. At times, there may be extenuating circumstances when a parent(s)/guardian(s) cannot get to school to pick up their ill or injured child. In such cases, the school will work with parent(s)/guardian(s) as much as possible. However, if a parent(s)/guardian(s) refuses to pick up a child who is injured or too ill to remain in school, the

incident will be documented in the child's school health folder. If a parent(s)/guardian(s) continues to refuse to pick up their sick child on subsequent occasions, then this will be documented in writing and a referral will be made to appropriate agencies.

11. Hotline Numbers

Support and Resource Area	**Toll Free Number**
Abuse Care LINE, Child Abuse, Drug Abuse, Bullying, Dating Violence	1-800-872-5437
Abuse Registry	1-800-342-9152
AIDS – Florida	1-800-FLA-AIDS
American Dental Association	1-800-621-8099
Alcoholics Anonymous Hotline	1-352-683-4597
Alzheimer's	1-800-272-3900
Anorexia Nervosa & Associated Disorders	1-847-831-3438
Be Brave Hotline	1-407-792-2957
Blindness	1-800-424-8666
Cancer – National Institute	1-800-422-6237
https://livehelp.cancer.gov/app/chat/chat_launch	
CCD Hotline	1-800-342-AIDS
Center for Autism and Related Disabilities	1-800-754-5891
Children's Medical Services	1-888-326-7485
Cocaine Abuse	1-800-662-HELP
Covenant House	1-800-999-9999
Directory Assistance	1-800-555-1212
Diabetes	1-800-232-3472
Domestic Violence Hotline	1-800-500-1119
Down Syndrome	1-800-221-4602
Drug Abuse – National Hotline	1-800-662-4357
Family Network on Disabilities	1-800-825-5736
Family Source of Florida	1-580-488-5437
Kidney Disease	1-800-638-8299
Lighthouse for the Visually Impaired and Blind	1-352-754-1132
Missing Children	1-800-843-5678
National Alliance for the Mentally Ill (NAMI) of Hernando Co	1-850-671-4445
National Health Information Center	1-240-453-8280
National Runaway Safe Line	1-800-621-4000
Organ Donations Education	1-800-528-2971
Parent Hotline	1-800-840-6537
Poison Control	1-800-222-1222
Product Safety	1-863-665-3601
Rape Hotline	1-800-656-4673
Runaway /Exploited Children	1-800-843-5678
Sexually Transmitted Diseases (STD) Hotline	1-800-458-5231
Speech and Hearing	1-800-638-TALK
Substance Abuse	1-800-390-4056

Suicide	1-800-273-8255
Tourette Syndrome Support	1-727-418-0240
U.S. Consumer Products & Safety Commission	1-800-638-2772
Vocational Rehabilitation	1-352-200-3020
Women's Sports Foundation	1-800-227-3988

12. Medication - It is the desire of the Hernando County School District that **medications for students be scheduled in such a way that they can be administered at home before and/or after school hours.** In the event that this is not possible, authorized school personnel may administer medication to the students when the following conditions ~~exist~~ are met:
    a. Authorization for Administration of Prescribed Medication/Treatment Form (SP-EE-051) has been completed and signed by the physician, signed by the parent/guardian and submitted to the school. This form will only need to be completed once every school year unless a change in the prescription has occurred.
    b. The medication must be properly labeled, in its original pharmacy container, with the name of the student, prescribing physician, name of the pharmacy and the directions for administration. The medication will not exceed the dosage required for 30 days. The date on the prescription must be dated after July 1st of the start of the new school year. This allows the student to complete an entire school year before an anniversary date of the prescription occurs.
    c. Medications must be for the exact dose prescribed. School personnel will not divide or cut any medications to adjust dosages. It is the responsibility of the parent/guardian to provide the accurate prescribed medication dosages.
    d. Each time the parent/guardian brings in a new supply for medication, the school clinic staff will count the amount of medications and give a receipt after the school representative and parent/guardian have signed the receipt form. A copy will be given to the parents; the original will stay in the clinic record.

    All medications will be locked in the appropriate medication cabinet in the school clinic. Any medication requiring refrigeration (such as antibiotics) should be kept in a locked box in the clinic refrigerator.
    Medications must be brought to school by the parents/guardian. STUDENTS ARE NOT PERMITTED TO BRING THEIR OWN MEDICATIONS TO SCHOOL. (The only exception to this rule is students who have prescriptions and contracts to carry their medications for EPINEPHRINE AUTO INJECTOR, ASTHMA INHALER and PANCREATIC ENZYMES).

    If medication is to be taken at home as well as at school, it is recommended that the parents/guardian request the pharmacist to divide the prescription into two containers so that only the amount of medication needed during school hours is brought to school. Students will not be allowed to take their medications out of the clinic. No medications will be allowed on the school bus (with the exception of the four listed in state law, Epinephrine Auto Injector, Asthma Inhaler, Insulin and Pancreatic Enzymes).

    Due to possible side effects of non-prescription medications, any over the counter medications will be treated the same as prescription medications and require the completion of the Authorization for Administration of Prescribed Medication/Treatment. Non-prescription, over the counter products must be brought into school by the parent/guardian in an original container with the safety seal intact.

PARENTS/GUARDIANS ARE EXPECTED TO PAY SPECIAL ATTENTION TO THE ABOVE POLICY FOR WITHOUT ADHERENCE TO THESE RULES SCHOOL PERSONNEL WILL NOT BE ALLOWED TO ADMINISTER OR DISPENSE MEDICATIONS TO YOUR CHILD.

13. Parent/Student General Information - All parent(s)/guardian(s) should observe their child daily for signs of illness, cleanliness and adequate clothing before they leave for school. Since many illnesses are contagious and parent(s)/guardian(s) are interested in considering the health of other children as well as their own child, please refer to the following symptom alert checklist. If your child exhibits any of these symptoms, do not send him/her to school:
    a. Vomiting or diarrhea within the past 24 hours
    b. Fever within the past 24 hours
    c. Sore or red throat
    d. Persistent coughing or sneezing
    e. Red, watery eyes
    f. Rash
    g. Earache or drainage from the ear
    h. Excessive runny nose especially with greenish-yellow discharge

    When a life-threatening situation occurs for a student, the school staff will contact 911 immediately. Emergency care information, including any special orders, such as a "Do Not Resuscitate" (DNR) request, will be provided to emergency medical personnel upon their arrival.

    Parent(s)/guardian(s) are asked to cooperate with school personnel whenever they request assistance, information or conferences concerning their student(s) in regards to health issues.

    Parent(s)/guardian(s) are responsible for providing personal care items for their student; change of clothes, sanitary products, brace wax etc. The clinic does not have a supply of these items.

    Parent(s)/guardian(s) shall promptly fill out and return the Student Information Update ~~and~~ Emergency Information Card and Parental Consent Form to school personnel. It is vital that this information be available to the school personnel in the event of a student becoming suddenly ill or involved in an emergency situation. Failure to have this information on hand may result in an unnecessary delay in reaching the parent(s)/guardian(s) or in getting immediate medical attention for the student. It is also vital that the information card be kept up-to-date since addresses, phone numbers, etc. change during the school year. Parent(s)/guardian(s) are required to designate emergency contact person(s) who will pick up their student if the need ever arises. The name and phones numbers of the emergency contact person(s) must be included on the Emergency Information Card.

14. Pediculosis
    NO LIVE LICE POLICY
    Students who display signs of head lice, such as excessive scratching of the head, may be sent to the clinic to be checked. A thorough examination of the hair and scalp should be done for the presence of live lice. If nits or lice are found, siblings must be checked for lice infestation as well.

    If nits are present, an attempt will be made to contact the parent/guardian and the Nit Notification and Treatment Letter will be sent home with the student. The student will be given a return to class pass from the clinic. Students must report to the clinic on a daily basis to monitor process of nit removal until no nits are found. A final recheck will be performed on the 10th day. If nits are still present, the school health professional will be notified to follow-up with the parent/guardian.

If live lice are present, parents will be called to pick-up their child from school. After live lice treatment, the student must report to the clinic with their parent/guardian to be examined for lice/nits before they may return to class. If lice are present, the student will be sent home with the parent/guardian.
**NOTE: Presence of lice 24 hours after treatment suggests a very heavy infestation, re-infestation, resistance to therapy, or incorrect us of treatment product. The parent/guardian may contact their licensed healthcare provider regarding retreatment with a pediculicide.

15. School Clinic - All district schools maintain a health clinic that is attended by a school health professional with varying levels of medical training. School clinics are not fully equipped medical rooms. However, they are adequately designed for first aid and/or care of minor illness. The school clinic is closed for the first hour of school unless there is an emergency. Students should not seek explanation of their illness from the health professional since clinic personnel do not diagnose illness. School health professionals will evaluate a student's condition and act accordingly. If the health professional finds that the child is ill, the parent(s)/guardian(s) listed on the Student Information Update and Emergency Information card will be called by the school health professional. If the student is determined to be in satisfactory condition, with a normal temperature and no other signs or symptoms of illness, he/she will be returned to class. Students who request to call home will be allowed to do so. The parent(s)/guardian(s) may then decide if the child is to remain in school (if no signs of illness) or go home. For additional information, please see the School Clinic Policy Manual.

Instructional Resources

1. Instructional Materials – Florida Statute § 1006.28
   - **District School Board**
     The School District shall assure that instructional materials used in the district are consistent with the district goals and objectives and the curriculum frameworks adopted by rule of the State Board of Education as well as with the state and district performance standards.
   - **District School Superintendent**
     By March 31 the Superintendent must certify to the commissioner that there is an approved comprehensive staff development plan that supports fidelity of implementation of instructional materials programs in place. The report must verify that training was provided and that the materials are being implemented as designed.
   - **School Principal**
     The school principal has the following duties for the management and care of instructional materials at the school:
     a. Proper use of instructional materials
     The principal or principal's designee shall assure that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed, pursuant to adopted District School Board Rule. The school principal or principal's designee shall communicate to parent(s)/guardian(s) the manner in which instructional materials are used to implement the curricular objectives of the school.
     b. Money collected for lost or damaged books
     The school principal or principal's designee shall collect from each student or the student's parent(s)/guardian(s) the replacement cost of any instructional material the student has lost, destroyed, or unnecessarily damaged.
     c. Disposition of funds

The school principal or principal's designee shall transmit all money collected from the sale, exchange, loss, or damage of instructional materials to the district to be deposited in the district instructional materials fund

d. Accounting for textbooks

The Principal or principal's designee shall see that all books are fully and properly accounted for as prescribed by the adopted rules of the district school board. Adopted procedure for the Hernando County School System is the use of the district provided circulation system to maintain inventory of instructional materials.

- **Parent and Students** – Florida Statute § 1006.42
  Each parent of a student to whom or for whom instructional materials have been issued, is liable for any loss or destruction of, or unnecessary damage to, the instructional materials or for failure of the student to return the instructional materials when directed by the school principal or the teacher in charge, and shall pay for such loss, destruction, or unnecessary damage as provided under s. 1006.28(3). **A student will only have digital access to instructional materials when a parent fails to return the instructional materials or pay for damage/lost materials.**

2. Adoption Cycle 2026-2027 through 2030-2031

Adoption Year	Subject Area	Specifications & Criteria Available	State Adoption Process	Effective Date Of Contract April 1 – March 31
2026-2027	Mathematics and Computer Science, ***K-12***	Jan. 2025	June 2025-July 2026	2027-2032
2027-2028	Social Studies***, K-12***	Jan. 2026	June 2026-July 2027	2028-2033
2028-2029	Science, ***K-12***	Jan. 2027	June 2027-July 2028	2029-2034
2029-2030	English Language Arts, ***K-12***	Jan. 2028	June 2028-July 2029	2030-2035
2030-2031	Career and Technical Education, ***9-12***; Health and Physical Education, ***K-12***; Performing and Visual Arts, ***K-12***; World Languages, ***K-12***	Jan. 2029	June 2029-July 2030	2031-2036

3. Media Center/Library - Media centers are provided for students use in all Hernando County schools. The media center is provided to support the learning and enhance the educational opportunities for all students.

   Students using the media center/library must abide by media center/library regulations or they will lose their privilege to use the media center/library. The length of the loss of privilege, if such does occur, will be determined by the administration.

   Students are responsible for all material checked out of the media center/library in their names. They are responsible for the material until it is returned. If the material is not returned, the procedures for Lost or Damaged Books will be followed. For this reason, students are discouraged from checking out material for friends or from loaning books or material to other students.

4. Social Security - The School District of Hernando County may collect, use or release social security numbers of students and/or parents as either required or authorized by law [Florida Statute §119.071(5)(a)2-3]. For more information see Appendix D.

5. Student Records - State and Federal law gives parents [and students over eighteen (18) years of age] certain rights concerning student school records. For more information see Appendix E.

Safety

1. Emergency Procedures
   a. 911:
   If students or parent(s)/guardian(s) become aware of any criminal activities, violence, weapons, guns or drugs in regard to a district school, that individual is urged to immediately call 911 Contact school personnel to report violations of school rules and or bullying. Students can also utilize the Fortify FL mobile or web-based app to report anonymous suspicious activity, potential threats, or safety concerns directly to law enforcement and school officials.

   b. Evacuation / Reunification Procedures:
   It should be noted that circumstances may arise which require the Hernando County School District to either evacuate one or more of its campuses due to an emergency situation. If this action is required, all students will be moved to an alternative site, when it is safe to do so, until the hazard has passed. It should be noted that during an emergency, ALL cell phones (students and staff) are to be "OFF". If parent(s)/guardian(s) wish to pick-up their student during an emergency situation, they may do so only from the designated reunification site for each school. Information regarding the designated reunification site will be provided on a case-by-case basis by District Office in conjunction with the Office of Safe Schools when conditions warrant evacuation from an affected site.

2. Lockers - Lockers will be issued according to school-based procedures. The locker is the property of the school, and administration reserves the right to inspect the locker without prior notice being given to the student who rents the locker. The student renting the locker is responsible for the contents and condition of the locker.

3. Off-Campus Passes/Leaves, Permits - To receive permission, students must bring a note from the parent(s)/guardian(s) indicating the student has permission to leave campus or the student will be picked up by the parent(s)/guardian(s) and this note will be verified with a phone call to the parent by administration. The note must give the reason for the dismissal. Only the attendance office can give students an off-campus pass/leave permit. The pass will be given only when the situation is considered urgent and warrants this special privilege. The criteria for issuing the pass/leave permit shall be the same as an excused absence. Students must show his/her permit to leave campus during school hours. A student may be signed out of school only if a legal guardian listed on the student emergency card provides the requested documentation. A picture identification of the individual requesting the student be released may be required. Students are not allowed to leave school with any person other than the legal parent(s)/guardian(s) or a person with authorization from the student's parent(s)/guardian(s). Adult students (18 years of age or older) or a married student will need only the principal's permission to leave campus.

   Students are not allowed to leave campus for lunch or to run off-campus errands for staff.
   With principal and parent(s)/guardian(s) permission, students will be allowed to leave campus for a school-sponsored activity. The student must be covered by sufficient insurance and the liability waiver must be completed.

Students may not leave campus during school hours without appropriate permission.

4. Safety Rules
   - Adhere to on-site traffic plans for vehicles when driving on campus
   - Encourage walkers or bicyclists to follow safety rules
   - Use pedestrian-safety features where available

5. Supervision

   Ensure Your Child's Safety
   - Parents and children are not to arrive at school earlier than thirty minutes before the start of the school day*
   - Children are to leave campus within thirty minutes after the school day or activity ends*

   * Special arrangements may be made with the before/after school program, teacher or administrator.

   Supervision will not be provided earlier than thirty minutes before nor thirty minutes after school times. School clinic services are not available at extracurricular activities nor before or after the school day. Parents bear the responsibility to attend to any medical needs for their children before and after these times.

6. Survey - Students are not required to participate in any survey non-related to school matters. See Appendix F.

7. Visitors - To protect the safety and welfare of the Hernando County School District's students, all school campuses are closed. All visitors must enter the school through the main office to be screened and given authorization to visit the campus [Florida Statute §1013.10; Unauthorized persons on school district property may be considered to be a trespasser and may be reported to law enforcement. Acceptable reason for school visits include:

   - Participation in a school-sponsored activity approved by the administration.
   - Special permission from the school or district administration.

   Students who have been withdrawn, expelled or suspended from school for disciplinary reasons will not be allowed on any School Board property or at school-sponsored activities unless they are accompanied by an administrator or administrator's designee. This administrator or administrator's designee shall accompany the student until the student has left the school grounds.

8. Weather Emergencies - When students find themselves in or around the following location, event, or condition, during a thunderstorm or lightning they are advised to take the following protective action:

   Thunderstorms and Lightning:

   a. **On School Grounds:** Students are directed to get out of open areas and into an enclosed building as quickly as possible upon the approach of a storm. Students shall not seek shelter under isolated trees, close to metal fences, on playground equipment, or in shelters in exposed locations.
   b. **In School Buildings:** Students are directed to stay indoors and to not go outside unless absolutely necessary. Stay away from open doors and windows, metal objects, electrical appliances and plumbing until the storm has passed. Keep telephone use to a minimum. Do

not handle flammable liquids in open containers. Unplug, if possible, TV sets, computer equipment and all electrical equipment and appliances.

c. **Athletic Events:** Students are directed to seek shelter in buildings. Avoid open fields and high objects in the area where there is no shelter. Keep twice as far from isolated trees or objects as the object is tall. Get into a crouching position if open areas cannot be avoided. Avoid open spaces, metal fences, sheds or unenclosed shelters. Avoid electrically conductive overhead objects (i.e., wires). Do not use metal object such as fishing rods or golf clubs. Remove metal-cleated shoes.
d. **In Transit:** Students are directed to stay inside vehicles. DO NOT TOUCH EXPOSED METAL PARTS. Do not park vehicles under electrical lines or trees. Seek protected shelter when using scooters, motorcycles, bicycles and other open vehicles.
e. **Field Trips or Hiking:** Students are directed to move from high ground and avoid lone trees and small sheds. Stay away from metal fences. Seek shelter in a thick timber ravine, ditch or in an enclosed vehicle or building.

Tornadoes:

Principals and facility managers have evaluated their physical plants and have developed plans for secure area for the students. They have considered the following issues in formulating their plans:

- The utilization of lower floors and interior areas for housing students.
- Gyms and other areas with wide roof span buildings are not suited for housing students.
- The development of a special alarm system for tornado warnings.
- Ensuring that first aid supplies are current and convenient.

a. **Tornado Watch***:* When weather conditions are right for the formation of tornadoes, the staff will:
   - Move students from re-locatable (portable) classrooms and outside locations to permanent facilities.
   - Prepare shelter areas on the lower floors and toward the interior of the buildings.
   - Monitor weather advisories.
   - Make plans to evacuate large areas with wide roof spans unless they are designated as shelters.
   - Keep doors unlocked.
   - Close windows and outside doors.

b. **Tornado Warning:** When a tornado has been sighted in the area visually and/or on radar, the staff will:
   - Monitor progress of the storm.
   - Evacuate portable classrooms and take shelter in permanent facilities.
   - Close windows and outside doors.
   - Direct everyone to seek cover where floors and walls meet and take a protective seated position with hands/arms covering the head and face.

c. **School Bus:** During a tornado warning, bus drivers will take the following steps:
   - Stop at the closest available building which can be used as a shelter.
   - Shelter students until the “all clear” are announced.
   - Advise students to seek cover and place themselves in a protected position covering their head and face.

- Have the students disembark and lie flat in the lowest area available when a suitable shelter is not available.

Transportation

1. Driver's License Requirements - According to the provisions of Florida Statutes, effective October 1, 1997, any student who is eligible to obtain a restricted or regular license must be enrolled in an educational program and satisfy relevant attendance requirements. The student must be enrolled in a K-12 program, a special program, or an adult full time evening school. The student must not have more than fifteen (15) unexcused absences in a 90-day attendance period.

   A. Suspension of Driver's License

   If a student is not enrolled in school or accumulates fifteen (15) or more unexcused absences in a 90-day period, the district must notify the Department of Highway Safety and Motor Vehicles of the name, date of birth, and social security number of the student. Upon receipt of notice from the Department of Highway Safety and Motor Vehicles that the driving privilege will be suspended, the minor or the parent(s)/guardian(s) of the minor has fifteen (15) calendar days to provide proof of compliance with the school attendance requirement statute or request a hardship waiver. Twenty (20) days after notification from the Department of Highway and Safety and Motor Vehicles, the operator's license or learner's permit will be suspended. Students affected by this requirement who have not yet received a learner's permit will have their attendance recorded with the Department of Highway Safety and Motor Vehicles.

   Hardship Waiver

   According to the provisions of the statute cited above, school administration shall waive the requirements of this statute for any minor under its jurisdiction for whom a personal or family hardship requires that the minor have a driver's license for their own or their family's employment or medical care. Recommendations of teachers and counselors are to be considered prior to granting a waiver. If a waiver is granted through this process, the Department of Highway Safety and Motor Vehicles is to be notified within 24 hours after the hearing.

2. Parking

   To be eligible for a parking permit, **the high school student** must:

   - Have a 2.0 GPA at the time of application
   - Maintain a 2.0 GPA each marking period for which the permit is issued
   - Maintain a 10 days or less unexcused attendance rate for each class in the prior semester.

   a. The Principal or principal's designee will suspend the parking permit at the time that the student's GPA falls below 2.0 and/or student has 10 or more unexcused absences in the current semester. However, a student may have his/her parking permit reinstated when the GPA is restored and/or attendance is improved provided there are available parking spaces.
   b. All high school students who drive vehicles on campus are required to obtain a parking permit with an assigned number. That number and student application will be kept on file in the administration office. Since there are limited parking facilities on high school campuses, parking permits will be issued in order of academic programs (DECA, Allied Health, Dual Enrollment, Reduced Schedule) and seniority with Seniors, and Juniors second priority.
   c. A parking permit will be issued by the principal or principal's designee to eligible drivers for each vehicle registered upon presentation of a current Florida Operator's License and a Florida Vehicle Registration Certificate. The sticker shall be placed on the vehicle in accordance with the individual school's requirements. Each vehicle will be assigned a specific parking area.
   d. Students are not permitted to return to their vehicles during school hours unless approved by the school administration.

e. The school is not responsible for damages, theft, etc. to personal vehicles, bicycles, scooters or any form of transportation or their contents.
f. Student drivers have the responsibility to ensure that all passengers have appropriate leave permits when leaving campus during the school day. Failure to do so may result in disciplinary action.
g. Students driving vehicles within the school zone are required to observe all state, local and school district regulations on speeding and parking. Any member of the faculty, staff or administration may issue a citation for a violation upon identification of the student or parking permit. The citation will be in triplicate with one copy to the student or placed on the vehicle, one copy to the administration for the student's disciplinary file, and one copy to be mailed to the parent(s)/guardian(s) of the student. Repeated violations may result in issuance of a parking ticket with a fee up to $25.00 and/or suspension or revocation of the privilege of driving and parking on campus, and/or referral to law enforcement. After the first warning of irregular parking, vehicles that do not have parking stickers will be towed away at the driver's expense.
h. Excessive disciplines, absences, tardies, or improper use of off-campus privileges on the part of the student may result in the revocation of the parking permit.
i. Middle school students are not permitted to operate motorized vehicles on campus.

3. Bicycles and scooters - Persons riding bicycles or scooters on a roadway have the same rights and duties as drivers of motorized vehicles. Riders must know and obey the scooter laws and/or know and obey the bicycle laws. All students must comply with the helmet law.

4. Bus Procedures - Instructions for Students Riding the Bus:
   - Students are expected to obey the bus driver's instructions at all times since he/she is in full charge of the bus.
   - When waiting to board the bus, students are to stand at least 10 feet off the roadway until the bus stops. Also, when boarding or departing the bus, students are to walk 10 feet in front of the bus and wait for the driver's signal before crossing the road.
   - Students must board and leave the bus at their regular stop location. No exceptions will be made unless by written permission from the administration.
   - Students must be on time. The bus will not wait for those who are tardy. Students should be at the bus stop five minutes before the scheduled time. In case of a bus breakdown, students must wait at the bus stop for one hour for a substitute bus to arrive before an excused tardy for being late to school is issued.
   - The driver will assign student seats. Students are to sit facing forward with feet out of the aisle. Students are to remain in their seats while the bus is in motion. The aisle must be clear of feet, books and jackets. The driver must have an unobstructed view of the back door.
   - Students are to keep arms and heads inside windows. No object is to be thrown at the bus, in the bus or out of the windows of the bus.
   - Students are to make no unnecessary conversation with the bus driver since the driver must have his/her full concentration on driving the bus. Students are to remain quiet. Outside of ordinary conversation, students are to maintain classroom conduct. Students shall not use any abusive or profane language to other students, the driver or pedestrians.
   - Students will refrain from pushing, tripping, shoving and fighting while boarding, riding and leaving the bus.
   - Students are to be absolutely silent when the bus stops at all railroad crossings. Burning the dome lights is the driver's signal for absolute silence.

- No eating, drinking, use of drugs/snuff/chewing tobacco, smoking, vaping or possession of a weapon will be allowed at any time on the bus.
- Animals (dead or alive), glass containers, sharp objects, balls, ball bats, racquets, marbles, cutting instruments, toys, radios, tape players, CD players, games, novelty/trading cards, batons, drumsticks, toothpicks, balloons, lighters, matches, or any items of this nature are not allowed on the bus.
- Large objects, including band instruments which cannot be held on the lap or which interfere with the seating and safely of others, will not be permitted on the bus.
- Students in Exceptional Student Education must comply with all of above. As required by law, parent(s)/guardian(s) of exceptional students must be available to assist the student in boarding and departing at the approved bus stops, and they must provide necessary emergency information to the Transportation Department.

Violation of any of the above rules will be reported by the driver to the principal who has the authority to suspend a student temporarily or permanently from riding the bus. Riding the bus is a privilege. Parent(s)/guardian(s) have the responsibility to ensure that suspended students will not appear at the bus stop.

Pledge

In accordance with Florida Statute §1003.44, a student has the right not to participate in reciting the pledge. Upon written request by his or her parent, the student must be excused from reciting the pledge, including standing and placing the right hand over his or her heart.

APPENDIX A
(Course Progression Charts)

Middle Grades Course Progression

Course	Level	Grade 6	Grade 7	Grade 8
English Language Arts	(Level 1-2)	MJ Language Arts 1 (1001010) + M/J Intensive Reading (1000010)	M/J Language Arts 2 (1001040) + M/J Intensive Reading (1000012)	M/J Language Arts 3 (1001070) + M/J Intensive Reading (1000014)
	(Level 3-5)	M/J Language Arts 1 1001010) or M/J Language Arts 1 Adv (1001020)	M/J Language Arts 2 (1001040) Or M/J Language Arts 2 Adv (1001050)	M/J Language Arts 3 Adv (1001080) or English 1 (1001310) or Pre-AP English 1 (1001415)
Mathematics	(Level 1)	MJ Math Course 1 (1205010) + Intensive Math (1204000)	MJ Math Course 2 (1205040) + Intensive Math (1204000)	MJ Pre-Algebra (1205070) + Intensive Math (1204000)
	(Level 2)	MJ Math Course 1 (1205010)	MJ Math Course 2 (1205040)	MJ Pre-Algebra(1205070)
	(Level 3-5)	MJ Math Course 1 Adv (1205020)	MJ Math Course 2 Adv (1205050)	‡‡Algebra 1 (1200310)* or Pre-AP Algebra 1 (1200386)* or MJ Pre-Algebra(1205070) ***Level 3 EOC score required for standard diploma and EOC counts 30% of final grade***
Science	(Level 1-3)	Comprehensive Science 1 (2002040)	Comprehensive Science 2 (2002070)	Comprehensive Science 3 (2002100)
	(Level 4-5)	Comprehensive Science 1 Adv (2002050)	Comprehensive Science 2 Adv (2002080)	Comprehensive Science 3 Adv (2002110)
Social Studies	(Level 1-3)	U.S. History (2100010) Or U.S. History and Career Planning (2100015)	Civics (2106010) or Civics and Career Planning (2106016)* ***EOC counts 30% of final grade***	World History and Career Plan (2109015)

	(Level 4-5)	U.S. History Adv (2100020) Or U.S. History and Career Planning Adv (210005)	Civics Adv (2106020) or Civics and Career Planning Adv (2106026)* ***EOC counts 30% of final grade***	M/J World History Adv and Career Plan (2109020) Or Pre-AP World History and Geography (2109415)

If a school offers Pre-AP World History and Geography, MYP IB or AICE Social Studies courses in 8th grade, the school must adopt US History and Career Planning or Civics and Career Planning to meet promotion requirements.

High School Course Progression Matrix

English Language Arts and Mathematics

Course	Grade Level	Transitional Level 1-2	On Grade Level 3	Above Level 4-5	IB Level 4-5	AICE
English Language Arts	**Grade 9**	English I / (1001310) & Intensive Reading	English I / (1001310) or Pre-AP English I / (1001415)	English 1 (H) / (1001320) or English II (H) / (1001350) or Pre-AP English I / (1001415)	English 1 (H) / (1001320H) or Pre-IB English 2 / (1001810)	English 1 (H) / (1001320H) or AS General Paper / (1009360)
	Grade 10	English II / (1001340) & Intensive Reading	English II / (1001340) or English II (H) / (1001350)	English II (H) / (1001350) or English III (H) / 1001380	Pre-IB English 2 / (1001810) or English 3 (H) / (1001380) or AP LA & Comp.(1001420)	English II (H) / (1001350) or AS English Language / (1001550)
	Grade 11	AS General Paper / (1009360)	AS General Paper / (1009360) or ENC1101/ENC1102	AP LA & Comp.(1001420) or ENC1101/ENC1102 (2cr) or AS General Paper / (1009360)	IB English 3 / (1001820)	AS English Literature / (1005370)
	Grade 12	English IV / (1001400)	English IV / (1001400) or ENC1101/ENC1102 (2cr)	AP LA & Comp.(1001420) 0r ENL2011/ENL2012 (2cr)	IB English 4 / (1001830)	AS English Language and Literature / (1001535)
== Mathematics	**Grade 9**	Algebra 1A / (1200370) 1 credit &	*Algebra 1 or (H) (1200310/1200320) Or	Geometry or (H) (1206310/1206320)	Geometry (H) / (12063i0) Or Algebra II (H) / (1200340)	Geometry (H) / (12063i0) Or

		*Algebra 1B / (1200380) 1 credit	Pre-AP Algebra 1 (1200386)*			Algebra II (H) / (1200340)
	Grade 10	Geometry / (1206310)	Geometry or (H) / (1206310/1206320)	Algebra II or (H) / (1200330/1200340)	Algebra II (H) / (1200340) or IB Pre-Calculus / (1202375)	Algebra II (H) / (1200340) or Pre-Calc / (1202340)
	Grade 11	Algebra II or (H) / (1200330/1200340) or Mathematics for Data and Financial Literacy (1200384)	Algebra II or (H) / (1200330/1200340) or Mathematics for Data and Financial Literacy (1200384)	Pre-Calc / (1202340) or MAC 1105/1147 (2cr)	IB Math Studies / (1209800) or IB Pre-Calculus / (1202375) Or IB Calc & Descr Stats / (1202810)	Pre-Calc / (1202340) Or AP Calculus AB / (1202310)
	Grade 12	Algebra II or (H) / (1200330/1200340) or Mathematics for Data and Financial Literacy (1200384) or Mathematics for College Liberal Arts (1207350)	Pre-Calc / (1202340) or Mathematics for Data and Financial Literacy (1200384) Or Mathematics for College Liberal Arts (1207350) or MAC 1105/1147 (2cr)	AP Calculus AB / (1202310) or STA2023	IB Stats & Intro Diff Calc (1210310) Or IB Calc & Descr Stats / (1202810) Or AP Calculus AB / (1202310)	AP Calculus AB / (1202310) Or AP Calculus BC / (1202320)

**** Level 3 EOC score required for standard diploma and EOC counts 30% of final grade***

Algebra 1A and Algebra 1B are equivalent to 2 credits for high school graduation. However, both courses count as 1 credit for admission to the SUS

Certain Industry Certifications may be applied toward mathematics credit requirements (excluding Algebra 1 and Geometry)

High School Course Progression Matrix

Science and Social Studies

Course	Grade Level	Transitional Level 1-2 Science FCAT	On Grade Level 3	Above Level 4-5	IB Level 4-5	AICE
Science	**Grade 9**	Env. Science (2001340) (Grade 9 students only)	Biology (2000310)	Biology or (H) (2000310/2000320)	Biology 1 (H) (2000320H)	Biology (H) / (2000320)
	Grade 10	Biology (2000310)	Physical Science (2003310)	Chemistry I or (H) (2003340 / 2003350)	Chemistry 1 (H) (2003340 / 2003350)	AS Marine Science / (2002515)
	Grade 11	Physical Science (2003310) or Marine Science (2002500) or Earth Space Science (2001310)	Marine Science (2002500) or Earth Space Science (2001310)	Physics I or (H) /(2003380/2003390) or AP Env. Science (2001380) or +AP Biology 2000340 or BSC2010/BSC2011	AP Biology (2000340)	AS Environmental Management / (2001381)
	Grade 12			CHM 2045 Or PHY1053	Biology 2 IB / (2000810) or Biology 3 IB / (2000820) or Env. Systems 2 IB / (2001375) or Sports & Ex Science 2 IB (2001830) or Chemistry 2 IB (2003810)	
Social Studies	**Grade 9**					World History (H) / (2109320)
	Grade 10	World History (2109310)	World History or (H) (2109310/2109320) or Pre-AP World History and Geography (2109415)	AP World History (2109420)	AP World History (2109420) Or AP European History (2109380)	AS European History / (2109371)

	Grade 11	U.S. History (2100310)	U.S. History or (H) (2100310/2100320) or AP U.S. History (2100330)	AP U.S. History (2100330) or *AMH2010/AMH2020	AP U.S. History (2100330)	AS US History / (2100500)
	Grade 12	U.S. Government (2106310) Econonomics (2102310)	U.S. Government or (H) (2106310/2106320) and Economics or (H) (2102310/2102320)	AP U.S. Gov and Politics (2106420) AP Microeconomics (2102360) or AP Macroeconomics 2102370 or AP Psychology 2107350 or AP Comparative Gov/Pol 2106430 DE Psychology PSY1012 or DE Sociology SYG2000	Cont. History 1 IB (2109800) or Cont. History 2 IB (2109805) or Soc & Cult Anthropology 2 IB (2101810) or Environmental Systems 2 IB (2001375)	

APPENDIX B
(Sample Programs of Study)
For a full list of all programs of study, go to the district website

Career Cluster:	**Visual and Performing Arts**	**Program:**	**Theatre**
Career Cluster Pathway:	**Acting**	**Industry Certification:**	**N/A**

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	16 CORE CURRICULUM CREDITS				8 ADDITIONAL CREDITS		
	ENGLISH 4 credits	**MATH** 4 credits	**SCIENCE** 3 credits, 2 with lab	**SOCIAL STUDIES** 3 credits	**OTHER REQUIRED COURSES** FINE ARTS (1 credit), PHYSICAL EDUCATION (1 credit),	**VISUAL and PERFORMING ARTS COURSES**	**RECOMMENDED ELECTIVES** (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)
HIGH SCHOOL (NCTHS)	**Diploma Options: (1) 24 Credit (2) 18 Credit ACCEL (3) Advanced International Certificate of Education (4) International Baccalaureate** • **Students are encouraged to begin planning for careers and post secondary options by exploring resources at mycareershines.org.** • **Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements.** • **Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program**						
9th	English 1	*Algebra 1	Biology		HOPE (meets PE requirement)	Acting 1	World Language
10th	*English 2	Geometry	Physical Science	World History		Acting 2	World Language
11th	English 3	Algebra 2	Chemistry or Physics or Equally Rigorous Course	US History	Fine Arts – May take an additional Theatre course such as Technical Theatre Design & Production 1 or Musical Theatre 1	Acting 3	
12th	4th year English	4th year Math		US Government and Economics with Financial Literacy		# Acting 4	

Post-Secondary	**Based on the Career Cluster of interest and identified career and technical education program, the following is a sample of postsecondary options available.**		
	2-Year Professional Certificate PROGRAM(S)	**COMMUNITY COLLEGE PROGRAM(S)**	**UNIVERSITY PROGRAM(S)**
	American Musical and Dramatic Academy (AMDA - NY)	A.S. in Acting (FL School of the Arts) A.A. Pre-Major in Theatre (Valencia College)	B.A. in Theatre Arts or Theatre/Education B.F.A. in Acting or Theatre Performance (UF, UCF, FSU, and others)
CAREER	**Sample Career Specialties**		
	Actor (Theatre, film, television, industrials, theme park, voice-over artist, etc.)	K-12 Theatre Teacher College Theatre Professor Theatre Company/Performing Arts Center Education Director/Instructor	Other professions that often encourage study in acting: Psychologist/Counselor, Lawyer, Minister/Clergy, Broadcaster
CREDIT	**Extension and Dual Enrollment Opportunities**		
	Dual Enrollment Survey of Drama 1 & 2 through PHSC	Students in the Theatre program may take additional theatre courses to supplement their career cluster pathway as openings in their schedules permit	Available courses: Acting 1, 2, 3, 4 Honors, Technical Theatre Design & Production 1, 2, 3, 4 Honors, Musical Theatre 1, 2, 3, Theatrical Directing & Stage Mgmt.

=Level 3 Requirements** **#=Honors Weight** **♦=Science Equivalent *Course **@= Course Substitution** **PA= Fine/Performing Arts Credit**

Performing Arts Student Association: International Thespian Honor Society

Extra Curricular Experience Recommendations: Participation in Shark Theatre productions, Thespian Honor Society Festivals/Competition

Program of Study Graduation Requirements: http://www.fldoe.org/academics/graduation-requirements

Career Cluster:	**Engineering & Technology Education**	**CTE Program:**	Production Technology (8604000)
Career Cluster Pathway:	**Engineering & Technology Career Path (SCPA)**	**Industry Certification:**	Secondary: MSSC Certified Production Technician Post-Secondary: **NIMS Machining Level 1**

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	14 CORE CURRICULUM CREDITS				10 ADDITIONAL CREDITS		
	ENGLISH 4 credits	**MATH** 4 credits	**SCIENCE** 3 credits, 2 with lab	**SOCIAL STUDIES** 3 credits	**OTHER REQUIRED COURSES** FINE ARTS (1 credit), PHYSICAL EDUCATION (1 credit),	**CAREER AND TECHNICAL EDUCATION COURSES**	**RECOMMENDED ELECTIVES** (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)
HIGH SCHOOL (CHS, HHS)	**Diploma Options: (1) 24 Credit (2) 18 Credit ACCEL (3) Advanced International Certificate of Education (4) International Baccalaureate** • **Students are encouraged to begin planning for careers and post secondary options by exploring resources at mycareershines.org.** • **Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements.** • **Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program**						
9th	English 1	*Algebra 1	Biology		HOPE (meets PE requirement)	Production Technology 1 (PA)	World Language
10th	*English 2	Geometry	Physical Science	World History	Practical/Fine Arts	Production Technology 2 (PA)	World Language
11th	English 3	Algebra 2	Chemistry or Physics or Equally Rigorous Course	US History		Production Technology 2 (PA)	
12th	4th year English	4th year Math		US Government and Economics with Financial Literacy			

Post-Secondary	**Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.**		
	TECHNICAL CENTER PROGRAM(S)	**COMMUNITY COLLEGE PROGRAM(S)**	**UNIVERSITY PROGRAM(S)**
	Automation & Production Technology at SunCoast Technical Education Center	A.S. Engineering Technology at HCC A.S. Engineering Technology at SPC A.S. Engineering Technology at PHSC	BS in Industrial Management at USF BS in Industrial Engineering at UCF
CAREER	**Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)**		
	Production Worker Team Assemblers	Engineering Technician Machinist Manufacturing Production Technician	Engineer
CREDIT	**Articulation and CTE Dual Enrollment Opportunities**		
	Secondary to Technical Center (PSAV)	**Secondary to College Credit Certificate or Degree** Students earning the MSSCN001 Industry Certification are guaranteed 15 credits in the Engineering Technology AS/AAS	**PSAV/PSV to AAS or AS/BS/BAS** Three (3) college credit hours to the AAS/AS Degree in Manufacturing Technology.

***= Level 3 Requirements** **#=Honors Weight** **♦=Science Equivalency** **@= Course Substitution** **PA= Fine/Performing Arts Credit**

Career and Technical Student Association: Skills USA

Internship/Work Experience Recommendations:

Program of Study Graduation Requirements: http://www.fldoe.org/academics/graduation-requirements

Career Cluster:	**Health Science**	**CTE Program:**	**Allied Health Assisting**
Career Cluster Pathway:	**Support Services**	**Industry Certification:**	**Certified Medical Administrative Assistant, Certified Nursing Assistant**

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Learn it. Love it. Live it.

	14 CORE CURRICULUM CREDITS				10 ADDITIONAL CREDITS		
	ENGLISH 4 credits	**MATH** 4 credits	**SCIENCE** 3 credits, 2 with lab	**SOCIAL STUDIES** 3 credits	**OTHER REQUIRED COURSES** FINE ARTS (1 credit), PHYSICAL EDUCATION (1 credit),	**CAREER AND TECHNICAL EDUCATION COURSES**	**RECOMMENDED ELECTIVES** (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)
HIGH SCHOOL (CHS, HHS)	**Diploma Options: (1) 24 Credit (2) 18 Credit ACCEL (3) Advanced International Certificate of Education (4) International Baccalaureate** • **Students are encouraged to begin planning for careers and post secondary options by exploring resources at mycareershines.org.** • **Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements.** • **Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program**						
9th	English 1	*Algebra 1	Biology		HOPE (meets PE requirement)		World Language
10th	*English 2	Geometry	Physical Science	World History	Practical/Fine Arts		World Language
11th	English 3	Algebra 2	Chemistry or Physics or Equally Rigorous Course	US History		Health Science 1or Anatomy & Physiology	
12th	4th year English	4th year Math		US Government and Economics with Financial Literacy		Health Science 2, Allied Health 3 and Health Science Directed Study	

Post-Secondary	**Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.**		
	TECHNICAL CENTER PROGRAM(S)	**COMMUNITY COLLEGE PROGRAM(S)**	**UNIVERSITY PROGRAM(S)**
	Certified Nursing Assistant, Practical, Surgical Technician, EMS, Paramedics, Medical Technician Programs	Various Health Science Programs including LPN, RN Radiology Technician, Ultrasound Technician	BS in Registered Nursing, Pre-Med, Pre-Pharmacy, Nurse Practitioner,
CAREER	**Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)**		
	Certified Nursing Assistant, Patient Care Assistant, Practical Nurse	Nursing RN, Emergency Medical technician, Medical Administrative Assistant, Health Unit Coordinator, Medical Coder	Registered Nurse, Nurse Practitioner, Respiratory Therapist, Physical Therapist
CREDIT	**Articulation and CTE Dual Enrollment Opportunities**		

***= Level 3 Requirements** **#=Honors Weight** **♦=Science Equivalency** **@= Course Substitution** **PA= Fine/Performing Arts Credit**

Career and Technical Student Association: HOSA Future Health Professionals

Internship/Work Experience Recommendations: Clinical experience required as part of program

Program of Study Graduation Requirements: http://www.fldoe.org/academics/graduation-requirements

APPENDIX C
(Intervention Plans)

Individual Student Plans

Plan Element	Progress Monitoring Plan	Individual Education Plan (IEP)	Section 504 Plan	English Language Learners Plan
Authority	Section 1008.25(4), F.S.	Individuals with Disabilities Education Act and Rule 6A-6.03028, FAC	Section 504 of the Rehabilitation Act of 1973	Consent Decree, *LULAC et. al. v. State Board of Education* (1990)
Purpose	To assist the student in meeting state and district expectations for proficiency for promotion in ELA, mathematics, social studies, and science	To address the unique educational needs of a student with a disability, including their level of English proficiency to ensure a free and appropriate public education	To provide students with disabilities equal opportunity to benefit from educational programs, services, or activities as is provided their nondisabled peers	To ensure the provision of appropriate services to students with limited English proficiency and to monitor the progress made by such students
Target Audience/Student Eligibility	Students who do not meet specific levels of performance as determined by the district School Board ELA, mathematics, social studies, and science for each grade level, or who do not meet specific levels of performance on statewide assessments at selected grade levels	Students who meet the eligibility requirements under IDEA and State Board of Education Rules must have an IEP developed and implemented.	Students with a current physical or mental impairment which substantially limits one or more major life activities	Students identified through a home language survey and oral/aural and reading/writing (3-12) assessments to be limited English proficient
Goals	Identification of the desired level of performance in area(s) of deficiency. Level 3 on FSA, SRI grade level proficiency and below designated cut points on iReady.	Identification of measurable annual goals to address the student's priority educational needs and how the disability affects progress in the general education curriculum	Determination of necessary accommodations based on the individual needs of the student	Progress toward the acquisition and proficiency of the English language
Method	Diagnostic assessments may include: teacher and common district assessments, placement test, and diagnostic software results	Diagnostic assessments may include: teacher and common district assessments, placement test, and diagnostic software results	There are no specific requirements for the content of a Section 504 plan; the plan identifies the services or accommodations to be provided to the eligible student.	ACCESS for ELLs, diagnostic assessments may include: teacher and common district assessments, placement test, and diagnostic software results

Plan Element	Progress Monitoring Plan	Individual Education Plan (IEP)	Section 504 Plan	English Language Learners Plan
Monitoring	The how, when, how often, by whom, how long academic support instruction is to be provided, and the reevaluation activities to be employed	The how, when, how often, by whom, how long academic support instruction is to be provided, and the reevaluation activities to be employed	The how, when, how often, by whom, how long academic support instruction is to be provided, and the reevaluation activities to be employed	The how, when, how often, by whom, how long academic support instruction is to be provided, and the reevaluation activities to be employed
Parent Involvement	The school must collaborate with the parent of any student involved in the school-wide PMP through MTSS process.	Parents are integral members of the student's IEP team; documentation is required demonstrating that the parent was afforded the opportunity to participate.	Best practice dictates that they have involvement in the evaluation and placement process.	Parent involvement shall be promoted by the establishment of Parent Leadership Councils at the school or district level in addition to the training and promotion of parents of ELL students on other advisory councils in the district.
Service Delivery	Re-teaching by the classroom teacher, extra time programs, academic support programs, course/credit recovery Level 1 (intensive ELA and mathematics classroom) Level 2 (core academic classroom)	Identification and delivery of special education and related services, accommodations, and/or modifications	Individualized based on the student's required accommodations and/or modifications	Intensive English language instruction and instruction in basic subject that are comprehensible and equal to that provided to English proficient students in scope, sequence, etc.
Other Requirements	District school boards shall assist schools and teachers to implement research-based activities that have been shown to be successful in teaching low-performing students. academic support instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.	An IEP may suffice for the PMP process.	Students eligible for a Section 504 plan may also participate in the school-wide PMP process if they are experiencing academic difficulties.	The ELL Student plan may be combined with an IEP. The ELL or Student plan may be included in or attached to an existing student's plan, e. g., IEP, or may be a separate document for a given student or students.

APPENDIX D

NOTICE OF USE OF SOCIAL SECURITY NUMBERS

Please Read the information below.

The School District of Hernando County may collect, use or release social security numbers (SSN) of students and/or parents for the following purposes, which are noted as either required or authorized by law to be collected. The collection of social security numbers is either specifically authorized by law or imperative for the performance of the District's duties and responsibilities as prescribed by law [Florida Statute §119.071(5)(a)2-3].

- **Student registration and student identification numbers [**Required to request by §1008.386 and §119.071(5)(a)6, F.S. However, §1008.386 notes as an exception, "However, a student is not required to provide his or her social security number as a condition for enrollment or graduation."]
- **Registration in an adult education program** [Required by 6A-10.0381, Florida Administrative Code (F.A.C.) if available and/or student identifier, as required by §119.071(5)(a)6, F.S.]
- **Tracking of adult students enrolled in a postsecondary program.** [Required by 6A-1.0955(3)(e), F.A.C., and by §119.071(5)(a)6, F.S.]
- **Criminal history, Level 1 and level 2 background checks / Identifiers for processing fingerprints by Department of Law Enforcement / Registration information regarding sexual predators and sexual offenders authorized by §943.04351, F.S., if SSN is available.** [Required by 11C-6.003, F.A.C., and §119.071(5)(a)2 and 6, F.S.]
- **Reports on students required to be submitted to Florida DOE** [Authorized by §119.071(5)(a)2 and 6, F.S.]
- **Tort claims and tort notices of claim against the School Board** [Required by §768.28(6) and §119.071(5)(a)6, F.S.]
- **Use of motor vehicle information from the Department of Motor Vehicles for the District to carry out its functions and to verify the accuracy of information submitted by agent or employee to District, including to prevent fraud, in connection with insurance investigations, and to verify a commercial driver's license.** [Authorized by federal law 18 U.S.C. 2721 et seq. and §119.071(5)(a)6, F.S.]
- **Information received from Florida DOE to locate missing Florida School Children.** [Required by 6A-6.083, F.A.C., and §119.071(5)(a)6, F.S.]
- **National School Lunch Act application verification process / Eligibility for Free and Reduced Price Meals and Free Milk in Schools.** [Required of the adult, if the person has a number, by federal law 42 U.S.C. 1751 et seq. and federal regulations 7 C.F.R. 245.2 and .3, and §119.071(5)(a)6, F.S.]
- **Reports from Department of Motor Vehicles of each student whose driver's license is suspended for excessive unexcused absences and reports to Department of non-enrollment or non-attendance upon the part of a student who is required to attend some school** [Required by §322.091(5), §1003.27, and §119.071(5)(a)6, F.S.]
- **Written verification from employer for vocational education, student follow up** [Required by 6A-10.0341, F.A.C., and §119.071(5)(a)6, F.S.]
- **Child abuse report to Department of Children and Families (DCF), of student victim and subjects of report** [Required by 65C- 29.002, F.A.C., and §119.071(5)(a)6, F.S.]
- **Identification of blood donors** [Authorized by federal law 42 U.S.C. 405(c)(2)(D)(i)]
- **The disclosure of the SSN is expressly required by federal or state law or a court order.** [Required by §119.071(5)(a)6, F.S.]
- **Collection and/or disclosure are imperative or necessary for the performance of the District's duties and responsibilities as prescribed by law, including but not limited for password identification to the District's network.** [Authorized by §119.071(5)(a)6, F.S., and required by §119.071(5)(a)2, F.S.]
- **The individual expressly consents in writing to the disclosure of his or her SSN.** [Authorized by §119.071(5)(a)6, F.S.]
- **The disclosure of the SSN is made to prevent and combat terrorism to comply with the USA Patriot Act of 2001, Public Law 107-56, or Presidential Executive Order No. 13,224.** [Required by §119.071(5)(a)6, F.S.]
- **The disclosure of the SSN is made to a commercial entity for the permissible uses set forth in the federal Driver's Privacy Protection Act of 1994, 18 U.S.C. 2721 et seq.; the Fair Credit Reporting Act, 15 U.S.C. 1681 et seq.; or the Financial Services Modernization Act of 1999, 15 U.S.C. 6801 et seq., provided that the authorized commercial entity complies with the requirements of §119.071(5), F.S.** [Authorized by §119.071(5)(a)6, F.S.]
- **Income for Medicaid eligibility, determine the amount of medical assistance payments, process Medicaid billing, and provide program follow-up [Required by federal regulation 42 C.F.R. 435.910, unless student applicant for Medicaid refuses** to obtain a SSN, based on well-established religious objections]

APPENDIX E
STUDENT RECORDS

FERPA (Family Education Rights & Privacy Act) is a Federal law that is administered by the Family Policy compliance Office in the US Department of Education. This law gives parents [and students over eighteen (18) years of age] certain rights concerning student school records.

Annual Notice about Your Rights Concerning Student Records: Parent(s)/ guardian(s) have the right to inspect and review all records and data related to their child who is under 18 years of age or over 18 years of age if claimed as a dependent under IRS rules. This includes print, computer media, microfilm, and microfiche records. This may be done by contacting the school administration for an appointment. All requests will be granted within a reasonable period of time, not to exceed 30 days. Students 18 years of age and older have the right to inspect and review their records by following the same procedure outlined above.

Parent(s)/guardian(s) have an opportunity to challenge the content of their child's record, to ensure that it is not inaccurate, misleading, or otherwise in violation of privacy. Parent(s)/guardian(s) of students over eighteen (18) years of age claimed as a dependent under IRS rules and students over eighteen (18) years of age not claimed as a dependent are provided the opportunity to correct or delete inaccurate, misleading, or inappropriate data by first requesting a meeting with the school administration or department responsible for developing that information. If the school administration or department responsible for developing the information agrees that it needs to be corrected, then it is done, and only a notation that the record has been corrected or deleted is placed in the file. If an agreement is not reached at this level, then the parent(s)/guardian(s) or student over the age of 18 years if not claimed as a dependent, has the right to request a formal hearing under School Board Policy.

You have the right to let other people see your school records; however, the law allows some people to see your records without your consent. Exemptions to consent for disclosure:

i. School Board members, as part of an expulsion proceeding.
ii. School district employee or adult volunteer may see records if he or she needs information in the record in order to do his or her job as an employee or volunteer.
iii. Another educational institution even after a student has already enrolled or transferred if the purpose is related to the student's enrollment or transfer.
iv. Schools or institutions of post-secondary education to which a student seeks or intends to enroll.
v. Federal, state, and local authorities involved in an audit or evaluation of compliance with educational program requirements
vi. Financial aid institution, such as college loan personnel.
vii. Accrediting organizations.
viii. Persons who comply with lawfully issued orders or subpoenas.
ix. Persons who deal with health or safety emergencies.
x. State or local officials in connection with serving the student's under juvenile justice systems in the accordance with an interagency agreement or cooperative agreement as mandate by section Florida Statute §1003.52.

Some of the information in your child's school record is not confidential and may be released without your consent. This information is defined as "Directory Information". The primary purpose of directory information is to allow the District to include this type of information from your child's educational records in certain school publications.

Examples include: Yearbook, honor roll, graduation reports, sport publications, etc. The following records/reports are designated as Directory Information.

1. Student's name
2. Date of Birth
3. Dates of attendance
4. Address
5. Telephone number, if not unlisted or Restricted per state statute
6. Major field of study
7. Degrees, honors, and awards received
8. Most recent previous educational institution attended
9. Height & weight of members of athletic teams
10. Participation in recognized sports/activities

If you do not want directory information released, you must notify the school administration in writing specifying what types of directory information you do not want released. The written notice to the school administration must be received no later than September 15, of each school year, or within 30 days of receiving this notice, if you enroll after the school year has begun. Military recruiters and institutions of higher education are entitled, under federal law, to a list of names, addresses, and telephone numbers of high school students, unless you object to such release. The Superintendent also authorizes

release of this information to companies that manufacture class rings and publish yearbooks. You must notify your child's school administration in writing, if you do not wish this information released without your consent. Both parents have a right to see their child's record unless there is a certified copy of an order on file at the school that specifically denies the right of access to school records. Copies of school records are available for a minimum copying charge.

You have the right to inspect, upon request, any instructional material used as part of the educational curriculum. This does not include academic tests/assessments.

You have the right to opt out of any physical examination or screening that is invasive in nature – any medical examination that involve exposure of private body parts, or any acts during examination that include incision, insertion, or injection into the body, but do not include a hearing , vision, scoliosis screening, or head lice exams.

"Note: The School District may permit School Resource Officers (SRO) to view live feed of School District risk-management surveillance videos (bus or schools) or playback of such videos. A subpoena is required if the officer requests a copy of the video."

APPENDIX F

SURVEYS

Students are not required to participate in any survey that concerns one or more of the following protected areas without prior written consent:

1. Political affiliations or beliefs of the student or the student's parents
2. Mental and psychological problems of the student or the student's family
3. Sexual behavior or attitudes
4. Illegal, antisocial, self-incriminating, or demeaning behavior
5. Critical appraisals of other individuals with whom the respondent has close family relationships
6. Legally recognized privileged relationships, such as those of lawyers, physicians, and ministers
7. Religious practices, affiliations, or beliefs of the student or the student's parent
8. Income (other than required by law to determine program eligibility)

Parents have the right to inspect any survey before it is administered or distributed by contacting the school and making an appointment during regular school hours.

You have the right to file a complaint with the U.S. Department of Education concerning alleged failure by the District to comply with the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA). The address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue S.W. Washington, D.C. 20202-5920

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

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. 26-3692 6/9/2026

Title and Board Action Requested
Review and Tentative Approval of the 2026-27 Staff Handbook Changes that Support the Ongoing Operational Needs of the District.

Executive Summary
The Director of Human Resources, on behalf of the Superintendent of Schools, hereby requests the Board review and tentatively approve the revisions to the 2026-27 Staff Handbook. These changes support the ongoing operational needs of the District. A copy of the revised Staff Handbook is attached for reference and changes are indicated by the "strike through" and colored text. A summary of changes has been added for a quick reference.

My Contact
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Coordinator of Human Resources
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becker_r@hcsb.k12.fl.us

Alexis Brown
Director of Human Resources
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brown_a1@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 2: Talent Management

Financial Impact
The cost for this agenda item is $0, see attached budget sheet. The cost for the previous fiscal year was $0.

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.

Summary of Changes to Staff Handbook 2026-27 as outlined in the strikethrough document. Minor wording, syntax, format and/or typo changes are not included. (Please note these page numbers correspond to the Master Strike version).

Page 19 – Clarification to Americans with Disabilities Act procedures.

Page 19 – Clarification to Athletics/Academics procedures.

Page 24 – Addition of the Electronic Communications expectations and procedures.

Page 24 – Removal of the Email expectations and procedures.

Page 26 – Update to Computer and Online Software, Resources and Applications procedures.

Page 28 – Clarification to the Dress expectations and procedures.

Page 30 – Clarification to the Evaluation Assessment procedures.

Page 30 – Clarification to the Hours expectations and procedures.

Page 31 – Clarification to the Human Resources – Frequently Asked Questions.

Page 41 – Update to Sick Leave Donation Frequently Asked Questions.

Page 42 – Clarification to Payroll Information.

Page 47 – Update to Reappointments and Employment Contracts procedures.

Page 47 – Update to Resignations procedures.

Page 47 – Update to Safe Driver Plan procedures.

Page 48 – Update to Electronic Surveillance Devices procedures.

Page 48 - Update to Doors and Gates procedures.

Page 55 – Update to Volunteers Level I and Level II (A+)/Sponsors procedures.

Page 55 – Update to Weapons/Firearms procedures.

Page 63 – Update to Retirement procedures.

Page 65 – Update to Workers' Compensation procedures.

Page 68 – Update to Attendance procedures.

Page 69 – Update to Clinic procedures.

Page 69 – Update to Clinic/School Nurse Personnel responsibilities.

Page 74 – Update to Instruction procedures.

Page 75 – Update to Receiving Textbooks procedures.

Page 76 – Update to Classroom Libraries procedures.

Page 77 – Update to Electronic Media procedures.

Page 81 – Update to Student Conduct policies.

The School District of Hernando County Florida

2026~~5~~-2027~~6~~
Staff Handbook

Vision: To inspire and support the pursuit of individual greatness.

Mission: 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.

SUPERINTENDENT
Ray Pinder

SCHOOL BOARD MEMBERS
Kayce Hawkins~~Shannon Rodriguez~~, Chairperson
Shannon Rodriguez~~Mark Johnson~~, Vice Chairperson
Michelle Bonczek, Board Member
Susan Duval, Board Member
Mark Johnson~~Kayce Hawkins~~, Board Member

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Staff Handbook

Section 1: Opening

Welcome

Hernando School District Strategic Plan

Education Standards Commission

Nondiscrimination Statement

Workplace Harassment of Employees

Drug-Free Workplace

Important Numbers

Additional District Information

Welcome to the School District of Hernando County

It is our pleasure to welcome you to the Hernando County School District. We believe we are successful every day we can offer our students the fullest opportunities to learn and experience greatness. This includes everything from appropriate and rigorous curriculum to clean and sanitary facilities, to timely, efficient, and safe transportation.

We value every member of our team for the vital roles they play in this process and recognize that a collective effort is essential to our success. You will experience from those around you the team attitude and hard work that motivate us toward better educational opportunities for our students. It is our hope that your efforts as a member of this team will effectively and efficiently contribute to the mission.

GUIDING PRINCIPLES:

We believe:

- Education is the foundation for a better future.
- Family and community involvement are critical to a high-quality educational system.
- Diverse individuals, ideas, talents, and learning styles strengthen our communities.
- All stakeholders share in the responsibility and decision-making as part of supporting student success and school improvement.
- Individuals and organizations are accountable for their behaviors and actions.
- Commitment to teaching methodologies that foster student engagement, critical thinking, and content mastery will prepare all students to graduate ready for work and postsecondary education.
- Shared purpose, collaboration, commitment to continuous improvement, and an innovative spirit are essential in effective teaching cultures.
- Safe, caring environments are essential for learning and the well-being of all students.
- High expectations and recognition empower individuals and lead to improved performance.
- Aligned expectations and policies that reflect best business practices are essential for success.

This handbook is intended as an overview of the District's policies and procedures. It is not a contract and is not intended to be. As a school board employee, it is important that you become acquainted with the policies, procedures and benefits contained within this manual that will contribute to your success. Please read through it. You are expected to know and adhere to the information and regulations it contains. Administrative efficiency and effective public relations require that all staff members conform to the information and regulations. If any policy or regulation needs clarification, please consult your supervisor at once.

Answers to many questions are in this handbook, as well as information which will make your work easier. All departments should create Standard Operating Procedures (SOPs) to direct the work associated with the information outlined in the Staff Handbook and School Board Policies.

This Staff Handbook shall be deemed amended to comply with all laws, all lawful rules of the State Board of Education, all lawful rules and actions of the School Board, and all terms of any applicable ratified collective bargaining agreement. In the event an actual or perceived conflict arises between the language contained in it and the terms and conditions of employment set forth in the respective collective bargaining agreement(s), the language in the bargaining agreement shall prevail. All policies, collective bargaining agreements, board member and board meeting information for the Hernando County School District is available for review at www.hernandoschools.org. Again we wish you much success in Hernando County.

HERNANDO COUNTY SCHOOLS Strategic Plan: 2023 – 2028
To inspire and support the pursuit of individual greatness.

Key Priorities 2023 - 2028

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.

- Meet or exceed the state average of students scoring proficient.
- Meet or exceed the state average of students making learning gains.
- Meet or exceed the state average of students in the lowest quartile making learning gains on Florida Assessment of Student Thinking in English Language Arts and Math

Strategy 2
Ensure schools engage in evidence-based strategies and interventions to support subgroups and close achievement gaps.

- Close the achievement gaps as measured by state metrics.
- Increase the percentage of English Language Learners becoming proficient in language acquisition on Assessing Communication and Comprehension in English-State to State for English Language Learners.
- Increase percentage of students with individual Education Plans being served in the regular class 80% of the day.
- Decrease the drop-out rate for students with disabilities.
- Meet or exceed the state graduation rate of all Every Student Succeeds Act subgroups.

Strategy 3
Prepare K-12 students for post-secondary education, employment, or military service.

- Increase middle school acceleration through advanced courses and career & technical opportunities.
- Increase the number of high school credits earned by students in grades 6-8.
- Increase the number of K-5 students participating in Career & Professional Education.
- Increase district average of Advanced Placement and Advanced International Certificate of Excellence exam pass rates for all courses.
- Increase the number of students receiving an Advanced Placement Capstone Certificate or diploma or Advanced International Certificate of Excellence diploma.
- Meet or exceed the state average for high school district acceleration rate.
- Increase student participation in dual enrollment courses.
- Meet or exceed the state average for Scholastic Aptitude Test total and American College Test composite score.
- Increase Students with Disabilities' access to post-secondary education.
- Increase Florida Application for Federal Student Aid completion rate to meet or exceed average state rate.
- Increase the number of industry certifications earned by students.
- Decrease truancy for students in grades 6-12.
- Continue to exceed the state's rate for graduation.
- Increase the number of students who take the Armed Services Vocational Aptitude Battery.

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.

- 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 lt University.
- Decrease the number of teachers identified as out of field for English for Speakers of Other Languages/Gifted.
- Increase satisfaction for professional development 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 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.

- 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 ongoing 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.

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 as determined by school cleanliness reports.

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.

- Increase sponsorship contributions to enhance school and district student learning outcomes.
- Increase participation rate for family· and community engagement events.

Strategy 2
Enhance two-way district communication and engagement with families and the community.

- Increase the number of respondents to the feedback structures.
- Improve overall satisfaction ratings from feedback structures.

Strategy 3
Elevate the quality of internal communications and ensure staff receive timely and constructive information.

- Increase the number of staff responding to feedback structures.
- Improve overall satisfaction ratings from feedback structures.

Strategy 4
Develop authentic ways to celebrate the contributions and achievements of all employees.

- Open pathways to partner with other HCSD departments, schools and teams to develop recognition opportunities.
- Monitor and update feedback systems to determine areas of improvement.

Priority 5 – Financial 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.

- Increase purchasing card participation & annual rebates.
- Strive to increase revenue from local revenue sources.
- Increase interest earning strategy by expanding investment portfolio.
- Maintain an assigned and unassigned fund balance of 5%.
- Maintain the current bond rating as reported by designated agencies.

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.

- Improve existing district facilities by utilizing planned life cycle replacement.
- Decrease the average age of the bus fleet.
- Increase the number of sites with upgraded bandwidth.

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.

- Study and analyze growth population in county.
- Plan for new construction for additional student stations so Florida Inventory of School Houses capacity meets or exceeds student enrollment.

Hernando County Schools
919 North Broad Street, Brooksville, FL 34601
Phone: (352) 797-7000
Website: www.hernandoschools.org

Education Standards Commission

The Code of Ethics of the Education Profession in Florida and the Principles of Professional Conduct of the Education Profession in Florida

The State of Florida has established the Principles of Professional Conduct for the Education Profession in Florida which are found in State Board Rule 6A-10.081. As professionals, all employees must be aware of and adhere to these rules at all times. These rules are established by the State of Florida and govern the teaching certificates of instructional personnel. In the event the language conflicts with Board policy (i.e. self-reporting of arrests), employees are required to abide by the rules outlined in Board policy. Employees may be disciplined for unprofessional conduct.

All employees are required to adhere to School Board Policies and Florida Statutes regarding ethics. Employees are expected to abide by policy and act in a professional manner at all times. Employees may be disciplined for unethical or unprofessional conduct.

See School Board Policy 1129, 3129, 4129, 1210, 3210, 4210, 1139, 3139, 3139.01 and 4139.01. Click this link: School Board Policies

6A-10.081 Principles of Professional Conduct for the Education Profession in Florida

(1) Florida educators shall be guided by the following ethical principles:

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

(b) The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.

(c) Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

(2) Florida educators shall comply with the following disciplinary principles. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.

(a) Obligation to the student requires that the individual:

1. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
2. Shall not unreasonably restrain a student from independent action in pursuit of learning.
3. Shall not unreasonably deny a student access to diverse points of view.
4. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
5. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
6. Shall not intentionally provide classroom instruction to students in prekindergarten through grade 8 on sexual orientation or gender identity, except when required by Sections 1003.42(2)(n)3. and 1003.46, F.S.
7. Shall not intentionally provide classroom instruction to students in grades 9 through 12 on sexual orientation or gender identity unless such instruction is required by state academic standards as adopted in Rule 6A-1.09401, F.A.C., or is part of a reproductive health course or health lesson for

which a student's parent has the option to have his or her student not attend.

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

9. Shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being unless the individual reasonably believes that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.

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

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

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

13. Shall not violate s. 553.865(9)(b), F.S., which relates to entering restrooms and changing facilities designated for the opposite sex on the premises of an educational institution.

14. Shall not violate s. 1000.071, F.S., which relates to the use of personal titles and pronouns in educational institutions.

(b) Obligation to the public requires that the individual:

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

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

3. Shall not use institutional privileges for personal gain or advantage.

4. Shall accept no gratuity, gift, or favor that might influence professional judgment.

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

(c) Obligation to the profession of education requires that the individual:

1. Shall maintain honesty in all professional dealings.

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

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

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

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

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

7. Shall not misrepresent one's own professional qualifications.

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

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

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

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

12. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
13. Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), F.S.
14. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), F.S.
15. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), F.S.
16. Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.
17. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

Rulemaking Authority 1001.02, 1012.795(1)(j) FS. Law Implemented 1012.795 FS. History–New 7-6-82, Amended 12-20-83, Formerly 6B-1.06, Amended 8-10-92, 12-29-98, Formerly 6B-1.006, Amended 3-23-16, 11-22-22, 2-21-23, 5-23-23, 8-22-23.

THE POLICY OF NONDISCRIMINATION OF THE SCHOOL DISTRICT OF HERNANDO COUNTY

GENERAL: It is the policy of the School Board of Hernando County, Florida, not to discriminate on the basis of race, color, religion, national origin, age, sex, marital status, or handicap in its educational programs or employment practices. By operating in this manner, the School Board adheres to the provisions of Federal Law and other applicable laws. Specifically, Hernando District Policy states, "It is the policy of the Hernando County School Board not to illegally discriminate or to allow its employees to illegally discriminate on the basis of race, color, religion, national origin, age, sex, marital status, disability, pregnancy, military status, ancestry, or Genetic Information Nondiscrimination Act of 2008 (GINA) in its educational programs or employment practice." The District also provides equal access to its facilities to the Boy Scouts and other identified Title 36 patriotic youth groups, as required with 34 C.F.R. 108.9. In accordance with Florida Administrative Code, national origin minority or Limited English Proficient (LEP) students shall not be subjected to any disciplinary action because of their appropriate use of a language other than English. The lack of English skills will not be a barrier to admission into any Career and Technical Education Programs offered at any of our schools, Sun Tech Education Center, or adult education programs.

EMPLOYMENT: Neither the Hernando County School District nor its employees shall illegally discriminate in its employment policies and practices on the basis of race, religion, color, national origin, sex, marital status, disability, age or any other legally protected status as defined by applicable law.

STUDENTS: The Hernando County School Board prohibits exclusion of any student from participation in or the denial of the benefits of any educational program or activity as well as any and all forms of illegal discrimination against any student on the basis of race, color, religion, national origin, age, sex, marital status, disability or other legally protected status as provided by applicable law.

PRECEDENCE: This policy shall take precedence over any other statement in the policies, procedures, rules, and regulations of the Hernando County School Board wherever such may appear unless in conflict with any collective bargaining agreement.
To file concerns, please follow the complaint procedures found in School Board Policies 1122, 3122 and 4122.

The compliance officer for Employee related issues is Matthew Goldrick, Director of Labor Relations & Professional Standards, 352-797-7005.
Compliance officers for student related issues are Jill Kolasa, Director of Student Services 352-797-7008, and Anna Jensen, Director of ESE 352-797-7022.

See School Board Policy 1122, 3122 and 4122. Click this link: School Board Policies

WORKPLACE HARASSMENT OF EMPLOYEES

The School District of Hernando County forbids the discrimination against any employee, applicant for employment, or student on the basis of sex or race. The District will not tolerate any type of bullying or harassment activity by any of its employees, including but not limited to sexual, racial, religious, national origin, disability, or pregnancy. This policy also applies to non-employee volunteers who work subject to the control of school authorities. 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 other School District official so that the Superintendent or designee may address the conduct before it becomes severe, pervasive, or persistent.

Sexual harassment is defined in school board policy to include:

- Unwelcome sexual conduct conditioned for something or quid pro quo harassment.
- Unwelcome sexual conduct determined by a reasonable person to be severe, pervasive, and objectionably offensive.
- Sexual assault: rape, sodomy, sexual assault with object, fondling, incest, statutory rape.
- Domestic Violence
- Dating Violence
- Stalking

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender. Any teacher, administrator, coach, or other school authority who engages in sexual conduct with a student may also be guilty of a crime.

Racial harassment consists of verbal, nonverbal, graphic, written, or physical conduct that denigrates or shows hostility or aversion toward any employee based upon race when such conduct has the purpose or effect of creating an intimidating, hostile, or offensive work environment; or when such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or employment opportunities.

Racial harassment as defined above may include but is not limited to the following conduct which is based upon race:

- epithets and slurs;
- written or graphic material that shows hostility or aversion toward an individual group;
- negative stereotyping;
- threatening, intimidating or hostile acts.

Disability harassment is oral, written, graphic or physical conduct or any act as relating to an individual's disability that is sufficiently severe, pervasive, or persistent so as to limit or interfere with the ability of the individual to participate in or benefit from district programs or activities; harassment that has the effect of unreasonably interfering with an employee's performance or creating an intimidating, hostile or offensive working or school environment.

Examples of disability harassment include, but are not limited to conduct directed at the characteristics of a person's disabling condition such as:

- imitating manner of speech;
- interfering with necessary equipment;
- negative stereotyping;

- threatening, intimidating or hostile acts;
- written or graphic material that shows aversion or hostility towards an individual or group with disabling attitudes.

SPECIFIC PROHIBITIONS

It is sexual harassment for a school district employee or non-employee volunteer to use his or her authority to solicit sexual favors or attention from subordinates or students, including but not limited to incidents when the subordinate's or student's failure to submit will result in adverse treatment, or when the subordinate's or student's acquiescence will result in preferential treatment. It is racial harassment for a school board employee or non-employee volunteer to create or be responsible for a racially hostile environment i.e., harassing conduct that is sufficiently severe, pervasive, or persistent so far as to interfere with or limit the ability of an employee or student to participate in or benefit from services, activities, or privileges provided by the District. It is disability harassment when a school district employee, non-employee volunteer or student seeks to involve a student or employee with a disability in antisocial, dangerous, or criminal activity where the student or employee because of a disability, is unable to comprehend fully or consent to the behavior.

PROCEDURES

Any person who alleges harassment by any staff member may report directly to his/her administrator or supervisor. If the direct administrator or supervisor is the offending person, the report should be made to the next higher level of administration or supervision. Filing of a complaint or otherwise reporting harassment will not affect the individual's status, future employment, future promotion, extracurricular activities, or work assignments. It is unlawful to retaliate 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.

The right to confidentiality, both of the complainant and of the accused, will be respected, consistent with the District's legal obligations, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

In determining whether alleged conduct constitutes harassment, the totality of the circumstances, the nature of the conduct and the context in which the alleged conduct occurred will be investigated. The Superintendent or designee has the responsibility of investigating and resolving complaints of harassment.

A substantiated charge against a school district employee shall subject such employee to disciplinary action up to and including termination.

Any employee, applicant for employment, student, or applicant for admission who believes he/she has been discriminated against or harassed is encouraged to use the District's established complaint procedures or directly contact his/her administrator or supervisor.

See School Board Policy ***1362, 2266, 3362, 4362, 5517, 5517.01 and 5517.03****. Click this link:* School Board Policies

DRUG-FREE WORKPLACE POLICY

In compliance with the Drug-Free Workplace Act of 1988, the unlawful manufacture, distribution, dispensing, possession or use of alcohol, illicit drugs or any controlled substances is prohibited. Only prescribed medications are permitted on School Board premises or during any official School District related activity, and it is the responsibility of the employee to ensure that any prescribed medication is properly secured. To facilitate enforcement of this Policy, following an offer of employment by the Hernando County School Board, all job applicants will be required to take and pass a drug test. Current employees will be tested for drugs and/or alcohol for any of the following:

1. reasonable suspicion/cause;
2. post-accident/injury as required for DOT reporting;
3. random testing as per Department of Transportation regulations;
4. follow-up after an employee returns from a drug treatment or counseling program;
5. as required as part of any medical examination required by the HCSB.

Refusal to submit to testing upon request, for any of the reasons authorized, shall subject the employee to the same disciplinary consequences as would result from a positive test result including termination for cause, denial of Unemployment Benefits, denial of Workers' Compensation, and medical and indemnity benefits.

Any employee violating this policy shall be immediately suspended by the Superintendent and a report shall be made to the School Board for further action, which could result in termination of employment.

Failure by any employee to report a known violation of this policy will constitute an act of insubordination and willful neglect of duty. The Employee Assistance Program is available, and information can be found on the District website under Risk, Benefits and Compliance. For additional information, see School Board Policy and Human Resources Standard Operating Procedures.

*See School Board Policy **1124, 3124, 4124, and 4162**. Click this link:* School Board Policies

CONTACTS AND INFORMATION

DISTRICT OFFICE
919 N. Broad Street, Brooksville, FL 34601 – Phone: (352) 797-7000

Central Printing Services……..	797-7023
Communications & Government Relations……...	797-7009
Department of Teaching and Learning…..……	797-7051
Exceptional Student Support Services (ESSS)…….....	797-7008
Facilities Department……	797-7050
Equity……	797-7019
Facility Rental……...	Call Site
Finance Department……..	797-7004
Food and Nutrition Department…….	797-7028
Hearing Impaired Telephone Line – County Office……..	544-6404
Hernando County Adult Ed……...	797-7018
Hernando Instructional Television (HITV) – Communications/Public Relations……	797-7009
Human Resources Department……..	797-7005
Maintenance Department……..	797-7071
Parent Academy…….....	797-7315
Payroll……...	797-7012
Purchasing Department…….	797-7060
Risk, Benefits and Wellness……..	797-7007
Safe Schools……..	797-7233
Safety and Security Department……	797-7054
School Choice……...	797-7000
Student Services Department……	797-7008
Substance Abuse (ESSS Department)……...	797-7008
Technology and Information Services Department (TIS)…….....	797-7006
Teen Parenting Program (ESSS Department)……	797-7051
Transportation Department……	797-7003
Volunteers in Education Program……..	797-7054
Warehouse and Property Inventory……	797-7061

CONTACT THE TRANSPORTATION DEPARTMENT FOR SCHOOL ATTENDANCE ZONES AND BUS ROUTES

(352) 797-7003 or www.hernandoschools.org

SCHOOL BOARD MEETINGS

Meetings are held on Tuesdays at 6 p.m. Refer to District website for meeting dates and streaming options.

ADDITIONAL DISTRICT INFORMATION

In addition to this Staff Handbook, please review the following documents/resources:

School Board Policies — School/Department Procedural Handbooks

www.hernandoschools.org — Collective Bargaining Agreements

School Board Policies

Information about our district and school board policies can be accessed from our website at: Hernando County School Board Policies

School/Department Procedural Handbooks

Many district departments produce informative handbooks pertaining to the services and procedures applicable to their departments. Schools produce handbooks/handouts specific to the campus and population of the individual school. These handbooks are a source for specific policies and procedures, available instructional material, and campus "whereabouts." It is important to note that all policies and procedures in school/department handbooks must align with applicable statutory requirements, school board policy and collective bargaining agreements. Please visit our school district website at hernandoschools.org.

Collective Bargaining Agreements

For information specific to your own position, refer to your respective Collective Bargaining Agreement. A copy of each Agreement is available for your review on our website at hernandoschools.org. The Agreements are very detailed regarding procedures and provision applicable to your position with the District. Two Agreements exist with the Hernando County School District:

HCTA – Hernando Classroom Teachers' Association – Represents teachers and instructional personnel excluding paraprofessionals.

HUSW – Hernando United School Workers – Represents non-instructional support personnel including paraprofessionals.

Staff Handbook

Section 2: Policies and Procedures

Americans with Disabilities Act
Anti-Fraud
Arrests/Self-Reporting Arrests
Athletics/Academics
Attendance
Care of Building, Furniture and Equipment
Certification
Change of Address
Communications
Computer Software
Conflict of Interest
Copyrighted Materials
Dress
Duty
Emergency School Closures
Employee Assistance Program
Equity
Evaluation/Assessment
Grievances
Higher Degree Payment
Hours
Human Resources FAQs
Internal & District Funds
Leave of Absence
Meetings
Parking
Payroll Information
Payroll FAQs
Personnel Records
Probationary Period
Public Records Requests
Reappointments and Employment Contracts
Resignations
Safe Driver Plan
Safety and Security
Suspensions/Dismissals
Tobacco-Free Environment
Toxic Substances at Work
Use of School Facilities & Equipment
Volunteers/Sponsors
Weapons/Firearms
Work Experience

AMERICANS WITH DISABILITIES ACT

The Hernando County School District will reasonably accommodate qualified individuals who have a disability so that they can perform the essential functions of their position. In order to make a determination about the nature of the employee's medical condition and whether the employee might be considered a qualified individual with a disability under the Americans with Disabilities Act Amendment Act (ADAAA), a Request for Accommodation Form must be completed and submitted to ~~–~~the Human Resources Department. This information is treated confidentially, is not maintained in the employee's main personnel file, and will be used only by authorized individuals. The Request for Accommodation Form can be found on the district website https://www.hernandoschools.org/ under Departments - Human Resources - Forms. ~~under "Employment".~~

See School Board Policy 1122.01, 3122.01 and 4122.01. Click this link: School Board Policies

ANTI-FRAUD

Fraud and fraudulent activity is strictly prohibited. This applies to any fraud, or suspected fraud, involving elected officials, employees, consultants, vendors, contractors, outside agencies and employees of such agencies, and any other parties with a business relationship with the District.

See School Board Policy 8700. Click this link: School Board Policies

ARRESTS/SELF-REPORTING ARRESTS

As per School Board Policy, employees **shall self-report** any and all arrests and convictions (including misdemeanor citations), regardless of the level of the charges, within forty-eight (48) hours. Please note this includes arrest citations – these will register as arrests in the state database.
Employees shall report to their supervisor.
Failure to report arrests and/or convictions as required by policy shall be grounds for termination of employment.

See School Board Policy 1121.01, 3121.01, and 4121.01. Click this link: School Board Policies

ATHLETICS/ACADEMICS

Staff will not be permitted to conduct supplemental activities before the end of the contractual workday without the approval of the principal and/or designee. Prior to beginning coaching activities, the individual must be either cleared by Human Resources or must be a registered and approved Level 2 volunteer through ~~Safety and Security~~Safe Schools. No one will receive compensation for any coaching activity prior to being cleared to work by the Human Resources Department. The Athletic Handbook governs student participation in athletics.

See School Board Policy 3120.03 and 4120.03. Click this link: School Board Policies

ATTENDANCE

All employees are expected to be present during all working hours. Absence without prior approval (also

called absence without authority –AWA) from an administrator or supervisor, chronic absences, absences without paid leave, habitual tardiness or abuse of designated working hours are all considered neglect of duty and will result in disciplinary action up to and including dismissal. Sick leave and leaves made necessary by sudden emergencies may be granted if the employee makes a prompt report to administration concerning the absence.

See School Board Policy 1430, 3430, and 4430. Click this link: School Board Policies

CARE OF BUILDING, FURNITURE AND EQUIPMENT

School administrators and/or designee will provide staff members with an inventory sheet for their room at the beginning of the school year. This sheet is to be completed and returned to the administrator and/or designee. Each room is equipped with the necessary furniture as far as circumstances permit; therefore, furniture and equipment may not be moved from one room to another without the approval of the principal and/or designee and recorded on the inventory sheet. The furniture is assigned to the room, not the teacher. The condition of the furniture and equipment in any classroom is the direct responsibility of the teacher and any damage or defacing of same must be reported in writing to the principal and/or designee immediately.

Furniture and equipment may not be moved from one campus to another without the approval of the principal and/or designee, recorded on the proper form (SO-PC-009) and forwarded as an attachment to the Property Department to schedule transfer via entry through the School Dude program. Furniture and equipment purchased with Federal Funds may not be moved from one campus to another without the approval of the Director of Federal Programs or designee.

Furniture and other district owned property are not to be left outside the school overnight unless arrangements have been made directly with the Property Department. If the property has been deemed no longer in safe usable condition by the Property Department, instructions will be given as to how the items are to be handled.

CERTIFICATION

The state Certification Office processes applications for initial certification, certain add-ons, and all other services for non-employees. The district certification office processes requests of initial FLDOE certificates (upon the issuance of clearance to work), renewals, certain add-ons, and name changes. The state Certification Office approves all coursework for certification purposes. Teachers must call the toll free number 1-800-445-6739 with the following information: the name of the institution; the course prefix, number and title; and the certification requirement they are attempting to satisfy by completing the course. This line is extremely busy during registration periods, so be sure to plan ahead. Also, you can e-mail the Florida Department of Education (FLDOE) at education.certification@fldoe.org.
Please include your name, certificate number, and your FLDOE number, if known, in your e-mail.

You may access the FLDOE website, http://www.fldoe.org/edcert/, for the following services: Certification Lookup, Application Status Lookup, and Request Materials. If you click on Application Status Lookup, you will be prompted to create a Login I.D. and Password. Once you are on this site, you will be able to access the following information about your certification file: the status/progress of your valid application and Statement of Status of Eligibility; a record of any valid Florida educator's certificate that you hold; and the official transcripts, score report and information received from the district within the last calendar year.

Teachers who hold a five-year non-renewable temporary certificate must follow their Statement of Status

of Eligibility. This document is an individualized listing of all the deficiencies that you must satisfy to be issued a Professional Certificate. If your Statement of Status of Eligibility (SOE) reflects that you have specific testing requirements to meet, you must register for the exams at www.fl.nesinc.com. For more information about the requirements listed on your Statement of Status of Eligibility, you may visit the FLDOE website: http://www.fldoe.org/edcert/cert_types.asp.

For reappointment purposes, all the deficiencies outlined ~~on~~in your Statement of Status of Eligibility must be completed and documented with the district certification office no later than March 1st of the year of expiration of your temporary certificate. As a courtesy to our teachers, the district certification office sends reminder notices to teachers on temporary certificates throughout the validity period of the certificate.

Teachers who hold five-year Professional certificates must renew their certificates every five years. During the validity period of this certificate, you are required to earn either a minimum of 120 in-service points to include 20 in-service points in teaching Students with Disabilities (SWD) or six semester hours of college credit to include one semester hour in teaching Students with Disabilities (SWD).

An educator whose certificate has a beginning validity date of July 1, 2020, or thereafter, must have earned at least two (2) college credits, forty (40) inservice points, or a combination thereof, in evidence-based instruction and interventions grounded in the science of reading per Rule 6A-6.053, F.A.C., specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction, developing phonological and phonemic awareness, decoding, and implementing multisensory intervention strategies if the educator is renewing any of the following coverages: Elementary Education (K-6), Prekindergarten/Primary Education (age 3 through grade 3), Elementary Education (grades 1-6), Primary Education (grades K-3), English (grades 1-6), Middle Grades English (grades 5-9), Middle Grades Integrated Curriculum (grades 5-9), English (6-12), Exceptional Student Education (grades K-12) (renewal beginning with a validity date of July 1, 2025), Reading (K-12), Reading (Endorsement), and English for Speakers of Other Languages (ESOL) (grades K-12).

For individuals who ~~holds~~hold a certificate in educational leadership, the individual must earn a minimum of one college credit or 20 inservice points in Florida's educational leadership standards to renew their professional certificate with renewals beginning July 1, 2025 or later. This is included in the ~~total~~total of 120 in-service points required for renewal as well.

Information pertaining to renewal requirements, and in-service equivalent renewal credit, is available on the FLDOE website: https://www.fldoe.org/teaching/certification/renewal-requirements/

The earliest that the district certification office will accept your application for renewal is July 1st for the following June 30th expiration (in other words, 1 year before your professional certificate expires).

As a courtesy to our teachers, the district certification office notifies teachers of expiring professional certificates. Notification of expiring professional certificates is sent in July of the year your professional certificate expires by the FLDOE directly to the email attached to your FLDOE account.

If you are teaching out-of-field, proof of required in-service, coursework, or a passing score on the appropriate subject area exam and add-on application, must be submitted to the district certification office or the Florida Department of Education (depending on the type of certificate held) by April of the year you were placed out-of-field. Refer to your out-of-field documentation for more information.

When you earn a higher degree from an accredited institution, you must submit an official transcript with the higher degree conferred to Certification in the Human Resources Department. If your degree major matches an area of certification on your certificate, a pay change will take effect as soon as official

transcripts have been received and reviewed along with the signed Request for Advanced degree form by the Human Resources Department. The HCSD accepts all diplomas and degrees from sources accredited or approved by the Florida Department of Education, including foreign institutions. In other words, the Florida DOE requires the HCSD to reject any fraudulent or questionable diploma or degree from a disreputable source. Tendering a worthless diploma or degree constitutes just cause for termination for violating the Principles of Professional Conduct.

CONTACT INFORMATION UPDATE

Current employees who need to report a change of address and/or name change may do so by accessing the Hernando County School District website at hernandoschools.org. Click on "Staff" then "How to Update Your Contact Information" and follow the directions.

The Human Resources Department will process your request. If you have any questions or can't log into your Hire Enterprises account, please call Human Resources for help at 352-797-7005.

COMMUNICATIONS

Employees are reminded that in all communications, including any electronic communication (text, email), they are to ensure that they meet the ethical standards required by School Board Policy, State Board Rules 6A-10.081 , and State Statutes (Chapter 112).

Refer to the Student Code of Conduct regarding student use of electronic devices.

The School District encourages positive and professional communication between staff and students. The School District has provided staff with the means to communicate electronically with students and/or parents concerning school matters. These means include:

- official school website
- parent portal
- official school social media,
- district-approved messaging applications
- District email

and are sufficient for the purposes intended. For staff to communicate regarding school matters with students and/or parents by personal electronic means when sufficient District means are available exposes the School District to possible violation of its legal obligations. Such communication could cause the appearance of inappropriate association with students.

Staff communications via private electronic media concerning non-school related matters are governed by School Board Policy, Florida Statute and the Code of Ethics and Principles of Professional Conduct. Violation of these policies may lead to disciplinary action.

CELL PHONES - DISTRICT

District cell phones are provided to specific staff members to use for school-related business as needed. No personal calls should be made or received using District cell phones which are the property of the school district. Employees who are assigned District cell phones are responsible for the proper care of the cell phone. Employees are responsible for the cost of replacing their District phone if it is lost, stolen, or damaged. Each case will be reviewed individually to determine if the employee acted with due diligence or if an unusual circumstance existed that may hold the employee harmless for replacement costs. The

employee's cost for the replacement phone will be determined by the actual replacement cost the District incurs for the phone.

CELL PHONES - PERSONAL

Students and staff shall refrain from using cell phones for **personal use** during emergency situations. The use of cell phones by students and staff during emergencies could overload cell towers and hamper emergency response personnel's ability to communicate.

Staff members should avoid the use of personal cell phones during student contact time with the exception of any work-based and District approved applications.

ELECTRONIC COMMUNICATIONS

All staff members are expected to check all forms of electronic communication—including email, messaging platforms, collaboration tools, and any District-approved digital communication systems—at least once each day. These systems are to be used solely for School Board–related business and educational purposes. **Personal use of District electronic communication systems is not permitted.** These restrictions apply whether the system is accessed on Hernando County School Board devices, personal devices connected to District networks, or through any District-provided applications.

All electronic communications sent, received, or stored through District systems reside on District servers and/or accounts and may be monitored under administrative directive. **District electronic communications, including email, are considered public records and may be accessed in accordance with applicable public records laws.** Staff should refrain from using student names or other personally identifiable information in any electronic communication in a manner that violates School Board Policy, Florida Statute, or the Code of Ethics and Principles of Professional Conduct. It is important to check District electronic communications regularly, as essential information and updates are often distributed through these channels.

~~EMAIL~~

~~All staff members should check email at least once each morning and afternoon. The Hernando County email system is to be used for School Board related business and educational projects only.~~

~~**District emails not for personal use.** These restrictions also apply to accessing the email system on Hernando County School Board computers. Communications reside on servers within the District and can be monitored by administrative directive. **District email is public record and can be viewed in accordance with public record laws.** It is advised not to use student names in email in a manner that violates School Board Policy, Florida Statute or the Code of Ethics and Principles of Professional Conduct. It is important to check District email regularly because important information is distributed in this manner.~~

INTERNET & NETWORK USAGE

All staff users of the HCSD network and internet must acknowledge receipt of and adhere to the Hernando County Staff Technology Acceptable Use and Safety Policy and Internet Acceptable Use Agreement. It is a requirement that all computers accessing the internet through the county-wide area network will start on the same homepage. The homepage is the District's homepage located at http://www.hernandoschools.org.

No unauthorized devices, including but not limited to, computers, printers and mobile devices shall be connected to the HCSD network without the express permission of the Director of Technology Information Services, or designee. Under no circumstances shall any router (wireless or wired), switch, wireless access point, or any other device to allow computers and other devices to connect to a network, be connected to the HCSD network by wire, wirelessly or otherwise without the express written permission of the Director of Technology Information Services or designee.

The use of VPNs, SD-WAN, SASE or any other service, software or hardware for similar purpose is prohibited on the HCSD network, other than that provided by Technology and Information Services.

VPN – Virtual Private Network: A virtual private network, or VPN, is an encrypted connection over the

Internet from a device to a network. The encrypted connection helps ensure that sensitive data is safely transmitted. It prevents unauthorized people from eavesdropping on the traffic and allows the user to conduct work remotely.

SD-WAN - Software-Defined Wide Area Network: A software-defined wide area network is a wide area network that uses software-defined networking technology, such as communicating over the Internet using overlay tunnels which are encrypted when destined for internal organization locations.

SASE – Secure Access Service Edge: A secure access service edge is technology used to deliver wide area network and security controls as a cloud computing service directly to the source of connection rather than a data center.

See School Board Policy 7540.04, 7542 and 7543. Click this link: School Board Policies

MAILBOXES

All staff members should check their mailboxes each day upon arrival at their site and again before leaving their site. Administrative approval is required before placing any material in the staff mailboxes or on any bulletin board and access to mailboxes is determined by the site administrator. If items being put in mailboxes were delivered by a representative of HUSW and HCTA, the items should be considered approved by those organizations.

PASSWORDS

No staff member's computer passwords should be disseminated to students or any unauthorized person. Passwords are confidential and should not be shared. Unauthorized sharing of passwords violates School Board Policy, and such violation is subject to disciplinary action up to and including termination.

PHONE CALLS

Telephones are provided for use during planning periods. Calls made during student contact time shall be for school related matters only.

TEXT MESSAGING

Staff may utilize text messaging for communicating with other staff using "transitory" messages only. A transitory message is defined by Florida law to be one which is created primarily to communicate information of short-term value such as scheduling appointments. They are not intended to formalize or perpetuate knowledge and do not set policy, establish guidelines or procedures, certify a transaction, or become a receipt. If there is any question about the type of information being sent, staff are advised to consult with their administrator before sending the information.
No employee may communicate with a student or students via text messaging. Electronic communication with students, if any, may only be made via District provided resources and only in compliance with the guidelines for such set forth in this Handbook.

Employees are advised that text messages, even if sent or received on a privately owned device, **may be considered public record and subject to review by district administration and possibly the public.**

Accordingly, staff are consenting to a review and/or search of their personal electronic device if such is used for text messaging in violation of School Board Policy, Florida Statute and the Code of Ethics and Principles

of Professional Conduct.

See School Board Policy 7530.02, 7544, 7540.02 and 7540.04 Click this link: School Board Policies

COMPUTER AND ONLINE SOFTWARE, RESOURCES AND APPLICATIONS

All staff members, prior to installing, using, or otherwise accessing online resources, including webpages and applications must first obtain approval by submitting a completed Software Approval form and following the Software Approval Process. If the software, online resource, or application is not purchased by the Hernando County School District and is purchased by the staff member or other party, the software approval process must still be followed, and the appropriate Software Approval Form files and a donated property form must be completed and submitted as well.

In no event shall any such software, online resource or application be used, accessed or installed on any computer or other device owned by the Hernando County School District nor used or otherwise accessed on the HCSD network without the required approval.

All requested installs of software are subject to Rule 6A-1.0955, ~~and~~ S.B. 662, **and the Student Online Personal Information Protection Act F.S. Section 1006.1492** and/~~or~~ their successors and if student data will be transmitted or typed into such software, online resource or application, or students will use such software, online resource or application, an approved Digital Security and Privacy Agreement (DSPA) must be signed by the vendor prior to any installation or use of that software, online resource or application.

All the above shall also apply to any free software, online resource, or application.

See School Board Policy Board Policy 7540.02(D). Click this link: School Board Policies

USE OF ARTIFICIAL INTELLIGENCE (AI) AND NATURAL LANGUAGE PROCESSING TOOLS (NLP TOOLS)

The School Board recognizes the positive impact that Artificial Intelligence (AI) technology may have in the District's educational program and operations. The Superintendent is authorized to support the use of artificial intelligence technology when its use is consistent with the District's mission, goals, and operational integrity.

Any use of artificial intelligence technology in the District's educational program or operations must be in accordance with State and Federal law as well as Board policies including, but not limited to the following: Policy 5505 – *Academic Honesty*; Policy 5500 – *Student Conduct*; Policy 5517 – *Anti-Harassment*; Policy 5517.01 – *Bullying and Harassment*; Policy 2266 – *Nondiscrimination on the Basis of Sex in Education Programs and Activities (The Board's Policy and Grievance Procedures for Responding to Sexual Harassment Alleged to Have Occurred Prior to 8/1/2024)*; Policy 8330 – *Student Records*; Policy 2240 – *Controversial Issues*; Policy 7540.03 – *Student Internet Safety and Acceptable Use*; and Policy 7540.04 – *Staff Technology Acceptable Use and Safety*.

Utilization of AI/NLP tools is strictly prohibited for the completion of schoolwork. The use of AI/NLP tools, without the express permission/consent of a teacher, undermines the learning and problem-solving skills that are essential to academic success and that the staff is tasked to develop in each student. Students are encouraged to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI/NLP tools and they should ask their teachers when they have questions and/or need

assistance. Unauthorized use of AI/NLP tools is considered a form of plagiarism and any student found using these tools without permission or in a prohibited manner will be disciplined in accordance with the Student Code of Conduct.

Notwithstanding the preceding, students can use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI/NLP tools in an ethical and responsible manner. Teachers have the discretion to authorize students to use AI/NLP tools for the following uses:

A. Research assistance: AI/NLP tools can be used to help students quickly and efficiently search for and find relevant information for their school projects and assignments.
B. Data Analysis: AI/NLP tools can be used to help students to analyze, understand, and interpret large amounts of data, such as text documents or social media posts. This can be particularly useful for research projects or data analysis assignments – e.g., scientific experiments and marketing research.
C. Language translation: AI/NLP tools can be used to translate texts or documents into different languages, which can be helpful for students who are learning a new language or for students who are studying texts written in a different language.
D. Writing assistance: AI/NLP tools can provide grammar and spelling corrections, as well as suggest alternative word choices and sentence structure, to help students improve their writing skills.
E. Accessibility: AI/NLP tools can be used to help students with disabilities access and understand written materials. For example, text-to-speech software can help students with specific learning disabilities or visual impairments to read texts and AI-powered translation tools can help students with hearing impairments understand spoken language.

As outlined above, under appropriate circumstances, AI/NLP tools can be effectively used as a supplement to and not a replacement for traditional learning methods. Consequently, with prior teacher permission/consent, students can use such resources to help them better understand and analyze information and/or access course materials. If a student has any questions about whether they are permitted to use AI/NLP tools for a specific class assignment, they should ask their teacher.

Violation of this policy may result in disciplinary consequences. Students may be disciplined for violations, up to and including suspension or expulsion.

Staff may be disciplined for violations, up to and including suspension or termination of employment.

The administration will refer any illegal acts to law enforcement.

See School Board Policy Board Policy 7540.08. Click this link: School Board Policies

CONFLICT OF INTEREST

Any School District employee who also works for an organization doing business with the School Board must reveal such a contractual agreement, in writing, to the Superintendent. The Superintendent may approve such an arrangement; however, if the Superintendent determines the relationship to be a conflict of interest, a request will be made for the employee to terminate his/her employment with either the organization or the School District.

See School Board Policy 1129, 3129 and 4129. Click this link: School Board Policies

COPYRIGHTED MATERIALS

According to Board Policy 2531, staff shall abide by all provisions of the copyright laws.

- Commercial materials, whether printed or non-printed, may not be duplicated without prior written permission from the owner or copyright holder.
- The School District does not sanction or condone illegal duplication in any form, the use of illegally duplicated materials, or the improper use of commercially duplicated materials.
- Procedures and guidelines for the legal duplication of materials for instructional purposes may be obtained from the school or the Academic Services Department.
- Employees who willfully infringe upon current copyright laws may be subject to disciplinary action by the School Board.

Any staff member shall, prior to installing any computer software not purchased by the School District, obtain approval for such by completing a donated property form and delivering same and providing a valid license for the utilization of such software. In the event such software is not to be donated, the staff member shall lease the software to the School District at no cost to the District by denoting such on the donated property form. In no event shall any such software be installed upon any computer owned by the Hernando County School District without the approval required herein from the Director of Technology Information Services, or designee. All requested installs of software are subject to Rule 6A-1.0955 and S.B. 662 or their successors and if student data will be transmitted or typed into such software, online resource or application, or students will use such software, online resource or application, an approved Digital Security and Privacy Agreement (DSPA) must be signed by the vendor prior to any installation or use of that software, online resource or application.

See School Board Policy 2531. Click this link: School Board Policies

DRESS

As professionals, employees are expected to dress professionally and appropriately for their job assignments. Attire should be clean, neat, and applicable to the employee's specific job responsibilities, work setting, and safety requirements. Personal hygiene and appearance set examples for students. Employees should avoid clothing or accessories that may distract from the educational environment, compromise safety, or conflict with School Board policies. When building-level questions arise, employees should contact their immediate supervisor. **For safety and security purposes, all employees are required to wear their District-issued identification badges visibly at all times while on duty and whenever present on school or district property.** ~~**All employees must wear identification badges while on duty.**~~

DUTY

A duty roster and guidelines will be issued during pre-school and at other times, when necessary. Teachers will be assigned various types of duty on an equitable rotation basis, and rosters will be in accordance with the Hernando Classroom Teachers' Association (HCTA) bargaining agreement.

EMERGENCY SCHOOL CLOSURES

Employees who had previously requested paid leave (sick/personal/vacation) **for only the day(s) of the emergency closure AND** were in attendance the day before **AND** the day after the emergency closure(s), will not be charged leave for the day(s) of the closure.

Employees who previously requested paid leave (sick/personal/vacation) which included the **DAY BEFORE** the emergency closure and the **DAY(S) OF** the emergency closure, will be charged leave for the

emergency closure day(s).

Employees who previously requested multiple days paid leave (sick/personal/vacation) which was to begin **ON** the first day of the emergency closure and **CONTINUE AFTER,** shall be charged for the entire requested leave.

Any employee on an extended leave or scheduled to begin an extended leave after the emergency closure, will remain in that leave status and will be required to use leave accrual or in leave accrual is exhausted, will be unpaid. During the emergency closure, leave donations will be suspended.

EMPLOYEE ASSISTANCE PROGRAM

Behavioral health services are available to all permanent employees of the Hernando County School District and their eligible dependents through our group health plan with Florida Blue. For those employees and dependents not covered under our group health plan, assistance is available through BayCare Behavioral Health by contacting (800) 878-5470.

See School Board Policy 1170.01, 3170.01 and 4170.01. Click this link: School Board Policies

EQUITY

It is the policy of the School Board of Hernando County, Florida, not to discriminate on the basis of race, color, religion, national origin, age, sex, marital status, or handicap in its educational programs or employment practices. By operating in this manner, the School Board adheres to the provisions of Federal Law and other applicable laws.

Specifically, Hernando District Policy states, "It is the policy of the Hernando County School Board not to illegally discriminate or to allow its employees to illegally discriminate on the basis of race, color, religion, national origin, age, sex, marital status, disability, pregnancy, military status, ancestry, or Genetic Information Nondiscrimination Act of 2008 (GINA) in its educational programs or employment practice." The District also provides equal access to its facilities to the Boy Scouts and other identified Title 36 patriotic youth groups, as required within 34 C.F.R. 108.9.

In accordance with Florida Administrative Code, national origin minority or English Language Learners (ELL) students shall not be subjected to any disciplinary action because of their appropriate use of a language other than English.

To file concerns, please follow the complaint procedures found in School Board Policy.

The compliance officer for Employee related issues is Matthew Goldrick, Director of Labor Relations & Professional Standards, 352-797-7005. Compliance officers for student related issues are Anna Jensen, Director of Exceptional Student Education, 352-797-7022 and Jill Kolasa, Director of Student Services (504 coordinator). The compliance officer for ADA related issues is Matthew Goldrick, Director of Labor Relations & Professional Standards, 352-797-7005.

See School Board Policy 1122, 3122 and 4133. Click this link: School Board Policies

EVALUATION/ASSESSMENT

Please refer to the appropriate employee evaluation manual for evaluation procedures for all employees. This information is available on the District website https://www.hernandoschools.org under Departments - Human Resources - Manuals.

GRIEVANCES

Refer to the appropriate union or association contract for guidelines on grievances. Union contracts can be found on the District website http://www.hernandoschools.org.

HIGHER DEGREE PAYMENT

- Instructional employees hired prior to July 1, 2011 may receive additional pay if they earn a higher academic degree and provide a transcript with a conferred date within the guidelines of the applicable union contract and School Board approved salary schedule.
- Instructional employees and school-based administrators hired on or after July 1, 2011 may receive additional pay if they earn a higher academic degree if the degree matches their area of certification as per Statute. An official transcript must be provided along with the signed Request for Advanced Degree form.
- Administrative employees hired prior to July 1, 2011 may receive additional pay based on the degree earned in accordance with the School Board approved Administrative Salary Schedule.
- Administrative employees hired on or after July 1, 2011 may receive an additional amount if they earn a degree beyond that which their job description requires. An official transcript must be provided along with a signed Personnel Action Form.
- Confidential and noninstructional employees, who have acquired 60 semester hours or more, as verified by an official transcript, will be paid an additional amount per the School Board approved salary schedule.
- Professional/Technical/Supervisory employees may receive an additional amount if they earn a degree beyond that which their job description requires. An official transcript must be provided along with a Personnel Action Form.

Transcripts with a conferred date must be received in the Human Resources Department in order for the salary adjustment to occur. The adjustment will be made from the beginning of the pay period during which the appropriate documentation was received. It is the responsibility of the employee to ensure that the Human Resources Department receives the official transcripts and appropriate documentation in order for the higher degree payment to continue.

HOURS

Work hours for staff will be in accordance with School Board policy, the Fair Labor Standards Act and contractual obligations. **No staff member is permitted to leave earlier than the designated time unless they have notified and have permission from their supervisor or designee.** Please refer to the Hernando County School District Fair Labor Standards Act Compliance Manual and the HCTA and HUSW contracts for guidance.

School staff members are to be at their assigned stations to supervise students as directed by the school administration before, during and after student hours. All staff must follow the designated procedures at each site regarding the use of the approved employee time management system, sign-in sheets and, if applicable, time clocks.

HUMAN RESOURCES – FREQUENTLY ASKED QUESTIONS

1. How do I obtain tenure status if I am a noninstructional employee?

A noninstructional employee must work three (3) full consecutive years and be reappointed to a fourth year within the district in order to obtain tenure. If a noninstructional employee has a break in service within their employment unit, he/she returns on a non-tenured status. The only exception to this is made for Interim Food Service Assistant Managers due to the temporary nature of the position. A full year is defined as one day more than half of the contracted year.

2. How do I verify military experience? How many years of military experience can I bring in?

To verify military experience, a copy of a DD-214 must be given to the Human Resources Department. Professional/Technical/Supervisory and Administrative personnel will not be granted military experience. Instructional employees can bring in ten (10) years of military experience. Non-instructional and Confidential Military Veterans may be granted a $500 supplement for military experience provided a DD-214 is submitted to the Human Resources Department for review and approval. At least one year of full-time military active duty is required to be eligible for the supplement. If the DD-214 is received within forty-five (45) days of the employee's start date, the new pay will be retroactive back to his/her start date. If the DD-214 is received after the first forty-five (45) days of employment, the new pay will start at the beginning of the pay period in which it is received.

3. How do I verify my previous experience? How many years of experience can I bring in?

To verify previous experience, a Verification of Experience form must be given to the Human Resources Department. Professional/Technical/Supervisory employees can verify ten (10) years of experience. Administrative employees can verify fifteen (15) years of experience. Instructional employees can verify twenty (20) years of prior teaching experience. If the experience form is received within forty-five (45) days of the employee's start date, the new pay will be retroactive back to his/her start date. If the experience form is received after the first forty- five (45) days of employment, the new pay will start at the beginning of the pay period in which it is received. **Previous experience can only be brought in one time for the entire duration of employment with the Hernando County School District regardless of employment changes**. Once a determination is made by Human Resources, the employee shall have thirty (30) days to request an appeal.

4. Are there unions in Hernando County?

Instructional personnel are represented by the Hernando Classroom Teachers' Association. Noninstructional personnel are represented by the Hernando United School Workers. Confidential, professional/technical/supervisory and administrative personnel are not eligible for membership in unions.

5. How do I transfer sick leave from my previous school district?

Sick leave can be transferred to the Hernando County School District from any accredited Florida school district. Employees must request that their previous district send their balance of sick leave to the Human Resources Department, 919 N. Broad Street, Brooksville, FL 34601. According to School Board Policy, no transferred leave shall be credited to an employee's account at a rate, or in an amount exceeding that earned while an employee of the Hernando County School District.

6. How do I find additional resources?

In addition to this Staff Handbook, there are other reference sources including:

- School Board Policies - *Click this link:* School Board Policies
- School/Department Handbooks and Procedures – many district departments produce excellent and informative handbooks and/or procedures pertaining to the services and procedures applicable to their departments. Schools produce handbooks specific to the procedures applicable to schools and students. It is important to note that all policies and procedures in school/department handbooks must align with applicable statutory requirements, School Board Policy and collective bargaining agreements.
- Collective Bargaining Agreements – for information specific to your own position, refer to your respective Collective Bargaining Agreement. A copy of each Agreement is available for view on our website at www.hernandoschools.org. The Agreements are very detailed regarding the procedures and provisions applicable to your position within the District. Two Agreements exist:
    - HCTA – Hernando Classroom Teachers' Association – represents all instructional classified employees.
    - HUSW – Hernando United School Workers – represents all non-instructional classified employees.
- School District Website - www.hernandoschools.org

GENERAL INFORMATION – DISTRICT & INTERNAL ACCOUNT/SCHOOL FUNDS

For guidance with district funds, refer to the "*Red Book"* located on the district website, www.hernandoschools.org/departments/budget-finance/index.

FUNDING SOURCES

Schools are provided funding from the following sources:

- District Budget Funds- allocations from district
- Small Grants/Donations – determined by the amount of the grant
- Internal/Student Funds – all funds collected (e.g. general sales, gate receipts, fundraising & donations) at the school level become part of the internal funds unless they have been accounted for at the district level.

DISTRICT BUDGET FUNDS

The funds in the district budget are separate from the Internal Account/Student funds. The principal determines the funding level for each grade level, department, team and/or teacher. District funds not spent by June 30th, the end of the fiscal year, will generally not roll forward into the new fiscal year. Internal account funds roll from one year to the next in most cases.

GRANT AND FEDERAL PROJECT FUNDS

Grants and Federal project funds are school specific and often come with restrictions on how the funds can be spent. For more information regarding regular grants and federal project grants, contact the Budget & Finance Department.

PURCHASE ORDERS – DISTRICT & INTERNAL ACCOUNT/SCHOOL FUNDS

All requests for purchase orders go to the bookkeeper and must be supported by documentation (i.e. quote,

order form, copy of registration form, etc.). Vendors must have a completed W-9 on file before a purchase order or check can be processed. The Purchasing Department adds new vendors for items applicable to the schools. All receipts, invoices, and packing slips must be signed, dated, and returned to the bookkeeper within five (5) workdays from the delivery or receipt of the merchandise or services.

PROCUREMENT CARDS (P-CARDS)

The district's purchasing card (P-Card) program is designed to improve efficiency in processing purchases (e.g. office supplies, cleaning supplies and equipment) by allowing approved district employees to purchase approved goods and services directly from a vendor using the P-Card as the payment vehicle. This program is an alternative approach to utilizing purchase orders and is in alignment with Best Business Practices.

The P-Card program works very much like a personal credit card. The administrator requests a card for an employee by completing the Individual Purchasing Card Holder's Agreement. In order to use the card, the employee must go through training and sign that he/she understands his/her responsibilities as a cardholder. The cardholder has a spending limit each month and the P-card has restrictions on certain merchant codes in order to prevent purchase of restricted items. Under NO circumstances is the card to be used to make personal purchases.

Individuals that are authorized to use a site purchasing card must properly sign the card out and sign the card back in when the card is returned. Individuals checking out the card are responsible for the security of their card. All precautions should be taken to maintain confidentiality of all information relating to the card, such as the card holder account number and expiration date. The card or the account number should never be left in a conspicuous place for others to access.

Individuals who have checked out the card are required to turn in invoices or itemized receipts signed "Approved for Payment" by the next working day to the site coordinator. Repeated failure to turn required information in to the site coordinator may result in the employee personally reimbursing the district for the expenditure, revocation of the Purchasing Card privilege and/or possible disciplinary action.

Disciplinary Action Guidelines Unauthorized use of the Purchasing VISA Card will result in appropriate disciplinary action being taken. The disciplinary action may range from a warning up to the revocation of the Purchasing Card privilege and/or possible disciplinary action. For more information regarding the P-card program go to www.hernandoschools.com/Purchasing.

DISTRICT BIDS AND STATE VENDORS – DISTRICT & INTERNAL ACCOUNT/ SCHOOL FUNDS

The district has various bids and state contracted vendors that offer discounts to the school system. Schools are obligated to honor the currently awarded vendor bids and contracts for purchases. See the bookkeeper for information about when and how bid vendors must be used. The current bid list can be found by accessing the Purchasing Department's website at www.hernandoschools.org/Purchasing.

SALES TAX EXEMPT STATUS

A copy of the district's sales tax exemption certificate can be obtained from the bookkeeper upon request. The sales tax certificate is to be used for district and school purchases only. Outside Parent Teacher Organizations and Booster Clubs must obtain their own sales tax exemption certificate from the state and meet the requirements for a non-profit organization as required by law. Outside organizations cannot under any circumstances use the district's sales tax-exempt certificate.

EMPLOYEE TRAVEL

Employee and student travel requires approval from the Administrator and/or Superintendent's staff and/or

School Board depending upon whether the travel is in-county, out-of-county or out-of-state travel. Be sure to check current policies before planning, registering, or encumbering funds that require travel.

More detailed information can be found on the district website, www.hernandoschools.org/departments/budget- finance/travel. Staff should work with the bookkeeper who will provide all the required information prior to travel (i.e. scheduling travel, authorized approval(s), allowable expenses and completion of paperwork with receipts for reimbursement to staff). All employee travel paid by the district must be submitted to Finance no later than 30 days from the last day of travel.

INTERNAL ACCOUNT/SCHOOL FUNDS

The Finance Department offers reference guidance for handling money and making purchases through the "Internal Account Procedures Manual" and "Purchasing Card Manual." These guides are available on the district website and the school's bookkeeper office for all staff. It is important that staff comply with requirements stated.

Internal/School Activity funds are collected internally by the school. The school's internal account funds shall be used to benefit the students and those activities as authorized by the district. These funds generally come from field trips, fundraisers, and ticket sales. Internal funds shall be administered in accordance with Florida Statutes, State Board of Administrative Rules, Financial and Program Cost Accounting and Reporting for Florida Schools ("Red Book"), Hernando County School Board policies, and the Internal Accounts Procedures Manual.

SPENDING FUNDS

All purchases for merchandise and services must be pre-approved by district or school administration as applicable and processed by the bookkeeper prior to purchase. All orders (mail, telephone, internet or direct pick up) may only be placed when the purchase order has been processed by the bookkeeper and the approved copy has been returned to the person requesting approval.
Vendors with district bids or a state contract must be utilized first, regardless of the price or convenience. Additional vendors may be considered when the requested item is unavailable.
Internal funds shall not be used to cash checks to accommodate individuals, make any kind of loans, pay any form of compensation directly to employees or extend credit. Employees of the school district who are compensated for additional services, such as working at athletic events, shall be paid through the school district payroll department or, when appropriate, as prescribed by district school board rules. Blanket Purchase Orders may not be issued to HCSD employees. All reimbursements to HCSD employees may not exceed $50.00 for a single purchase and only be issued in an emergency circumstance.

CASH COLLECTIONS

Internal Account/School funds are collected internally by the school. The school's internal account funds shall be used to benefit the students and those activities as authorized by the district. Refer to School Board Policy 6610 located on the district website, School Board Policy.

All money should be collected in the school office. Funds collected by the school must be substantiated by a Monies Collected form from school activities and are to be turned in to the bookkeeper at the end of the day. Collections made outside of normal business hours must be remitted to the school office no later than the next business day. If the bookkeeper is unavailable, monies collected should be placed in the school's safety drop box or given to the site administrator or designated backup. If there is no drop box or no administrator present, a note to that effect should be included with the supporting documentation turned in with the money. This is considered an extreme circumstance. No monies are to be held by employees

overnight except in the case of an extreme circumstance as noted (documentation required). Do not leave the money unattended in the bookkeeping office.

Students and/or volunteers may not handle cash collections without the direct supervision of a HCSD employee.

RECEIPT BOOKS

Receipt books issued to staff members during the year must be returned to the bookkeeper as part of the teacher check-out process. If an issued receipt book is not returned, the staff member is responsible for signing a letter of acknowledgement to that effect for review by auditor. See Red Book requirements.

All collections received by any club or school organization, other than PTA/PTSAs/PTOs and those previously designated as a 501(c)(3) organization, must be deposited in the school internal account fund. These funds must be properly safeguarded, and the person having custody of the money will be held fully accountable.

STUDENT FEES

Student fees will be collected at the time of registration for the new school year and also during the first few weeks of school. These fees, including certain class fees, are deposited in the school's Internal Account/School funds and are to be used for consumable supplies. Athletic participation, band, and choral fees are required and the money collected is remitted to the bookkeeper.

FUNDRAISING

The purpose of fundraising projects is to contribute to the educational experience of the students. All fundraisers must comply with Hernando County School Board policies and should not be in conflict with the overall instructional program. Refer to School Board Policy #5830.

All fundraising projects and activities must be submitted on SO-Gadm-053 – Fundraising Request Form & Recap located on the district website, www.hernandoschools.org/departments/budget-finance/internal-accounts. The application must be approved by administration and scheduled on the calendar in advance of the event.

ASSEMBLIES & OTHER ACTIVITIES DURING THE SCHOOL DAY

Activities that take students out of class during the school day must receive administrative approval prior to any planning and advertising. Events that will impact large numbers of students may be reviewed before administrative approval is given. The staff sponsor of students participating in performances and/or assemblies during the school day must send a list of all participants to the attendance secretary and teachers one week prior to the event.

Assemblies, performances, and other school-wide programs that support the school and student body as a whole will be approved by school administration on a limited basis during the school year. When school-wide activities are held, school staff will assist in the supervision of students at the activity or by supervising those students who choose not to participate. A list of duty assignments may be published.

ACTIVITY ADMISSION FEES

Per Board Policy 6610, fundraising activities for which students are charged an admission shall not be present during school hours.

LEAVE OF ABSENCE

All staff are expected to be on duty each day unless there is a compelling reason why they cannot be in attendance. Questions concerning absences should be directed to the substitute coordinator at the site. The instructional employee is responsible for providing detailed plans for the substitute. When an employee is going to be absent in excess of ten (10) consecutive days, he/she must complete an Extended Leave Form SO-PER-018 which can be obtained through the designated staff member at the site or the school district website. The Request for Extended Leave Form SO-PER-018 must be completed by the employee and approved by the site administrator, a Human Resources Administrator and the School Board prior to taking leave when need is known in advance and as soon as possible when leave is an emergency. Employees will be notified if any additional paperwork is required. If an employee is on a leave of absence without pay, he/she is responsible for his/her benefit premium payments. If the employee is deficient in paying premiums, the employee's benefits will be terminated.

It is imperative that staff members review and become familiar with the School Board policies governing leaves of absence. Leaves must be officially granted in advance and may not be granted retroactively. Absence without prior approval from an administrator or supervisor, chronic absences, absences without paid leave, habitual tardiness or abuse of designated working hours are all considered neglect of duty and will result in disciplinary action up to and including dismissal. Sick leave and leaves made necessary by sudden emergencies may be granted if the employee makes a prompt report to administration concerning this absence.

When requesting a leave, the staff member must complete a Leave of Absence form SO-PER-025 and return it to the site administrator and/or designee as stated in Board policy and bargaining unit agreements.

Any employee who is absent because of illness must file an appropriate sick leave claim within five (5) working days following return to work. This requirement is applicable to both sick leave and illness-in-the-line-of-duty leave.

All leaves, except sick leave, are to be approved in advance by the site administrator and/or designee. It is necessary to notify the appropriate personnel when a leave is canceled or if other changes are made from the original request.
See School Board Policy 1430, 3430 and 4430. Click this link: School Board Policies

ABSENT WITHOUT AUTHORITY

All employees are expected to be present during all working hours. Absence from work without approval will be documented as Absent Without Authority.

If an employee is absent without authority for more than five (5) consecutive days it will be considered job abandonment. The site will initiate correspondence with the employee. If an employee does not respond to the notice of job abandonment, it will constitute his/her voluntary resignation. The Superintendent will take the appropriate employment action.

ABSENCE WITHOUT LEAVE OR EXCESSIVE ABSENTEEISM

Punctual and regular attendance is an essential function of an employee's job. If an employee has extensive absences during a school year, the timekeeper should notify the site administrator as soon as the employee takes time off without pay. If the employee, or the employee's family member, has a serious

medical condition that is contributing to the need for unpaid leave then a Request for Extended Leave SO-PER-018 & Certification of Physician form SO-PER-178 must be completed and forwarded to the Human Resources Department for consideration of intermittent or extended FMLA. Administrators should not approve leaves without pay (unless first approved by Professional Standards for extreme cases). Excessive absences, chronic absences and absences without leave are all considered neglect of duty and will result in disciplinary action up to and including dismissal.

FAMILY MEDICAL LEAVE ACT (FMLA)

As required in the Family Medical Leave Act (see Appendix H), in order to qualify for FMLA, an employee must have worked for the Hernando County School District for at least twelve (12) months and at least 1,250 hours during the preceding twelve (12) months. The Family Medical Leave cannot exceed twelve (12) weeks for any employee within a twelve (12) month period. This leave can only be taken for specific reasons as required by law. Once the Human Resources Department is notified of a leave request that might meet FMLA requirements, the appropriate forms will be sent to the employee. A final determination of eligibility will be made by the Human Resources Department.

When an employee is on Family Medical Leave, continuous or intermittently, the School District will continue to contribute its portion of the employee's health and life insurance, and the employee is responsible for his/her portion and any other benefit premium payments. The premium payment should be made through the Hernando County School District, Attention Benefit Payments. If an employee is deficient in paying premiums, the employee's benefits will be terminated.

Upon return from Family Medical Leave, the employee is entitled to be restored to the same position that the employee held when the leave began, or to an equivalent position with the equivalent benefits, pay and other terms and conditions of employment.
Employees who are the spouses, children, parents or next-of-kin of a service member may take up to twenty-six (26) weeks of leave under the FMLA to care for the service member who incurred an injury during military service when that injury results in the service member being unable to perform his/her duties. The employee requesting such leave will be notified by the Human Resources Department regarding eligibility.

EMPLOYEES RIGHTS AND RESPONSIBILITIES UNDER THE FAMILY MEDICAL LEAVE ACT (FMLA)

See School Board Policy 1430.01, 3430.01 and 4430.01. Click this link: School Board Policies

PERSONAL LEAVE

All personal leave taken with pay is charged against sick leave and will reduce the employee's sick leave balance. Unpaid Personal leave will only be approved for reasons outlined in School Board Policy 1430.04, 3430.04 and 4430.04. Personal leave may or may not be approved for the days preceding or following school holidays as determined by the supervisor or principal. As per School Board Policy, requests for extended leave to take another position for salary shall be denied unless there are extenuating circumstances that are acceptable to the School Board.

Any employee may request to take up to three (3) working days of leave from work in any 12-month period if the employee, or a family or household member of an employee, is the victim of domestic violence. This leave must be approved by the administrator if it meets the criteria listed below. This leave must be used to:

- seek an injunction for protection against domestic violence or an injunction for protection in cases

of repeat violence, dating violence or sexual violence; obtain medical care, mental health counseling or both for the employee or a family or household member to address physical or psychological injuries resulting from the act of domestic violence;
- obtain services from a victim-services organization, including, but not limited to, a domestic violence shelter or program or a rape crisis center as a result of the act of domestic violence;
- make the employee's home secure from the perpetrator of the domestic violence or to seek new housing to escape the perpetrator; or
- seek legal assistance in addressing issues arising from the act of domestic violence or to attend and prepare for court-related proceedings arising from the act of domestic violence.

Except in cases of imminent danger to the health or safety of the employee, or to the health or safety of a family or household member, an employee seeking leave from work under this section must provide to his/her employer appropriate advance notice of the leave as required by the employer's policy along with sufficient documentation of the act of domestic violence as required by the employer.

See School Board Policy 1430.04, 3430.04 and 4430.04. Click this link: School Board Policies

SICK LEAVE

The 1984 Florida Legislation states, "an employee who is absent because of illness must file an appropriate sick leave claim within five (5) working days following return to work." The immediate supervisor, director or administrator must be notified when an employee is going to be late or absent. If the employee cannot contact his/her immediate work supervisor, he/she must contact his/her office. Per School Board Policy 1430.03, 3430.03 and 4430.03, any claim for sick leave must be filed "within five (5) working days upon return of the employee to duty."

Note: In accordance with School Board Policy, any claim for sick leave shall be filed with the Superintendent, or his/her designee, within five (5) working days upon return of the employee to duty. Any leave that is not verified within the five (5) day limit may be recorded as "absence **without authority" and may result in nonpayment.** When an employee is absent in excess of ten (10) consecutive days, he/she must complete an Extended Leave Form SO-PER-018 which can be obtained through the designated staff member at the site or the school district website under Print Shop Documents. The Request for Extended Leave Form SO-PER-018 must be completed and approved by the site administrator, a Human Resources Administrator and the School Board. Employees will be notified if any additional paperwork is required.

See School Board Policy 1430.03, 3430.03 and 4430.03. Click this link: School Board Policies

SICK LEAVE - DONATION TO FAMILY MEMBERS

A district employee may allow his/her immediate family members to use his/her sick leave as outlined in Florida Statute and School Board policy.

SICK LEAVE - DONATION TO OTHER EMPLOYEES

A district employee may authorize any district employee to use sick leave that has been accrued by the authorizing employee as outlined in Florida Statute and School Board policy 1430.03, 3430.03 and 4430.03. A request for donations must be made through the Sick Leave Donations channel, located in the District Communication Team, after proper documentation is received per School Board Policy. Please refer to Appendix M: Frequently Asked Questions about Sick Leave Donation for additional information.

See School Board Policy 1430.03, 3430.03 and 4430.03. Click this link: School Board Policies

SICK LEAVE – DONATION TO SICK LEAVE BANK FOR INSTRUCTIONAL PERSONNEL

Per HCTA contract: At the time of resignation, the employee may choose to donate or bank the sick leave balance. If no choice is elected upon resignation, as a default the hours will be donated to the sick leave bank.

SICK LEAVE – TRANSFER FROM OTHER FLORIDA SCHOOL DISTRICTS

An employee may transfer sick leave earned with another Florida school district to the Hernando County School District. However, no transferred leave shall be credited to an employee's account at a rate, or in an amount exceeding that earned while an employee of the Hernando County School Board. It is the responsibility of the employee to acquire and submit the required documentation to the Human Resources Department.

SICK LEAVE DONATION FREQUENTLY ASKED QUESTIONS

1. How do I ask for donations?

Employees that want to request donations must be on an approved extended leave of absence. They can then send an email to the Payroll Department with their name, id#, job title and site name. requesting that their name be added to the sick leave donation icon in TEAMS under "DISTRICT COMMUNICATIONS".

2. When can sick leave be donated?

An employee may donate his/her accrued sick leave to another HCSD employee provided that the donation relates to a catastrophic illness or disability of the employee, maternity, or catastrophic illness or death of an immediate family member of the employee requesting leave donation. Immediate family member is defined as sibling, spouse, parent, or dependent child. The authorizing employee must retain at least ten (10) days of sick leave as of the time of donation.

3. Who must be sick in order for me to donate sick leave?

The employee requesting donation or an immediate family member as defined in #2 above.

4. What documentation do I need to supply in order to receive donated sick time?

Prior to requesting donations for the employee's own personal illness or for the illness of an immediate family member as defined in #2 above, the recipient employee must have provided appropriate documentation (Certification of Physician form) from a physician licensed to treat or provide service related to the condition requiring leave and the recipient must already be on an approved Extended Leave or approved Intermittent FMLA leave.

5. How many days of sick leave must I anticipate needing before I can participate in this program?

You must anticipate the need for at least 10 days of sick leave in order to receive transfers under this program.

6. Do I need to apply for extended leave if other employees are donating their sick time to me?

Yes. Only employees with a verified, catastrophic illness, accident or injury requiring an extended leave are eligible to receive donated sick leave. Please refer to question #2.

7. Can I use sick leave for the death of a family member as defined above?

No, refer to #2 above for use of donated sick time. However, employees may ask for three days of bereavement leave for the death of a family member. Employees must have exhausted their bereavement leave first and then may ask that subsequent days be counted as sick leave.

8. How do I know how much sick time I have accumulated?

Employees can log into Skyward under "EMPLOYEE ACCESS" and choose the "TIME OFF STATUS" tab to see their current leave balances. Employees can also see their site timekeeper to get this information.

9. May I donate to a family member?

Yes. District employees may allow their family members (spouse, child, parent or sibling) to use the sick leave that has accrued to the employee if the family members are also district employees. The family member can only use the donated sick leave when all of his/her sick leave has been depleted.

10. Do I have to donate full days or can I just donate hours?

There is no minimum number of "days" that have to be donated by an employee but the hours donated have to equal one day. Therefore, if an employee is donating time to someone who regularly works a 7.75 hour day, exactly 7.75 hours must be donated. If the employee receiving donated time regularly works a 4 hour day then the donor must donate exactly 4 hours. Please make sure that the donation form is filled in correctly by knowing how many hours the employee requesting time regularly works before submitting the paperwork. Any paperwork with an insufficient number of hours to equal 1 paid day will be returned for reprocessing. This may cause the employee, who is requesting the time, to not receive the donation. The donor must fill out the form completely by indicating how many hours the recipient needs for the current payroll run. Only hours for the current payroll run should be submitted to the timekeeper at the recipients cost center. Donors who are submitting hours for another HCSD employee must maintain at least (2) weeks of sick leave hours in their balance. Family to family donations do not require the (2) week balance. All donation forms for the current school year become invalid on the last day of the school year.

11. When will sick leave donations be credited to my sick leave balance?

After all Extended leave documentation is received and the employee is approved to receive sick leave donations, an email will be sent out on TEAMS under "DISTRICT COMMUNICATIONS". At that time, employees may donate leave time to the employee requesting donations. Completed donation forms should be sent to the recipient's timekeeper. Credit of donated sick leave will only be posted for the current payroll run. Requests will not be processed retroactively. Timely submission of required documentation is required due to the time needed to review and determine if an employee qualifies to receive sick leave donations.

12. Is there a cutoff time when donations can no longer be accepted?

Yes, once an employee is out of time and no more donations have come in for the current payroll cycle, the employee will no longer be eligible for donations and no more donations can be accepted. After Human Resources closes the employee in Skyward he/she can no longer receive donations.

13. What forms do I use?

The forms required to request Employee to Employee and Family to Family ~~Family Donations or Employee to Employee~~ Donations can be received from the Timekeeper at your site or can be found online at www.hernandoschools.org under Departments / Human Resources ~~Department~~ / Payroll / Sick Leave Donations / Authorization for Donation of Sick Leave.

TEMPORARY DUTY LEAVES AND REIMBURSEMENTS

Temporary duty may be approved for in-services, district meetings, conferences, competitions, and field trips. Any other request for temporary duty leave must be tied to position and must be of benefit to the District. Such activities require administrative approval. Any request for temporary duty that involves additional expenses such as registration, hotel, per diem, etc. must be approved in advance and submitted within 30 days of the last travel date. School Board approval is required in advance for all out of state travel. Travel reimbursement for hotel stays will be reimbursed for one room at a single conference room rate when the destination is greater than 50 miles for HCSD employees only. Travel procedures can be found on the District website http://www.hernandoschools.org.

See School Board Policy 1440, 3440 and 4440. Click this link: School Board Policies

UNPAID EXTENDED LEAVE

If an unpaid extended leave is approved for any reason, it will only be approved for the current school year. Unpaid extended leaves will not be approved past the current school year except in cases of personal illness as verified by the Human Resources Department, or one (1) full school year to provide child care after birth or adoption. Extensions of such leave must be approved by the School Board. Military leave orders will be honored. Unpaid Personal leave will only be approved for reasons outlined in School Board Policy.

See School Board Policy 1430.04, 3430.04 and 4430.04. Click this link: School Board Policies

VACATION LEAVE

The following schedule shall be used in determining the accrual of annual leave:

Employees on 12-month contracts are entitled to accrue leave as follows:

1 year of service:	1/2 day per month
2 thru 5 years of service:	1 day per month
6 thru 10 years of service:	1 1/4 days per month
Over 10 years of service:	1 1/2 days per month

Vacation days must be earned before they can be used and may be accrued without limit, however, as per School Board Policy, there is a limit on the number of hours that may be paid out upon resignation, retirement or if transferred to a position that is not eligible to earn vacation leave. The scheduling of vacation leave shall be by mutual agreement between the employee and his/her supervisor.

See School Board Policy 1430.06, 3430.06 and 4430.06. Click this link: School Board Policies

MEETINGS

Faculty meetings will be called primarily on the basis of need of either the administration or upon request

from the faculty. **Attendance is required at all faculty meetings unless otherwise approved by the principal.** Meetings of other staff members shall be scheduled, as needed. Any staff member may contribute to the agenda. Please refer to HCTA and HUSW contracts for additional information.

See School Board Policy 1243 and 3243. Click this link: School Board Policies

PARKING

All staff must park in the designated area. Parking on grass, sidewalks or designated fire lanes may result in the vehicle being towed at the owner's expense. Towed vehicles may be recovered from the designated wrecker service.

PAYROLL INFORMATION

In compliance with federal labor laws, employees must accurately record daily work hours on the appropriate time log. Falsification of these payroll records is grounds for termination.

- Paychecks for regular employees are subject to mandatory payroll deductions for social security tax, FRS, Medicare tax and federal withholding tax, based on Forms W-4 and the tax tables furnished by the Internal Revenue Service. Payroll matters concerning salary, payroll deductions and pay date should be handled through the work site timekeeper when possible.
- Personnel Action Form – PAF forms can be used to drop payroll deductions such as ~~A~~annuity account deductions, United Way deductions, HCEF deductions or other. Only your signature is required on this form.
- Payroll Calendar – The payroll calendar, which designates payroll due date and pay dates, will be developed and issued annually by the Payroll Department.
- Notices of Deposit – No Notices of Deposit will be released before payday.
- Substitutes, temporary and part-time employees (who work~~[~~ less than four (4) hours per day)~~]~~ will be paid an hourly rate. Deposit notices for subs are mailed to the home address on the pay date.

DIRECT DEPOSIT

Direct Deposit is mandatory for all employees. Employees can change their direct deposit at any time but cannot stop their direct deposit status. The inability to maintain a direct deposit account will result in the non-renewal of your annual employment contract. To make changes to your direct deposit information, you will need to present original documents to the timekeeper at your cost center. If you prefer, you can visit the District Office and ask for a representative from the Payroll Department. Your identification must be verified at the time you submit these documents. We will not accept direct deposit changes by email or fax.

PAYROLL - FREQUENTLY ASKED QUESTIONS

1. As a new hire, when can I expect my first paycheck?

If you begin work at the start of the school year, you should expect to receive your first check on the pay date according to the payroll calendars you will find online, as they are job specific. After the start of the school year, where your start date falls within the pay periods on the payroll calendars, determines when you will receive your first check. After the first check, the pay date is every two weeks.

2. What is "pro-rated" pay?

Employees who work for the HCSD will have their pay pro-rated, if applicable. The overall intent is to give employees as close to equal payments as possible, even when employees are off for Winter and Spring breaks. Employees can view and print paystubs from Employee Access.

3. What if my employment in a position did not begin until after the first day of the school year?

When your job is opened by H.R., the annual contract amount will be set according to the number of working days remaining in the current contract year. Payroll will provide an explanation of your bi-weekly pay.

4. What if I have a change in my salary or a change in my work schedule?

Your bi-weekly pay will be adjusted for the number of working days left in the current school year, and you will be paid accordingly.

5. When I terminate my employment with the school board, when may I expect to receive payment for unused sick leave, vacation leave, and extra pay earned but not paid due to pro- rata?

The termination date is the determining factor as to when payouts are paid. The Payroll Calendar shows the Pay Period and the corresponding Pay Date. If the termination date falls in the middle of the 'pay period' it is still calculated and paid out on that 'pay date'.

6. How will I be paid for my sick leave when my employment ends?

An employee's sick leave payout is determined by the number of years they have worked for the district. Per School Board Policy: after 10 years and up to 12 years = 50% payout. 13 years or more = 100% payout. After the termination date is entered by Human Resources, the Payroll Department can then calculate the sick leave payout. The actual pay date is determined by the termination date and where it coincides with the Payroll Calendar for that school year. Teachers, Administrators, Professional Technical and Confidential employee's eligible sick leave payoffs go to Bencor if the total is $1,000 or more. The actual portion that is eligible to go to Bencor is based on the fiscal earnings of the employee at the time of resignation/retirement.

7. What if I have any unpaid absences? How will they affect my pay?

Unpaid absences are deducted from the pay period in which the absence occurs on the Payroll Schedule. Any unpaid absences will result in an employees' paycheck being lower than normal for that pay period. For contract employees, the unpaid absence appears on their paystub as negative pay under the DOCK code. The negative pay is calculated by multiplying the DOCK hours by the employee's primary hourly rate.

8. What if I <u>want</u> to put in extra time over 40 hours to get my work done?

If you are a non-exempt employee, you may only do so with the prior approval of your supervisor. Employees who disregard this rule will be disciplined.

9. What if my supervisor asks me to stay late to finish work?

You must first both agree that you will receive comp time for the extra time worked and an Authorization to Accrue Comp Time Form must be signed. If you prefer to be paid for overtime your supervisor must secure prior approval of the superintendent by having the Authorization to be Paid for Overtime Worked Form signed.

10. What is the HCSB policy on Comp time?

Compensatory or "comp" time is given to any non- exempt employee who works over 40 hours in a workweek and follows Fair Labor Standards Act (FLSA) guidelines. See FLSA Manual and HUSW contracts for additional information. A non-exempt employee can only have a maximum balance of 240.0 hrs. comp time at any given time.

11. Do teachers earn comp time?

Teachers do not earn comp time. An administrator may give permission for a teacher to have some time off if the teacher has been asked to work beyond his/her normally scheduled hours. Supervisors must not allow time off on an hour-per-hour basis for work performed by an exempt employee. Please refer to the HCTA contract for additional information on Alternate Schedule Time (AST).

12. Do paras earn comp time?

Paras earn comp time (time and a half) if they are asked to work over 40 hours in a workweek.

13. When can they use it?

Paras can use comp time whenever they have prior approval of their administrator.

14. Can I use comp time before it is accrued?

No

15. How do I document that I have earned comp time?

Non-exempt employees will notate the hours worked on the Authorization to Accrue Comp Time Form and have it signed prior to working extended hours. The non-exempt employee will also note hours worked on his/her time sheet.

16. Do I keep my comp time if I transfer to another site?

Yes. Your Comp Time Balance will transfer with you to any location. You are, however, asked to use the time before transferring to a new site, if possible. If you transfer to an exempt position, your comp time will be paid out to you.

17. Can I choose to get paid time and a half instead of earning comp time?

Yes. It is your choice to receive pay rather than earn comp time, however, the Superintendent must pre-approve, in writing, any request for overtime pay in lieu of comp time. Requests to accrue comp time must be mutually agreed upon by you and your immediate supervisor prior to working extended hours.

18. I am a supervisor who has told my nonexempt employees to NOT come in early or stay late but they do so anyway. What should I do? Do I have to pay them overtime?

You must compensate them for any time worked over 40 hours even if your employees have been told not to work early or late. However they will be disciplined for insubordination and this discipline may lead to termination.

19. What is the HCSB policy on Flex-time?

Flex-time may be used either by non-exempt or exempt employees, during non-student contact hours only.

All flex-time must be approved by an immediate supervisor in advance. Employees should request flex-time on a temporary and infrequent basis. Flex-time is earned at the site level only and is not recorded in Skyward. Flex-time must be utilized during the same pay period the flex-time is earned. Example, an employee requests to leave half an hour prior to the end of their shift Monday but will remain half an hour after the end of their shift Tuesday. Flex-time does not accumulate.

20. A non-exempt employee asks to take his lunch hour during the last hour of the day. Can the supervisor allow this?

This change to lunch schedule should only be allowed when it does not disturb the workflow and is not done frequently by the same employee. The employee should sign out on a site/department sign out sheet indicating that lunch is being taken at the end of the workday. This sheet should be retained by the timekeeper. The employee should sign his/her timesheet indicating the correct time that he/she left.

21. Is an employee permitted to change his/her work hours by taking lunch or break time at the end of each day and leaving early?

No.

22. Do times on timesheets have to be exact?

Timesheets must accurately reflect the hours worked. Employees may sign in up to 7 minutes prior to the scheduled work time and sign out up to 7 minutes after the scheduled work time without the expectation of additional compensation. This does not permit employees to report to work later than the assigned time or leave prior to the end of shift.

23. Where can I learn more?

Visit the U.S. Department of Labor's website at: www.dol.gov/whd/regs/compliance/hrg.htm. Or review our FLSA Manual.

PERSONNEL RECORDS

Personnel/employment records are processed and maintained in the Human Resources Department. All personnel files are public records and as such are available for public inspection. If you would like to review your personnel file, please contact the Human Resources Department for an appointment. You may also make an electronic request by following this link: https://www.hernandoschools.org/our-district/public-records-request

The School Board automatically exempts some confidential and sensitive personal information, such as social security numbers and medical information, from your personnel file before public disclosure in accordance with the Public Records Law. An agency that is the custodian of the personal information specified shall maintain the exempt status of the personal information only if the officer, employee, justice, judge, or other person, or employing agency of the designated employee, submits a written request for maintenance of the exemption to the custodial agency. If you are a current School District employee who is either an active or former employee in one of the above categories, and/or you are the spouse of an active or former employee, you may exercise your right of exemption from certain Public Records laws. If you elect to exempt your address and telephone number from all School District publicists, please fill out the Exempt from Public Record form and return it to the Human Resources Department. For more information

about this written exemption or to see if you qualify, please refer to Florida Statute 119.071. If you qualify, you will need to complete in writing the Exempt from Public Record form. If you need additional assistance, please contact Human Resources.

Use of Social Security Numbers

The Human Resource Department should be notified in writing of any changes in personal status such as changes in name, address or marital status. Please notify Risk, Benefits and Wellness regarding any changes in beneficiary for life insurance purposes and/or changes in the number of dependents.

See School Board Policy 1590, 3590 and 4590. Click this link: School Board Policies

PROBATIONARY PERIOD

New employees and current employees with employment unit changes work a probationary period during which they can be terminated without cause. There are five (5) employment units within the school system: Administrative, Confidential, Instructional, Noninstructional and Professional/Technical/Supervisory. For administrative (that require a Florida Educator's Certificate) employees, the probationary period is 97 work days as per Florida Statute. For instructional employees, the probationary period is one (1) year as per Florida Statute. For instructional staff who work less than one-half of their contract year, if reappointed, will be issued a probationary contract for the next full school year. If an instructional employee has a break in service, they will be issued a new probationary contract upon return to active employment as long as the break in service was not for an approved extended leave. A break in service occurs when an employee resigns, retires, is terminated or is nonreappointed and is not re-hired before the first day of the teacher contract for the next school year.

For all other employees, the probationary period is 60 work days. The probationary period begins on the first work day. The probationary period excludes weekends, paid/unpaid holidays and orientations.

PUBLIC RECORDS REQUESTS

WHAT IS A PUBLIC RECORD? Any document or record that is created or received by an agency in connection with official agency business, and not considered confidential.

- Email messages sent from and to the district network
- Staff employment records
- Staff discipline records (10 days after investigation is complete)
- Social media posts to and from the district network
- Staff Directory Information (addresses, personal phone numbers, email, etc.) unless exempt.

While personal notes and/or emails are exempt from public record, the Hernando County School Board Policy states that employees are to use school board equipment for business use only.

All public record requests are to be forwarded to the Communications & Government Relations Department. An electronic request may be submitted by following this link: https://www.hernandoschools.org/our-district/public-records-request. The Communications and Government Relations Department staff will work with the appropriate custodian of the record and respond to the requester in a timely manner.

REAPPOINTMENTS AND EMPLOYMENT CONTRACTS

Employees who are classified as Confidential, Professional/Technical/Supervisory, Administrative, and Instructional (hired after July 1, 2011) are on Annual Contract status regardless of how long they have worked within the district.

Instructional employees are hired on a probationary contract. The employee will remain on probationary contract during the first full year of service. Once the employee is reappointed, after a full year of service, an annual contract will be issued in accordance with Florida Statute 1012.335. An instructional employee on probationary is not guaranteed reemployment each year and may be recommended for non-reappointment. ~~Additional information regarding annual contract can be found in 8.105 of the Agreement between the Hernando County School Board and the Hernando Classroom Teachers' Association.~~ If a teacher was employed within the Hernando County Schools on a Professional Services Contract and is rehired after a break in service, he/she will be placed back on Probationary Contract, in accordance with Florida law.

Noninstructional employees gain tenure after completing three (3) years of service. A noninstructional employee without tenure is not guaranteed reemployment each year and may be recommended for non-reappointment by the site administrator. After successfully completing three (3) years of experience with the Hernando County School District and being recommended for reappointment by the site administrator for the fourth consecutive year, a noninstructional employee gains tenure.

If an employee on an annual or probationary contract is not being recommended for reappointment, a reason or justification is not required due to annual contract status.

RESIGNATIONS

Any person who wishes to resign is expected to complete the electronic resignation form on the District's Application Management System. The Superintendent is authorized to accept resignations on behalf of the School Board. Upon submitting their resignation, an employee must provide keys and identification/access badge to their supervisor prior to final departure from their worksite.

A resignation cannot be rescinded or amended by the employee after submission.

Upon submitting a resignation, the employee will receive an electronic Exit Survey within 24-48 hours. Employees who wish to participate in an Exit Interview may schedule one~~Employees who wish to schedule an Exit Interview may do so~~ by contacting the Coordinator of Retention at 352-797-7005 ext. 70467.

SAFE DRIVER PLAN

Employees of the School District or employees who volunteer to drive who, during the performance of their job assignments, operates a School District vehicle or regularly uses their personal vehicle for School District use are required to adhere to the Safe Driver Plan. All drivers shall sign a receipt acknowledging they have received a copy of the Safe Driver Plan and shall supply a copy of their driver's license to the Transportation Department so their driving record can be checked. More information is available on the District's website https://www.hernandoschools.org under Departments – Transportation – Safe Driver Plan. ~~For more information, please click here: Safe Driver Plan~~

SAFETY AND SECURITY

ELECTRONIC SURVEILLANCE DEVICES

All HCSD property is protected by electronic surveillance devices. These devices may be used to monitor students, staff, and visitors while on HCSD property. All cameras can~~are~~ digitally record~~ed~~ 24 hours a day. Video generally remains available for approximately 30 days unless a prior request to preserve video has been made through the Office of Safe Schools. Cameras used to monitor activity may be installed by the Office of Safe Schools in any room or area with the exception of bathrooms and changing rooms in any school district facility. Video and audio from HCSD buses and other video equipped HCSD vehicles is generally available for 3 to 30 days, depending on the recording equipment used. There is no expectation of visual or audio privacy in any HCSD-owned vehicles.

The cameras used in HCSD-owned vehicles record both video and audio input.

DOORS AND GATES

~~It is the directive of HCSD that **all** classroom doors and gates are to remain closed and locked during the school day when students are present. Pedestrian gates are to be closed and locked unless manned for the periods of arrival and dismissal.~~

It is the directive of the HCSD that campus access control comply with the following campus access control requirements, **which apply from thirty (30) minutes** before the school start time **until thirty (30) minutes after** the end of the school day:

"Exclusive zone" means the area within a gate or door allowing access to the interior perimeter of a school campus beyond a single point of entry.

The term "nonexclusive zone" means the area outside of the exclusive zone but contained on school property. Nonexclusive zones may include, but are not limited to, such spaces as parking lots, athletic fields and stadiums, mechanical buildings, playgrounds, bus ramps, agricultural spaces, and other areas that do not give direct, unimpeded access to the exclusive zone.

a. **All gates or other access points** that restrict ingress to or egress from the **exclusive zone** of a school campus must remain closed and locked when students are on campus, unless:
    1. The gate or access point is attended or actively staffed when students are on campus.
    2. The use a shared use agreement pursuant to Section 1013.101, F.S.
    3. Another closed and locked gate or access point separates the open or unlocked gate from areas occupied by students; or
    4. The school safety specialist, or his or her designee, has documented in FSSAT that the gate or other access point is not subject to this requirement based upon other safety measures at the school, or based upon compliance with the Florida Fire Prevention Code. Documentation in FSSAT must include a description of the other safety measures present and a photograph of the gate or access point not subject to the requirement.

b. **Schools without a secure exclusive zone**- All campus access doors, gates, and other access points that allow ingress to or egress from a school building must remain closed and locked at all times to prevent ingress, unless:

    1. A person is actively entering or exiting the door, gate, or other access point.

2. The door, gate, or access point is attended or actively staffed by school personnel to prevent unauthorized entry; or
3. The school safety specialist, or his or her designee, has documented in the FSSAT that the open and unlocked door, gate, or other access point is not subject to this requirement based upon other safety measures at the school. There must be at least one locked barrier between classrooms and instructional spaces and open school campus. Documentation in FSSAT must include a description of the other safety measures present and a photograph of each unlocked door, gate, or other access point not subject to the requirement.

c. **Classrooms and instructional spaces** - All school classrooms and other instructional spaces must be locked to prevent ingress when occupied by students, unless:

1. The door is open between class periods when students are moving between classrooms or other instructional spaces; or
2. The door is actively staffed by a person standing or seated at the door.

d. **Common areas**- Common areas, including but not limited to cafeterias, gymnasiums, auditoriums, and media centers, must meet the requirements of paragraph (C)(1)(2) only when they are used for instructional time or student testing

e. **Career and technical education**- Instructional spaces for career and technical education which are designed as open areas must meet the requirements of paragraph (C)(1)(2) unless they are exempted from compliance by the school safety specialist. The school safety specialist, or his or her designee, must document in FSSAT that the instructional space is exempt due to negative impacts to student health and safety and the presence of other safety measures at the school that prevent egress from the instructional space to hallways or other classrooms or instructional spaces. Documentation in FSSAT must include a description of the other safety measures present and a photograph of the instructional space not subject to the requirement.

Teachers and staff are responsible for maintaining locked doors and windows of their classrooms at all times. Failure to follow this procedure may put students and staff at risk. Failure to secure doors and gates may be subject to employee disciplinary procedures.

DRONES

At all times, the use of drones on school board property is strictly prohibited unless as part of approved curriculum AND under the supervision of an HCSD staff member.

EMERGENCY NOTIFICATIONS

In order to streamline the HCSD Emergency Notifications, a district contact has been assigned the task of receiving all emergency notifications during the school day and after hours. The lead site administrator or his/her designee will be responsible for ensuring the timely reporting of any and all incidents at each HCSD school. The Director of Safe Schools must be notified at the first opportunity. In turn, the Director of Safe Schools will immediately notify the Superintendent of Schools and any other required emergency response agencies or affected departments. If a facilities or maintenance emergency exists, notification must be made to the Director of Facilities Operations Division or his/her designee. Notifications will follow state rules.

Each site will be responsible for calling 911 if the situation requires it and then calling the Director of Safe Schools at (352)797- 7233 or cell (352) 263-5869. It is essential that all other elements of the site's

emergency plans are followed during an emergency. This includes, but is not limited to, evacuations, secure campus events, lockouts, lockdowns, active shooter events, and/or weather- related emergencies.

The principal, site administrator or designee is responsible to ensure that any incident involving first responders beyond the SRO on campus is reported to the Director of Safe Schools at (352)797-7233 or cell (352)263-5869 as immediately as possible.

Reportable incidents which should be called in as immediately as possible include:

- Evacuations (for any reason to include, but not limited to: fire, bomb, chemical spill)
- Active Campus Threat (secure perimeter, hold in place, reverse evacuation)
- Weapons found, fired or reported on or near campus
- Sexual Battery
- Kidnapped or missing children
- Hostage situation
- Any threat or act of violence against a student, staff member, or site
- Any student, staff member or other person who is injured on an HCSD site AND is transported to the hospital
- Break-ins, vandalism, or theft of property from a site
- The on-site arrest of any student, staff member or other person
- The death or attempted suicide of any student or staff member off site and student, staff member or other person on site
- Any prolonged loss of utility service (electrical, water, phone, internet, digital radios and air conditioning) that creates a disruption of the school/site.
- Any motor vehicle accident that takes place on HCSD property or involves a HCSD owned, rented or leased vehicle on or off HCSD property. This includes golf carts, gators, tractors, and all other motorized vehicles.
- All other incidents that take place on or off- site that may cause a disruption to the normal operation of a facility or requires a response from an outside agency such as: Law Enforcement, Fire Departments, Emergency Management, Health Department, Hazmat Team or the Department of Environmental Protection.

The contact numbers for reporting incidents are: Director of Safe Schools: Office 352-797- 7233, Cell Phone: 352-263-5869 OR Fire Official: Office (352)797-7050, or Personal Cell (352)573-7878.

EMERGENCY PROCEDURES

See your site administrator for site specific emergency plans/procedures.

EMERGENCY SHELTERS

The following locations are made available for use by the general public in case of natural disasters (such as hurricanes or tornadoes) or man-made disasters and provide an orderly method of operating the facility should the need arise. The facilities named below have been designated as emergency shelters, should the County Director of Emergency Management determine it is necessary. These will be the only school facilities open to the public for this purpose unless the Superintendent of HCSD makes the decision to open other locations as needed:

- Central High School
- Challenger K-8 School of Science and Mathematics (special needs and service animals only)
- Chocachatti Elementary School
- D.S. Parrott Middle School (Pet Friendly: accepts dogs and cats only at shelter)
- Deltona Elementary School

- Explorer K-8 School
- Fox Chapel Middle School
- F.W. Springstead High School
- Hernando High School
- Moton Elementary School
- Nature Coast Technical High School
- Suncoast Elementary School
- Weeki Wachee High School
- West Hernando Middle School
- Winding Waters K-8 School

These facilities will be supervised by Hernando County School District staff members as determined/directed by the HCSD Superintendent or designee. All general population shelters may be activated as pet friendly shelters.

EMERGENCY EMPLOYEE SCREENING FOR SUICIDALITY OR THREAT ASSESSMENT

- All cases where an individual who is reportedly (by self or others) displaying signs of suicidal or threatening behavior must be taken seriously. At no time shall the individual be left alone. The site supervisor shall follow the steps below:
- The individual of concern should be escorted to a location separate from other staff members and placed in the presence of a confidential employee.
- The site administrator must immediately inform the District's Director of Labor Relations & Professional Standards who will inform the Superintendent of the situation.
- The site administrator must contact the Director of Safe Schools who will inform the Coordinator of Threat Assessment of the need for a suicide risk assessment or behavioral threat assessment. This assessment will be separate from any interviews or investigations by site administrators that may lead to discipline. To protect privacy, union representation is not permitted during these assessments.
- The Coordinator of Threat Assessment will communicate findings to the Director of Labor Relations & Professional Standards.
- The Director of Labor Relations & Professional Standards will advise the Superintendent of assessment findings and make appropriate recommendations.

I.D. BADGES/ELECTRONIC ACCESS CARDS

Employee ID badges are photo IDs provided by the Office of Safe Schools Department and are free of charge to all employees. ID badges/Access badges **must** be worn at all times by staff for security purposes. Replacement of broken or damaged badges are provided free of charge to all employees. If it is determined by the Office of Safe Schools, that any badge was damaged by neglect, improper storage, or purposeful damage then a replacement cost of $20 will be charged.
Lost badges are replaced at a cost of $20.00**.** Employee ID badges can be kept year-round for ID and discount purposes.

KEYS AND ELECTRONIC ACCESS CARDS

Keys are to be secured through the principal and/or designee. Requests for additional or duplicate keys must be approved by the principal. **A request for additional keys must be requested through the work order system. Keys may only be duplicated by the HCSD Office of Safe Schools and only after approval is gained through the work-site administrator and Safe School's designated staff member.** Staff may not issue or loan keys or electronic access cards to students or other staff members. Keys and electronic access cards are assigned to specific staff members who are responsible for the security of the areas to which they

provide access. Staff may not unlock doors to other rooms at the request of students nor allow students to enter rooms unsupervised. Keys and Electronic Access Cards are to be kept secured at all times, so as to avoid the possibility of loss or theft.

Keys and electronic access cards for district equipment, vehicles and buildings are the responsibility of the staff member to whom the keys were assigned. In the event an employee's assigned keys or electronic key cards are lost or stolen, the employee will be responsible for the cost of replacing them and/or the equipment associated with them (re-keying locks, key blanks, reprogramming locks, etc.). The wages of an employee who does not timely reimburse the district may be garnished until reimbursement is made. Each case of a lost or stolen key will be reviewed individually to determine if the employee acted with due diligence or if an unusual circumstance existed that may hold the employee harmless for replacement costs. The cost of replacing a damaged Electronic Access Card is free as long as the damaged card is available for review. If it is determined by the Office of Safe Schools, that any badge was damaged by neglect, improper storage, or purposeful damage then a replacement cost of $20 will be charged. The cost of replacing a lost or stolen Electronic Access Card is $20.00. At the time Keys or Electronic Access Cards become lost or stolen, the site administrator and HCSD Office of Safe Schools must be informed immediately so that the site administrator can be made aware, and the electronic access card can be removed from the system. When sending electronic access cards and payment for lost or stolen badges through interoffice mail, the designated Office of Safe Schools transit bag must be used. All transactions using the secured transit bags must go through the site access coordinator.

The site administrator or his/her designee shall collect all keys, electronic access cards (specific for that site) from any employee whose employment is ending with the HCSD, transferring to a different site, or on leave of absence. If keys and or electronic access cards are not retrieved, the HCSD Office of Safe Schools shall be notified immediately. Keys issued to all employees who work less than 249- day contracts must be turned in to each school/site administrator at the end of each school year.
Exceptions may be made on an individual basis as agreed upon by the site administrator and Office of Safe Schools Director or designee. Keys will be reissued to employees returning for the following school year during pre-school week.

ID/Access badges must be audited by each work-site's key coordinator annually. Once the key coordinator has verified the possession and quality of each employee's ID/Access Badge, the badge may be returned to the employee. Any broken, significantly faded, or non-functioning badge should be returned to the Office of Safe Schools for replacement. If it is determined by the Office of Safe Schools, that any badge was damaged by neglect, improper storage, or purposeful damage then a replacement cost of $20 will be charged. Employees who work less than 249 days per year will have their electronic access temporarily disabled (for their scheduled time off) unless explicit permission is sought by the site administrator and granted by the Office of Safe Schools.

VENDORS

Vendors who come on school campuses must have a current State and HCSD-issued Vendor ID showing they have successfully completed the proper background check. Any vendor who does not have a valid HCSD vendor ID must be directed to the Office of Safe Schools and must not enter school grounds.
The visitor management program cannot be used as a substitute for the required background check and School District-issued Vendor-ID.

All staff should redirect vendors without the proper vendor ID to the front office where they will be given instruction on how to get the proper vendor ID. If a vendor does not return to the main office or leave the

premises staff are instructed to call law enforcement and have them removed from the premises. See Appendix J for specific information about badge colors and requirements for vendors and contractors**.**

VISITORS

A visitor's pass must be issued to all non-employee and non-vendor persons, including family members and parents/ guardians, who are on the campus. All visitors must be escorted or with a HCSD staff member while on campus and should never be alone with students. Staff members are to escort any persons without the proper visitor pass to the office. All visitors to school campuses during normal business hours must present a valid driver's license, State ID or military ID. The ID must be scanned through the visitor management program to ensure that the visitor or volunteer is not a sexual offender or predator. No sexual offenders or predators may enter any Hernando County School District site unless they have been cleared by the Safe Schools Department and follow the restriction placed on them by the School District.

HCSD staff, and/or Hernando County first responders who are wearing their agency identification badge should sign in at the main office using the current sign in method (visitor management system). If employees or first responders in uniform are signed into the visitor management program, the school can enter a birthdate of 01/01/11. This way all visitors to campus can be accounted for in the event of an emergency. Any district staff member who is **NOT** wearing his/her badge **must** produce a driver's license and be scanned in through the visitor management software system.

STAFF INVESTIGATIONS

If there is an allegation of misconduct made about a staff member, then an investigation is initiated. An investigation should be completed by the supervisor of that employee. The Superintendent will designate investigator in extenuating circumstances. Human Resources will coordinate investigations where multiple supervisors may be involved due to student involvement and/or multiple worksites. A staff member will be informed of the complaint/general allegation coming to the attention of the supervisor and that he/she is under investigation, prior to public notification being made. A staff member may be removed from student contact or work duties. That removal may be to report to a specific place at the work site, another work site, or in certain cases may include administrative leave. Administrative leave will mean that the employee will not report to work and will continue to receive regular pay during the investigation. Employees will receive all due process provided by policy, applicable bargaining contracts, and applicable law. Employees who are members of a bargaining unit are entitled to representation in accordance with the bargained employment contract. It is up to the employee to coordinate that representative, though supervisors or may make direct contact with the appropriate union representative when that action may simplify scheduling issues. After the investigation has been concluded discipline may be issued in accordance with district policy, due process, applicable bargaining agreements, and applicable law. Certificated employees whose misconduct requires reporting to the Department of Education will be informed that such a report has been made.

Other agencies may have parallel investigation(s), separate from those being conducted by the school district. When the district has knowledge and is able to notify staff member(s) of these investigations, they will do so. Every effort will be made to maintain employee confidentiality during the investigation.

See School Board Policy 1139, 1139.01, 1140, 1550, 3139, 3139.01, 3140, 3140.01, 3550, 4139.01, 4140, 4550, and 8141 Click this link: School Board Policies

TOBACCO FREE ENVIRONMENT

TOBACCO USE AND E-CIGARETTES

School Board Policies prohibit the use of any form of tobacco products anywhere on the campus of any facility owned or leased or contracted for the Board, including, but not limited to, practice fields, playgrounds, football fields, baseball fields, softball fields, pool areas, soccer fields, tennis courts, all open areas and in any area utilized by students or designated for student activities. Additionally, the use of tobacco products in any form in facilities, vehicles and areas designated for various student programs and activities is prohibited. This includes the use of e-cigarettes, "vapor", or other substitute forms of cigarettes, clove cigarettes, or other smoking devices.

NICOTINE PATCHES

The wearing of a nicotine patch is allowed by staff when prescribed by a medical doctor. Patches should be worn under clothing, if possible.

See School Board Policy 7434, 1215, 3215, 4215 and 5512. Click this link: School Board Policies

TOXIC SUBSTANCES AT WORK

Employees have a right to know about exposures to toxic substances in the workplace. A list of toxic substances is listed at each school or District facility. Toxic Hazard Preparedness (THP) is the responsibility of the Facilities and Operations Division. Current files of Safety Data Sheets (SDSs) will be maintained for every hazardous material present on District property. In fulfilling these responsibilities, the Facilities and Operations Division may enlist the aid of county and municipal authorities and, if possible, the owners or operators of identified potential sources of toxic hazards.

See School Board Policy 8431. Click this link: School Board Policies

USE OF SCHOOL FACILITIES AND EQUIPMENT

Use of facilities is governed by Board Policy. Any individual or organization leasing Board facilities must comply with the Use of Facilities Procedures. Site administrators do not have the authority to waive Use of Facility fees. Events may not take place which will interfere in any way with regular school activities, adult education programs, or community school programs. Requests for use of facilities should be made in such a fashion to assure adequate time for consideration by the Superintendent to either grant or deny approval of a request. Final approval must be obtained before advertising the activity. Facility Use process documents can be found on the District website: https://www.hernandoschools.org/departments/budget-finance/use-of-facilities

Employees should not use district-owned equipment for personal use.

The Loan of District Equipment form (SO-PC-002) must be completed by the employee when any type of district equipment is loaned (i.e., bringing a laptop computer home). Employees are responsible for the cost of any damages to, or the loss of, the equipment. Equipment loaned will be for business use only and shall not be used for gainful outside employment or private use of employees for personal gain, or by any outside group or organization, in accordance with School Board policy.

See School Board Policy 7510 and 7530. Click this link: School Board Policies

AUDIO-VISUAL EQUIPMENT

Equipment will be available from the media center and can be checked out by the media center staff. Employees are responsible for the prompt return and care of the equipment.

VOLUNTEERS LEVEL I AND LEVEL II (A+)/SPONSORS

Volunteers who are NOT employees will be addressed through the School Board-Adopted Volunteer Guidelines Manual and policy.

Any staff member who serves as a volunteer for any school-sponsored activity remains governed by Board policies related to employee behavior and action.

See School Board Policy 2430.01. and School Board Policy 9200 Click this link: School Board Policies

WEAPONS/FIREARMS

It is the expressed policy of the Hernando County School Board that District employees are prohibited from openly carrying a handgun or carrying a concealed weapon or firearm, in a school safety zone, into any elementary or secondary school, administration building, as well as into any Board meeting, any setting that is under the control and supervision of the Board for the purpose of school activities approved and authorized by the Board including, but not limited to, property leased, owned, or contracted for by the Board, a school-sponsored event, or in a Board-owned vehicle.

All persons, including school personnel, violating the provisions of this policy, while on School Board property or while attending school activities, wherever located, shall be immediately reported to the proper law enforcement authority. Employees violating the above provisions shall also be reported to the School Board and to the Professional Practice Commission. The Superintendent shall report any Employee violation of the provisions hereof to the School Board and shall also include a recommendation for disciplinary action, which may include suspension or dismissal.

Authorized school programs such as School Safety Guardians which require the usage of firearms shall be exempted as follows:

*The only District employees who may possess weapons on campus include Safe Schools' employees who hold positions of School Safety Guardians. Guardians may open carry only when they are in uniform and on duty fulfilling the job responsibilities of their role as School Safety Guardian for the site to which they are assigned – at school, on school transportation or at a school-sponsored event, e.g. football game, or a School Board Meeting. School Safety Guardians may not carry a weapon concealed at any time while on duty. The Director of Safe Schools may, under extraordinary circumstances, briefly possess a firearm that has been assigned to a School Safety Guardian.

See School Board Policy ~~1217, 3217 and 4217~~5772 and 7217. Click this link: School Board Policies

WORK EXPERIENCE – (salary purposes only)

EARNING YEARS OF WORK EXPERIENCE

Employees must work one (1) full day more than one-half (1/2) of the contract year (assigned to their

position) in order to earn a year of experience. If an employee does not earn a year of experience, he/she will remain on the current salary schedule step/level until the following school year ends.

WORK EXPERIENCE GRANTED FOR MILITARY EXPERIENCE

Professional/Technical/Supervisory and Administrative personnel will not be granted military experience unless the military experience is deemed like to said PTS or Administrative job description.

Instructional personnel may receive up to ten (10) years of credit for military experience. A copy of the DD-214 must be submitted to the Human Resources Department.

Non-instructional and Confidential Military Veterans may be granted a $500 supplement for military experience provided a DD214 is submitted to the Human Resources Department for review and approval. At least one year of full-time military active duty is required to be eligible for the supplement. The DD-214 form(s) must be received in the Human Resources Department within 45 calendar days of the employee's start date to be retroactive to the employee's start date. If the forms are received after the 45 days, the salary adjustment will be made from the beginning of the pay period during which the forms were received.

WORK EXPERIENCE GRANTED FOR PREVIOUS EMPLOYMENT

All experience must be verified by the former employer(s). Verification of Work Experience Forms are available on the Human Resources Department link on the HCSD website. The Work Experience Forms are also provided at the time of on-boarding. It is the responsibility of the employee to request these forms and provide the completed forms to the Human Resources Department.

The verification of employment forms must be received in the Human Resources Department within 45 calendar days of the employee's start date to be retroactive to the employee's start date. If the forms are received after the 45 days, the salary adjustment will be made from the beginning of the pay period during which the forms were received.

Instructional personnel may be granted up to twenty (20) years of teaching experience if the following criterion is met:

- Must have documentation of a satisfactory evaluation rating in a full-time teaching position for each year verified
- Must have the previous employer listed on the occupational experience section of the application for employment
- Form(s) must be complete and signed by previous employer or employment agency and must include contact information (address, phone number, etc.)
- Previous position must have required a valid teaching certificate
- Previous employer must have been an accredited institution

Professional/Technical/Supervisory personnel may be granted up to ten (10) years of like experience if the following criteria are met:

- Must be like job experience (similar duties) as determined by Human Resources
- Must have previous employer listed on the occupational experience section of the application for employment
- Form(s) must be complete and signed by previous employer or employment agency and must include contact information (address, phone number, etc.)

Administrative personnel may be granted up to fifteen (15) years of administrative experience if the

following criteria are met:

- Must be like job experience (similar duties)
- Must have been in a supervisory or administrative capacity
- Must have previous employer listed on the occupational experience section of the application for employment
- Form(s) must be complete and signed by previous employer or employment agency and must include contact information (address, phone number, etc.)

The employee may be required to provide additional documentation, such as a job description, if required by the Human Resources Department administrator. Previous experience can only be brought in one time for the entire duration of employment with the Hernando County School District regardless of employment changes. Employee has up to 30 days from the date experience is granted to appeal the number of years granted.

WORK EXPERIENCE SUBSTITUTED FOR REQUIRED POST SECONDARY EDUCATION

Related work experience equivalencies may be substituted in lieu of postsecondary education as per Senate Bill 1310 for a position of employment if the person seeking the position is otherwise qualified for such position. Related work experience may not substitute for any required licensure, certification, or registration required for the position of employment as indicated in the board approved job description of the position of employment.

A public employer may include a postsecondary degree as a baseline requirement only as an alternative to the number of years of direct experience required, not to exceed:

(a) Two years of direct experience for an associate degree;

(b) Four years of direct experience for a bachelor's degree;

(c) Six years of direct experience for a master's degree;

(d) Seven years of direct experience for a professional (specialist) degree; or

(e) Nine years of direct experience for a doctoral degree.

Any years used to substitute for a required postsecondary education may not be used as experience towards salary. Only years in excess of those used to substitute for the required postsecondary education may be applied towards determining the starting salary for said position, as applicable.

Staff Handbook

Section 3:
Employee Benefits and Risk Management

Employee Benefits

Qualifying Event/Change in Status

Retirement

Workers' Compensation

EMPLOYEE BENEFITS

NEW EMPLOYEE BENEFIT ELECTIONS

An election confirmation and enrollment form, provided as a downloadable document via the new employee orientation, must be completed and returned to Human Resources during onboarding. The new employee can make changes within the first 30 days from the first day of employment by emailing a new election confirmation form marked "revised" to a Risk, Benefits & Wellness Specialist. When adding dependents, you must provide dependent verification: birth certificate, marriage certificate, etc. Benefits will be effective on the first of the month following a sixty (60) day waiting period. The employee will not be eligible to make changes to his/her insurance until the open enrollment period unless he/she is experiencing a qualifying event as per IRS Section 125 regulation. If an employee elects to participate, premiums will be charged retroactively to the employee's effective date via payroll deduction. The effective date will be the 1st of the month following a sixty (60) day waiting period. Visit the Benefits page on our website for more information.

NEW EMPLOYEE RETIREMENT ELECTION

New employees must choose to participate in a Florida Retirement System (FRS) plan before the deadline, 4:00pm ET on the last business day of the eighth month following their month of hire. If the employee does not submit a plan choice by the deadline, the Investment Plan will be considered their 1st Election by default. Contact MyFRS Financial Guidance Line toll-free at 1-866-446-9377, Option 2 for free retirement planning.

BENEFITS WHILE ON UNPAID EXTENDED LEAVE OF ABSENCE

While on unpaid extended leave of absence, the employee is responsible for 100% of benefit premium payments. Life insurance must be converted to an individual policy. If the leave is due to illness, the employee may be eligible for a waiver of premium from the life insurance company. The employee's payment should be made through the Hernando County School District, Attention Benefit Payments. If an employee is deficient in paying premiums, the employee's benefits will be terminated. It is the employee's responsibility to notify Risk, Benefits and Wellness and the life insurance company when he/she returns to active employment.

BENEFITS WHILE ON FAMILY MEDICAL LEAVE

When an employee is out on continuous or intermittent Family Medical Leave, the School District will continue to contribute its portion of the employee's health and life insurance premium, and the employee is responsible for his/her portion of any other benefit premium payments. The employee's payment should be made through the Hernando County School District, Attention Benefit Payments. If an employee is deficient in paying premiums, the employee's benefits will be terminated. It is the employee's responsibility to notify Risk, Benefits and Wellness and the life insurance company when he/she returns to active employment. The employee will automatically be enrolled in the District's group life insurance plan on the first of the month following a sixty (60) day waiting period unless the employee elects differently by completing and returning the election confirmation and enrollment form within the first 30 days of returning to active employment status.

BENEFITS WHILE ON MILITARY LEAVE

While on Military Leave, the employee is responsible for 100% of benefit premium payments. The life insurance must be converted to an individual policy. The employee's payment should be made through the Hernando County School District, Attention Benefit Payments. If the employee is deficient in paying premiums, the employee's benefits will be terminated. It is the employee's responsibility to notify Risk,

Benefits and Wellness and the life insurance company when he/she returns to active employment. The employee will automatically be enrolled in the District's group life insurance plan on the first of the month following a sixty (60) day waiting period unless the employee elects differently by completing and returning the election confirmation and enrollment form within the first 30 days of returning to active employment status.

BENEFITS WHILE ON RETIREMENT

Retired School District personnel and their eligible dependents may be able to continue participation in their current group insurance plans. Insurance premiums are paid by the retiree. Retirees will be required to have their benefit payments deducted from their FRS Pension check. If the employee is not receiving a pension check because they elected the Investment Plan option or if their pension check is not sufficient to be able to deduct the benefit payment, the retiree may pay the benefit premium direct to the Hernando County School District, Attention Benefit Payments. If the retiree is deficient in paying premiums, the retiree's benefits will be terminated. Contact Risk, Benefits and Wellness for more information.

BENEFITS WHILE ON SUSPENSION WITH OR WITHOUT PAY

While on suspension with or without pay, the School District will continue to contribute its portion of the employee's health and life insurance. The employee is responsible for his/her portion of any other benefit premium payments. The employee's payment should be made through the Hernando County School District, Attention Benefit Payments. If the employee is deficient in paying premiums, the employee's benefits will be terminated. It is the employee's responsibility to notify Risk, Benefits and Wellness and the life insurance company when he/she returns to active employment. The employee will automatically be enrolled in the District's group life insurance plan on the first of the month following a sixty (60) day waiting period unless the employee elects differently by completing and returning the election confirmation and enrollment form within the first 30 days of returning to active employment status.

BENEFITS WHILE ON WORKER'S COMPENSATION LEAVE

When an employee is out on Worker's Compensation Leave, the School District will continue to contribute its portion of the employee's health and life insurance. The employee is responsible for his/her portion of any other benefit premium payments. The employee's payment should be made through the Hernando County School District, Attention Benefit Payments. If the employee is deficient in paying premiums, the employee's benefits will be terminated. It is the employee's responsibility to notify Risk, Benefits and Wellness and the life insurance company when he/she returns to active employment. The employee will automatically be enrolled in the District's group life insurance plan on the first of the month following a sixty (60) day waiting period unless the employee elects differently by completing and returning the election confirmation and enrollment form within the first 30 days of returning to active employment status.

TERMINATION OF EMPLOYMENT

An employee will continue coverage via the Hernando County School District's group insurance policy until the end of the month in which he/she terminates. The termination date is determined by the last day an employee worked or was on an approved leave. A COBRA election notice will be sent with directions on how to continue benefits.

WAIVER OF BENEFITS

If an employee does not choose to enroll in the health, vision or dental plan, the employee must complete the Election Confirmation and Enrollment Form to decline coverage, elect a beneficiary and forward to Risk, Benefits and Wellness. The employee will automatically be enrolled in the District's group life insurance plan and will not be eligible for benefits until the next open enrollment period unless the employee

experiences a qualifying event as described in IRS Section 125 regulation. The employee will have thirty (30) days from the date of the qualifying event to make changes.

QUALIFYING EVENT/CHANGE IN STATUS

What is a qualifying event/change in status?

A Qualifying Event/Change in Status is an IRS permitted mid-year plan election change.

Can I change my benefits during the year?

In general, during the plan year, under limited circumstances as provided by the District School Board of Hernando County's plans and IRS regulations, a Change in Status event may permit you to change a benefit election if you, your spouse, or dependent gained or lost eligibility for coverage under a qualified plan, as described in IRS Section 125 regulation.

What type of changes can I make?

The IRS requires that mid-year plan election changes must be on account of and corresponds with a change in status that affects your own, your spouse's, or your dependent's eligibility. The IRS requires mid-year plan election changes be on account of, and consistent with, a permitted event. Mid-year plan election changes are not automatic. Even if you experience a permitted Change in Status election change event under IRS regulations, your employer's component plans' insurance contracts may not allow (or may limit) mid-year plan election changes.

How do I know if I have experienced a change in status?

The 2-Step Rule: You can only change your benefit election(s) during the plan year if:

1. a qualifying change in status event has occurred and
2. the requested election change(s) corresponds with the event

What are qualifying events?

1. Change in your legal marital status – including marriage, death of a spouse, or divorce.
2. Change in number of tax dependents – including marriage, birth, death, adoption, or placement for adoption.
3. Change in employment status that affects your own, your spouse or dependent's eligibility – including termination or commencement of employment, commencement or return from unpaid leave of absence.
4. The gain or loss of a dependent eligibility status – such as attainment of specified age; student status; marital status; or any similar circumstances which satisfy or cease to satisfy eligibility status.
5. Change of residence of employee, spouse, or dependent that affects his/her eligibility for coverage.

When can I complete paperwork to add my newborn?

You can enroll your newborn by completing and returning the necessary paperwork to Risk, Benefits and Wellness within 30 days. If you do not enroll your newborn within 30 days of the birth date, the newborn's claims will not be paid and you will have to wait until the next open enrollment to enroll him/her in the Board's health care plan.

Can I add other dependents when I add my newborn?

Yes, you can add existing dependents whenever a dependent gains eligibility because of a qualifying change in status event.

If one of my dependents becomes eligible for Medicaid/Medicare, can I cancel coverage for all of my dependents at this time?

No, you may cancel coverage for that dependent only.

If my dependent becomes eligible for Florida KidCare can I drop my dependent coverage mid~~-year~~-year?

Yes, you may drop coverage for the covered dependent.

If my dependent loses eligibility for coverage under Medicaid or Florida KidCare, can I enroll them in health coverage?

Yes. If you or your dependent(s) lose eligibility for coverage under Medicaid or Florida KidCare or become eligible for premium assistance, you must notify the Risk, Benefits and Wellness within 30 days.

If I purchase an individual policy from an outside provider. Can I drop my dependent coverage mid-year?

No, IRS regulations do not allow a cafeteria plan participant to cease participation if he or she becomes eligible for a plan other than an employer sponsored group plan, Medicaid, Medicare or SCHIP (*Florida KidCare*).

Can I change my benefits at any time after I have experienced a change in status?

No, you must notify the Benefits Department within 30 days of a qualifying change in status event.

What happens if I fail to notify the employee benefits department of my change in status event within 30 days?

It is the responsibility of the employee to notify Risk, Benefits and Wellness of a change in status that affects the employee's, his/her spouse's, or his/her dependent's eligibility. Failure to notify Risk, Benefits and Wellness within 30 days will result in your benefit election(s) continuing until the next plan year. You can make such changes during open enrollment to be effective January 1, or the next calendar year. It is the School Board's policy not to refund overpayment of premiums.

Mid-year plan changes qualifying events:

1. Marriage
2. Divorce
3. Adoption
4. Birth
5. Over-Aged Dependent
6. Court Order
7. Change in Employment
8. Gain Employer, Federal or State Coverage
9. Involuntary Loss of Coverage
10. Moved from Service Area

IF YOU HAVE EXPERIENCED A QUALIFYING EVENT, YOU MUST:

Contact Risk, Benefits and Wellness within 30 days of such change to request the appropriate forms to stop or modify your benefit election(s) at (352) 797 – 7007. Complete and return the change in status request forms to Risk, Benefits and Wellness with documentation that authenticate the qualifying event.
A Risk, Benefit and Wellness Specialist will determine if your change in status meets IRS regulations. If your change results from a qualifying change in status event, the change(s) to your benefit(s) will be made following receipt of all properly completed forms and necessary documentation, including but not limited

to dependent verification if necessary. Premium deduction(s) or reimbursement(s) will be processed on the effective date of coverage as determined by the qualifying event date.

CHANGE IN STATUS DOCUMENTATION REQUIREMENTS:

- Marriage - Copy of Marriage Certificate
- Divorce - A certified copy of the "Final Judgment"
- Birth - Copy of birth certificate or social security card application "Notification Letter"
- Adoption - Copy of adoption decree, placement for adoption papers or forms provided by the court
- Death - Copy of Death Certificate
- Legal Custody of Child - Documentation that the child is your legal dependent
- Eligible for Medicare, Medicaid, or State Children Health Insurance Plan (SCHIP, i.e. Florida KidCare) - Copy of card or letter stating the effective date of coverage and names of individual eligible for coverage
- Dependent Flexible Spending Account - Letter from provider stating the effective date of change and the rate of increase or decrease
- Unpaid Leave - Letter from employer stating dates of unpaid leave
- Significant Change in Coverage
    - Loss of Coverage - A letter from employer stating the date coverage terminates
    - New Eligibility - A letter from spouse's employer stating date of newly eligible coverage
- Change in Employment (Spouse)
    - New Hire – A letter from employer stating the date of hire and date eligible for medical coverage
    - Termination–Documentation stating the effective termination date of medical coverage
- Ineligible Dependent
    - Employment – A letter from dependent's employer stating date of hire and date eligible for medical coverage
    - Student – If dependent has graduated or dropped out of college, a letter from the college stating such
    - Marriage – Copy of marriage certificate
    - Plans that provide health coverage for dependents are required to extend the coverage of dependents (adult children) to age 26, regardless of their eligibility for other insurance coverage. Health Plans must provide coverage to all eligible dependents, including those who are not enrolled in school, not dependents on their parents' tax returns, and those who are married

RETIREMENT

NOTE: The information below is subject to change based on Florida Retirement System (FRS) guidelines.

DEFERRED RETIREMENT OPTION PROGRAM (DROP)

Employees who reach normal retirement age/years may elect to participate in the Deferred Retirement Option Program (DROP). This program allows an employee to effectively retire under the Florida Retirement System (FRS) Pension Plan and begin accumulating his/her retirement benefits without terminating employment, for up to 96 months. While participating in DROP, monthly retirement benefits accumulate in the FRS Trust Fund. The earliest an employee may begin participation in DROP is the month they reach normal retirement date based upon age, or the month after the month of normal retirement date based upon years of service. ~~If an employee delays application to participate in DROP, it may affect eligibility. Noninstructional employees must apply within one (1) year of reaching normal retirement age or years of service, whichever comes first, or participation will not be allowed. For instructional personnel, there is no time limit to participate after reaching normal retirement age.~~ To apply for DROP, an employee must complete a DROP packet. The packet can be obtained by calling FRS at (844) 377-1888 or logging on

to MyFRS. Contact Risk, Benefits and Wellness for more information.

DROP EXTENSION REQUEST

If an employee is in an instructional or administrative position as defined in section 1012.01(2)(a)-(d) of Florida Statute, he/she may be permitted to extend his/her DROP Participation. This extension must be authorized by the Superintendent or designee and approved by the Division of Retirement. The employee must be employed on a contractual basis in an eligible position at the time they complete his/her initial 96-month eligibility period and must remain in an eligible position during his/her extended DROP participation. To request an extension of DROP, the employee must submit a written request to Risk, Benefits and Wellness along with a completed FRS DP-EXT form prior to the end of his/her initial period of DROP participation. This form can be obtained by calling FRS at (844) 377-1888 or logging on to MyFRS. DROP extension requests will only be authorized through the end of the employee's current contract year. Contact Risk, Benefits and Wellness for more information.

RE-EMPLOYMENT AFTER RETIREMENT

Before becoming reemployed in any capacity, including substituting, with any FRS employer after retiring or terminating DROP participation, the employee should contact the Bureau of Retirement Calculations Department for guidance at (844) 377-1888.

RE-EMPLOYMENT LIMITATION PERIOD

Employment with any FRS employer during the first year of your retirement may result in suspension of your retirement benefits. There are no exceptions. Prohibited employment includes full-time, part-time, temporary, other personal services (OPS), and contractual services. Contact FRS at (844) 377-1888 before beginning employment with an FRS employer to ensure that the limitation period is over.
Note: Retirement includes Pension, DROP, Investment Distribution and three percent Employee Contribution Distribution.

INSURANCE BENEFITS

School District personnel who have ended their employment by retiring may continue to participate in the current group health insurance program of the district provided the person also retires with the Florida Retirement System (FRS) within thirty (30) days of the last day of their employment and there is no interruption in insurance coverage. After completing an online Resignation/Retirement process on the District's website, the employee will receive a letter with instructions on how they can continue their insurance benefits. For more information contact Risk, Benefits and Wellness.

INTENT

In addition to the requirements for FRS, the employee must advise his/her administrator of his/her intent to retire. The employee must complete the online Resignation/Retirement process on the District's website. For additional information, please refer to Initiate Your Retirement Process which outlines the retirement process.

NEW EMPLOYEE RETIREMENT ELECTION

New employees must choose to participate in a Florida Retirement System (FRS) plan before the deadline, 4:00pm ET on the last business day of the eighth month following their month of hire. If the employee does not submit a plan choice by the deadline, the Investment Plan will be considered their 1st Election by default. Contact MyFRS Financial Guidance Line toll-free at 1-866-446-9377, Option 2 for free retirement planning.

RETIREMENT PROCESS

As per the Division of Retirement, to apply for Service Retirement or DROP via the Florida Retirement System (FRS), the employee must submit a signed and notarized application form to the Bureau of Retirement Calculations Department. Applications are accepted up to six (6) months prior to the termination of employment date. **The law does not provide retroactive benefits for an employee who delays completing an application, contact the Florida Retirement System with questions. It is the responsibility of the employee to initiate his/her retirement process.**

Forms and assistance can be obtained via the Division of Retirement by calling (844) 377-1888, logging on to MyFRS or contacting a Financial Advisor. Contact Risk, Benefits and Wellness for more information. **Please note that Risk, Benefits and Wellness personnel in the Human Resources Department serve strictly as liaisons between the Florida Retirement System and School District employees and cannot legally provide retirement advice.**

VACATION/TERMINAL PAY BENEFITS

Employees may be entitled to vacation and/or terminal pay benefits depending on years of service (see School Board Policy 1430.06, 4430.06, 1430.03, 3430.03 and 4430.03). Administrators, Instructional, Professional Technical and Confidential staff must request Bencor information by calling (888) 258-3422 option 1, eligible sick pay may be sent to Bencor. You can request a payout or rollover form from Bencor 30 days after your resignation date by calling (888) 258-3422 option 1.

See School Board Policy 1430.06, 4430.06, 1430.03, 3430.03 and 4430.03. Click this link: School Board Policies

WORKERS' COMPENSATION

The procedure for filing a Workers' Compensation claim is listed below:

- An injured employee must report the incident to the site Administrator or workers' compensation coordinator. All injuries need to be recorded on the site's Employee First Aid Log within thirty (30) days of the injury.
- If medical treatment is necessary, the workers' compensation coordinator will do the following:
    - EMERGENCY: a medical emergency is an injury that is acute and poses an immediate risk to a person's life or long-term health. Call 911 and get professional help immediately. Alert Risk, Benefits and Wellness and Fire Official.
    - Injured worker must call PMA 24 hr. nurse with the assistance of the site's worker's compensation coordinator.
    - Advise the employee that it is his/her responsibility to give the workers' compensation coordinator and their direct Supervisor all documentation from the treating physician immediately following treatment. Employee must immediately return to work unless otherwise stated by workers' compensation provider.
- Advise employee that in order to receive workers' compensation benefits, he/she must stay within the assigned workers' compensation network of doctors. All authorizations for specialty medical services must be approved by the workers' compensation carrier. Injured workers receiving workers' compensation benefits must attend all scheduled medical appointments and follow provider's instructions. Missing appointments can lead to benefits suspension, reduced compensation and claim denial.
- The employee must submit documentation from the authorized workers' compensation treating physician in order for time off to be considered as workers' compensation paid in line of duty leave. Leave for any employee, as prescribed by law, shall be authorized for a total not to exceed ten (10)

work days during any school fiscal year for an illness contracted or any injury sustained in the line of duty, or a total of ten (10) days for the same illness or injury. Once the employee has been released to return to work, he/she will notify his /her supervisor immediately. Failure to do so may subject the employee to progressive discipline that may include termination. Upon return to work the employee MUST provide a "release to return to work" from the authorized workers' compensation treating physician to the site administrator.

- If an employee with a worker's compensation injury is out for 10 consecutive days, he/she must complete an extended leave form and follow extended leave procedures with Risk, Benefits and Wellness.

While on Workers' Compensation Leave, the School District will continue to contribute its portion of the employee's health and life insurance premium payments. The employee is responsible for his/her portion of all other benefit premium payments. The employee's payment should be made through the Hernando County School District, Attention Benefit Payments. If an employee is deficient in paying premiums, the employee's benefits will be terminated. It is the employee's responsibility to notify Risk, Benefits and Wellness and the life insurance company when he/she returns to active employment. Employees will automatically be enrolled in the District's group life insurance plan on the first of the month following a sixty (60) day waiting period unless the employee elects differently by completing and returning the election confirmation and enrollment form within the first 30 days of returning to active employment status.

MODIFIED DUTY ASSIGNMENT

If an employee is placed on a modified duty assignment, the placement must be based on a condition that resulted from a workplace injury. The specific restrictions must be identified by an authorized workers' compensation physician. The employee's supervisor then determines if the regular position can be temporarily modified to meet the specific restrictions. If the employee's regular job cannot be modified, the employee may be placed in a modified duty assignment by the site Administrator or Risk, Benefits and Wellness. The employee will be paid at his/her normal rate of pay and benefits. Work hours may be modified. If the injured employee does not agree to work in the modified duty assignment, the employee will forfeit workers' compensation benefits and no longer be paid by the workers' compensation carrier or the School District. Workers' compensation medical benefits will continue until the employee reaches maximum medical improvement (MMI) as determined by the assigned workers' compensation physician. If the restrictions are not able to be accommodated, as determined by Risk, Benefits and Wellness, the employee will continue on workers' compensation and will be paid by workers' compensation carrier. Medical benefits will continue (if applicable). Modified duty assignments will be reviewed periodically. If an employee has not been released to regular duty at the end of a 120-day period, an assessment will be made regarding the employee's progress and employment status.

See School Board Policy 1430.05, 3430.05, 4430.05, 4124 and 8442. Click this link: School Board Policies

Staff Handbook

Section 4:
Employee Policies & Procedures for Students

Attendance - Student

Bullying, Harassment and Dating Violence and Abuse

Child Abuse Reporting

Clinic

Confiscated Student Property

Counseling Services

Cumulative Folders

Dropping and Transferring Students

Field Trips

Fundraising

Grades

Instruction

Instructional Materials

Lesson Plans

Locker Room Security

Media Centers

Parent/Guardian Pick up

Passes

Reporting to Parents/Guardians

Return of Students to Classroom (Authority of the Teacher)

Student Absences

Student Access, Referrals and Interviews

Student Conduct Policies

Supervision of Students

Surveys of Students

ATTENDANCE - STUDENT

- Complete and accurate records of students' grades and attendance must be kept for every class. Based on each school's attendance procedure a ~~phone call is made~~ parent/guardian is contacted daily in reference to students who were absent and/or tardy. Grades and attendance must be up to date at all times and will be checked periodically by the administration.
- Students must attend school in order to receive a grade. A student's attendance must be in accordance with School Board Policy.
- Students are not to take attendance.
- If a student is to be absent from a class for the purpose of helping a teacher to do work for the school (pictures, newspaper, band, etc.), approval must be given in advance by the student's assigned teacher.
- Attendance will be taken daily by the teacher. Students who have a school approved activity absence are not to be listed on the official record of absence but the absence and reason should be indicated in the teacher's record book. All other absences shall be reported in accordance with school procedures.
- No student is to leave the school grounds to run an errand for any employee of the school system during the time they are under the jurisdiction of the school.

See School Board Policy 5200, 1213, 3213, 4213. Click this link: School Board Policies

BULLYING, HARASSMENT, DATING VIOLENCE AND ABUSE

The Hernando County School District is committed to creating a safe, healthy, learning environment for all students that is free from bullying and harassment. All employees are expected to model and support a school culture that promotes positive interactions and respect for others. Bullying is more specifically addressed in the Student Code of Conduct as well as School Board Policy.

"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; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve: teasing, threats, intimidation, stalking, cyberstalking, physical violence, theft, sexual, religious, or racial harassment; public or private humiliation; destruction of property; and social exclusion.

Bullying can be physical, verbal, emotional, sexual or cyber in nature.

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 staff employee.
*See full definition in the Student Code of Conduct

Staff members who witness or become aware of bullying will immediately intervene in the following manner:

- Establish the safety of the victim of bullying.
- Report to administration. School administrators are required to investigate all allegations of bullying.

See School Board Policy 5516, 5517, 5517.01, 5517.03. Click this link: School Board Policies

CHILD ABUSE REPORTING

Professionals in daily contact with children are the first line of defense against child abuse and neglect. **Florida Statutes require that anyone who suspects that a child has been subjected to abuse or neglect is legally obligated to immediately call in their suspicion to the Abuse Registry Hotline at 1-800-96 ABUSE (1-800-962-2873).** Child abuse reports can also be faxed to 1-800-914-0004 or reported online at www.dcf.state.fl.us/abuse/report. **Penalties for those who suspect a child is being abused but fail to report it have been increased from a misdemeanor to a felony.** Additionally, the Ethics in Education Act requires mandatory reporting of child abuse. Failure to report child abuse is a breach of ethics and could result in job termination, as well as revocation of your teaching certificate. All reports are confidential; however, new revisions require that you provide your name, occupation, name of school and work number for contact by the Abuse Registry staff. As a professional courtesy, administration should be informed of any suspected child abuse that has been called in, but informing administration does not preclude the individual's duty to call in any suspected abuse. Florida Statute 1012.98 requires teachers in grades Pre-K – 12 to participate in continuing education training provided by the Department of Children Family Services on identifying and reporting child abuse and neglect. For further information regarding this training, contact the Professional Learning Department.

See School Board Policy 8462. Click this link: School Board Policies

CLINIC

The clinic is attended by a School Health Professional with varying levels of medical training and supervised by a HCSB/DOH RN. The clinic provides health services to students. For staff, the clinic provides emergency care only. Students and Staff should not seek explanation of illness from clinic personnel as they are not able to provide a diagnosis or treatment plan. Awareness of an injury must be reported to the clinic immediately. A student who is injured should be evaluated by the clinic. If the student has suffered a major injury, do not move the student; instead notify the principal and/or designee and clinic at once. They will notify the parent or guardian of the details of the accident. **An accident report must be completed by the staff member who was present at the time of the accident and must be submitted prior to the close of the school day. The report should list all staff present.** If an accident occurs after hours, a report must be completed and turned in prior to noon of the next school day. If a parent/guardian reports a medical condition to staff, staff shall notify the School Health Professional by end of day.

ADMINISTRATION OF EPIPENS

Florida Statute 381.88 provides that teachers and others who have the likelihood to work with children who need EpiPens must be trained in the proper administration of the medication through an injection, should the child be unable to self-administer. The School Health Professional must advise teachers of any students in their class who carry an EpiPen and arrange for training in proper administration. If a teacher has a student in his/her class who carries an EpiPen and has not had training, he/she must contact the clinic immediately.

BIOHAZARD WASTE DISPOSAL

Procedures for the disposal of biohazardous wastes are outlined in the "Biohazardous Waste Disposal Plan" which is distributed to clinic personnel and custodians.

CLINIC/SCHOOL NURSE PERSONNEL

School Health Professionals are responsible for:

- assisting the Hernando County Health Department School Health Nurses and HCSB RN's in ensuring each student has a Heath Consent prior to administering care, except for emergency care

- assisting the Hernando County Health Department School Nurse Professional in carrying out a school health service program designed to promote, maintain, and improve the health of students per the Guidelines written by the Health Department School Health Nurses and HCSB RN's
- administering first aid to ill or injured students
- administering medication to students, as per state statute
- conducting health screenings as per FL statutes and referring students with detected health concerns
- helping to prevent and control diseases
- providing comfort measures to students with minor discomfort and remaining with and giving comfort to ill or injured students until released to their parents or guardians; and ensuring that all staff members know about student medical issues as appropriate and in compliance with the law

MEDICATION POLICY (PRESCRIBED AND OVER-THE-COUNTER)

The Hernando County School District recommends that the administration of medications for students be scheduled before and/or after school hours. In the event that this is not possible, medication guidelines must be followed:

Authorized/trained school personnel may administer medication to students in compliance with the following policy procedures as approved by the Hernando County School District and the Hernando County Public Health Department:

- Only medication trained staff may receive, return, or administer medications in clinic or classroom.
- Medications may also be administered on school sponsored events within the state of Florida by staff who have been "Field Trip Medication" trained for the current school year.

A student may possess and use a medication to relieve headaches while on school property or at a school-sponsored event or activity without a physician's note or prescription if the medication is regulated by the United States Food and Drug Administration for over-the-counter use to treat headaches. Violations of Over-the- Counter (OTC) medication policy, include but are not limited to: distributing, dispersing, or sharing of OTC, carrying or possessing OTC in a package other than the original manufacturer's packaging, or ingesting or utilizing OTC in a way that is not specifically directed or authorized by the manufacturer, as directed on the original packaging.

Staff members' personal medication(s) must be secured where students have no access.

See School Board Policy 5330, 5335. Click this link: School Board Policies

CONFISCATED STUDENT PROPERTY

Staff members who confiscate inappropriate item(s) from students are responsible for the security of the items. Staff members who do not follow this procedure will be held liable for replacement costs. When weapons or potentially dangerous items have been confiscated by staff members a school administrator or the school resource officer are to be contacted **IMMEDIATELY** to retrieve the confiscated items from the staff member. At the end of the day, **all confiscated items** must be returned to the student or turned over to designated personnel for secure storage until a parent or guardian can pick them up. **No illegal item will be returned**. All staff members should know and follow their site's designated procedures for handling and turning in confiscated items.

COUNSELING SERVICES

Teachers are encouraged to use the Certified School Counselor and Social Worker services to meet the academic, behavioral, and mental wellness needs of all the students. Certified School Counselors and

School Social Workers must gain informed consent from the parent to provide counseling services.

CUMULATIVE FOLDERS

Cumulative folders will **remain in a designated location at all times.** Folders may be viewed by teachers when necessary. All materials must remain in the folder, unless otherwise directed by the principal and/or designee. Folders must be signed, dated, checked out and returned for each use.

Maintenance and access to student records shall be in accordance with School Board Policy and Federal law. Per Federal law, parents have the right to review their child's cumulative folder. Student records are covered under the Family Education Right to Privacy Act.

See School Board Policy 8330. Click this link: School Board Policies

DROPPING AND TRANSFERRING STUDENTS

No teacher may drop any student from a class roster. When a teacher decides that a student is not properly placed, the request for transfer must be made to the appropriate personnel and approved by the administrator.

FIELD TRIPS

All field trips must adhere to School Board Policy. Field trips shall use school buses, regular or special-purpose school vehicles for transportation on field and other District-sponsored trips. Transportation for all field and other District-sponsored trips may be limited by the availability of vehicles, drivers, and scheduling and will not be available when needed for general school purposes. The transportation for all field and other District-sponsored trips is to be by vehicles owned or approved by the District and driven by approved drivers. Exceptions must have the approval of the Superintendent. The Superintendent is authorized to establish transportation costs for school related and non-school related field trips. The transportation costs shall be reviewed annually by the Superintendent. This and additional information can be found in the Hernando County Schools Transportation Department Field Trip Manual.

See School Board Policy 8640 and 8660. Click this link: School Board Policies

FUNDRAISING

The purpose of fundraising projects is to contribute to the educational experience of the students. All fundraisers must comply with Hernando County School Board policies and should not conflict with the overall instructional program. The School Board does not permit the use of crowdfunding for District or school programs or activities, including co-curricular or extra-curricular activities. Other fundraising opportunities can be researched through the Hernando County Education Foundation.

All fundraising projects and activities must be submitted on a Fundraising Request Form/Recap located on the HCSD website. The application must be approved by administration and scheduled on the calendar in advance of the event.

- **All fundraising requests that include the sale of food or beverages must be approved by the Administrator.**

- **All requests for exempt fundraisers should be sent to the Food and Nutrition Department. (Information on determining what constitutes as an exempt fundraiser can be found on the District's website under Food and Nutrition.)**
- **Elementary schools may not have door-to-door sales**
- **Selling candy and/or distributing candy as a fundraiser is not allowed on school grounds during school hours or on school buses**

ELEMENTARY SCHOOL FUNDRAISING (K-5)

- Each elementary school may have no more than three (3) school-wide fundraising projects per school year.
- Each school should make an effort not to duplicate the activity of another school at the same time of year or season.
- All approved off-campus fundraising activities by a school, student club or class must have a teacher present at all times.

SECONDARY SCHOOL FUNDRAISING (6-12)

All students selling articles for any school, student club or class must have a current letter of introduction signed by the principal and/or designee. This applies to all organizations within the school, i.e., classes, clubs, athletic department, etc. Even if the project is connected with the school indirectly, the above procedure must be followed.

CHARITABLE DRIVES

- High Schools: Student participation in charitable drives is limited to voluntary participation of clubs and associations in secondary schools.
- Elementary and Middle Schools: Participation in charitable drives cannot be done in lieu of work detail.
- Raffles and other activities of chance shall not be conducted by any schools.

See School Board Policy 5830, 6605. Click this link: School Board Policies

GRADES

Reports on the progress of students shall be made by the schools to parents/guardians at regular intervals throughout the school year. These reports will contain the information prescribed by the Superintendent of Schools. Notification of student progress and other home school communication should be made in a language understood by the parent unless it is not feasible. Each school has a designated translator for Spanish. If communication is needed in other languages that the school does not have resources to support, please contact your school's ESOL (English for Speakers of Other Languages) Lead Teacher for assistance.

- Report cards will be available digitally through the Skyward Parent Portal within ten (10) school days after the end of each nine (9) week grading period. If a parent/guardian would like a paper copy of the report card, they need to notify the school in writing.
- In addition to the nine-week report card, grades will be entered weekly.
- Teachers should notify a parent/guardian more frequently if a problem is apparent.
- Teachers are required to follow the prescribed rules dictating updates to Parent Portal.
- Teacher/parent conferences and other means of personal contact will be used whenever possible to report the progress being made by students and to aid in developing understanding between home and school.

- Teachers are responsible for obtaining student's transfer grades from the Certified School Counselor. Certified School Counselors are responsible for obtaining transfer grades from transferring schools, or they can use the Florida electronic grade system.
- Teachers should check with the school counseling department in order to give a student an appropriate report card when transfer grades are available to be considered with local grades.
- Teachers are required to adhere to the adopted grading policies for each grade level.

See School Board Policy 5421. Click this link: School Board Policies

INSTRUCTION

Teachers are responsible for using the Multi-tiered Systems of Support (MTSS) framework as a guide to ensure effective instruction for ALL students. Instruction should be based on the appropriate grade level State Standards incorporating a variety of effective instructional strategies. Effective strategies that have been found to have a strong effect on student achievement include but are not limited to the following:

- Universal Design for Learning (UDL)
- Differentiated Instruction
- Setting goals and providing specific feedback
- Gradual Release lesson format that includes modeling
- Determination of appropriate intervention based on student need
- Use of collaborative structures and engagement strategies
- Summarizing, note taking, and use of graphic organizers
- Acceleration

In addition, teachers are expected to:

- Utilize data driven decision making and problem solving (including all demographic groups)
- Document, monitor and communicate student progress
- Make data-based decisions regarding instructional interventions needed to support struggling students
- Assist students in the development of good study habits and time management skills
- Use effective classroom management strategies
- Consider the English language proficiency levels of ELLs (English Language Learners) when planning instruction and assessment
- Consider accommodations for ESE students when planning instruction and assessment
- Deliver intervention based on schoolwide intervention schedule

~~Please refer to the MTSS Handbook for further information. Link below:~~

~~Multi-Tiered System of Supports~~

INSTRUCTIONAL MATERIALS

BOARD APPROVED INSTRUCTIONAL MATERIALS

- Each district school board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school or classroom library, or included on a reading list, whether adopted and purchased from the state-adopted instructional materials

list, adopted and purchased through a district instructional materials program under s. 1006.283, or otherwise purchased or made available.

- Teachers are expected to adhere to FL statute 1006.283 and use district approved instructional materials.

All primary instructional materials in grades K-12 must be School Board approved. The booklist is defined in the Florida BEST Benchmarks.

PURCHASING TEXTBOOKS

- All District adopted textbooks shall be consistent with District approved goals and objectives, State Standards, grade level expectations and course code descriptions.
- It is the responsibility of the principal to ensure that all textbooks for instructional use have been School Board approved and are being used at the grade level(s) or ability level(s) for which they were designed.

Purchase orders for growth and replacement are generated by the Department of Teaching and Learning. Every effort will be made to submit purchase orders in a timely manner.

RECEIVING TEXTBOOKS

- Principals are responsible for verifying the shipment of textbooks. Principals may have a team to help count the boxes upon delivery. The principal will sign the delivery once the count is verified to the invoice. If the Principal is not on campus an assistant principal may verify the delivery and sign. ~~The principal and/or designee must carefully review an incoming textbook shipment to assure the accuracy of the order.~~
- If problems occur with the textbook order, the principal and/or designee should contact the supplier to correct the error.

SELECTION OF ADOPTED TEXTBOOKS

The staff of the Department of Teaching and Learning is responsible for the textbook adoption and curriculum review process. The goal throughout the process will be the adoption of one (1) program choice for each division – elementary, middle and high. The following process will be used:

- A subject area Instructional Materials Review Team will be established.
- The Instructional Materials Review Team will adhere to the prescribed procedures for evaluating materials consisting of the following:
    - Review the historical and current research related to the subject area.
    - Review of the state approved instructional materials using the prescribed evaluation tool.
    - Evaluate the materials to ensure compliance with the State Standards.
    - Reach consensus on the final two (2) program/publishers and make a recommendation to the curriculum supervisor.
- The instructional staff for the subject area at the schools will be given an opportunity to review the recommended materials and vote for one (1) program choice.
- The votes will be submitted to the appropriate curriculum supervisor.
- The curriculum supervisors will submit the Instructional Materials Review Team recommendation and instructional staff vote results to the Superintendent of Schools.
- The Superintendent of Schools will make a recommendation to the School Board, who will be asked to approve the instructional materials that have been selected.
- The curriculum supervisors and the principal designee will collaborate to generate the purchase

orders of the approved instructional materials for each school.

- Professional learning will be planned to assure successful implementation of the new instructional program.
- A review of student performance data will be conducted to determine the effectiveness of the curriculum and instructional materials adopted.

CLASSROOM LIBRARIES

Please refer to the media handbook procedures.

Elementary Classroom Libraries in accordance with F.S. 1006.28 (3) must publish a searchable database of all books available in a classroom library. No books can be made available to students unless published in the database. See school media specialist for site specific procedures.

TEXTBOOK MANAGEMENT

- The principal's designee should properly label and add all new textbooks to the District adopted circulation system before distribution.
- Textbooks will be issued using the District approved electronic circulation system.
- The principal's designee will do an inventory of teacher assigned resources with each teacher during post-school or at the time a teacher terminates employment at the school.
- An annual inventory of all textbooks at the school site must be completed to determine the quantity and quality of supply.
- A notice of obligation must be completed for all lost or damaged books and noted on the electronic file.

The principal and/or designee has the responsibility to manage the use of instructional materials. As a part of that management, authority is given by Florida Statute 1006.28(3) (b) to collect, from students, payment for the full cost of lost or damaged materials. All funds collected for lost and damaged textbooks shall be remitted to the Finance Department with the school's monthly Internal Account checklist.

LESSON PLANS

A systematic plan for organization and presentation of daily delivery of instruction should be maintained.

- Lesson plans/outlines must include full use of available material (textbooks and supplementary materials) and should be based on and include State Standards and grade level expectations.
- Lesson plans must include the documentation of strategies, accommodations or modifications for students according to federal and state law, as stated in the student's Individual Education Plan and 504 Plans.
- Lesson Plans must include documentation of English for Speakers of Other Languages (ESOL) strategies, accommodations and/or modifications for English Language Learners (ELLs) being served under the ESOL Program. In addition, all the ESOL strategies, accommodations and/or modifications for an ESOL student should be noted on the Hernando County ESOL Strategies, Adaptations and Accommodation Form (Form SO-ESOL-019).
- Teachers are expected to appropriately differentiate instruction to meet individual student needs.
- Lesson plans should include emergency procedures, regulations, seating charts and special duty assignments.
- Lesson plans should be prepared as directed by the principal/supervisor at least one (1) week in advance. These plans must be available for administrative review upon request and also may be

reviewed during the evaluation process.

- Lesson plans must be readily available for substitutes and should provide continuity of instruction when a substitute is needed. Lesson plans for substitutes should be developed in accordance with the requirements of the individual school.
- Lesson plans are the responsibility of Long-Term Substitutes.
- Elementary teachers are expected to communicate grade level expectations to parents.
- Secondary teachers are expected to develop a yearly syllabus for the purpose of communicating course content and student expectations.

ELECTRONIC MEDIA

All electronic media (Videos, CDs, DVDs, etc.) used in the classroom **must be related to the curriculum being taught**, be grade level appropriate and must be approved by school administration prior to viewing by students. See media handbook ~~and audiovisual policy 2540~~ for more information.

See School Board Policy 2540. Click this link: School Board Policies

LOCKER ROOM SECURITY

To ensure proper supervision at secondary schools in the locker room, the principal and/or designee is to direct the Physical Education Department and Athletic Department to arrange their schedules so that a gender appropriate teacher, coach or paraprofessional is in the locker room at all times for supervision when students are present. When students are not in the locker room, the Physical Education Department and Athletic Department must be aware that they will be held responsible for making sure that locker rooms are locked and secure. When possible, it is recommended that two (2) staff members of the same sex be present for locker room supervision. Referees and anyone other than students may not use the locker room to change clothing or shower when students are present.

MEDIA CENTERS

Teachers at each site should become familiar with the procedures and resources at their site. The Principal or designee should develop a plan, to be approved by the principal, for collecting payment for lost or damaged items. When developing a plan for such items, the following guidelines are recommended:

- The plan must be consistent with F.S. 1006.28(3)(b).
- Items damaged beyond repair should be considered lost and may be discarded following the correct procedures for discarding.
- A student should pay for materials after receiving an overdue notice or parent letter. It may also be necessary to send a Notice of Obligation to the student's home by U.S. mail.
- The plan should establish procedures to determine who will collect the money.
- Payment should be in the exact amount requested and may be paid in cash, check or money order as determined by the school. Checks must be made payable to the school.
- An individual receipt from a receipt book must be issued to the student. Receipt books can be signed out to the person receiving the money by the school's bookkeeper. It is recommended that the title, call number and barcode number be written on the receipt in case the item is later retrieved.
- If the staff member is collecting the money, he/she should list all monies received by receipt number and the amount received on the correct form and give it to the bookkeeper at the end of the same day.

- Accurate records of the lost and damaged books must be kept.

If a student transfers to another school within the district without returning a media item, the Principal or designee should notify the receiving school's Principal or designee. Every effort should be made to retrieve the item(s) or payment, and the students should be allowed to use media materials in the confines of media centers. A block preventing students from checking out media materials may be placed on the student's record through the checkout system until the material(s) have been returned or reimbursement has been received.

PARENT/GUARDIAN PICK UP

When a parent/guardian desires a student to leave school during the day, or when the parent/guardian wishes to pick up the student, the parent/guardian must make such a request in person or in writing. The student must be signed out in the office. All passes to leave school will be issued by the office. School personnel shall not release any student at any time **without proper authorization.** Students are not to be released from school at the request of any person other than those listed on the student info/emergency info card. The student must be signed out and the individual must have his/her Florida state issued ID checked through the districts Safe Visitor system to ensure that the person is not a sexual offender, predator, or private alert.

PASSES

Students must have a pass when leaving a scheduled class or activity.

- To assure the safety of students, passes must be issued before students are allowed to leave the direct supervision of a staff member.
- Extreme discretion should be used by staff in giving a pass to a student. A real need should exist before the issuance of any pass by school personnel.
- A staff member shall not keep a student after class except with prior approval.
- As determined by administration, students in elementary schools should use the "buddy" system when leaving class.

REMOVAL OF STUDENT FROM CLASS (AUTHORITY OF THE TEACHER)

The principal shall make provisions for students to be removed from class when the continued presence of the student in the classroom is intolerable, in accordance with Florida Statute 1003.32. If a teacher makes the request that a continually disruptive student not be returned to his/her class, the principal may not return the student to the teacher's class. The teacher and the Placement Review Committee must render decisions within five (5) working days of the removal of the student from the classroom.

Teachers should follow their school's procedure for the removal of students who are acting out. Suggestions include: having an adult accompany the student from the class or requesting an administrator to come to the class. If the principal is recommending that the student be returned to the teacher's classroom, then the case will be presented to a school-based Placement Review Committee which consists of three (3) teacher representatives [one (1) selected by the school's faculty and one (1) selected by the teacher who removed the student and one (1) teacher appointed by the principal]. The principal must notify each teacher in that

school about the availability, the procedures and the criteria for the Placement Review Committee as outlined in this section. If no teacher volunteers to participate in the Placement Review Committee, then the Hernando Classroom Teachers' Association (HCTA) President will appoint members to serve on that school's committee. If the Placement Review Committee's decision is contrary to the decision of the teacher to withhold consent to the return of the removed student to the teacher's class, the teacher may appeal the committee's decision to the Superintendent of Schools.

If the student is in Special Education, then the student should be referred to the Individual Education Plan (IEP) Committee for review per due process. If the IEP Committee feels that the most appropriate placement is with the referring teacher, that decision, with meeting minutes, is presented to the Placement Review Committee to serve as documentation.

The teacher who does not wish the student readmitted to the class may not serve on the committee, nor may the principal serve on the Placement Review Committee. The teacher and the principal may speak before the committee. Neither may be present when the committee members deliberate to reach their decision.

The Placement Review Committee has the authority to make alternative placement decisions within the frameworks of federal and state laws. The District Student Code of Conduct, Civil Rights provisions and availability of appropriate alternative placements must be considered in reaching a decision. If the decision of the committee is to remove a student from a particular class, due process procedures may require additional time to implement the change in placement.

Whenever the committee meets, records must be kept. These records must include the date and time of the meeting and any written statements provided. All decisions should be signed by the committee members rendering the decision.

Parents must be notified of their right to appear before the Placement Review Committee to present information. Parents need not be present for the committee to render a decision and they shall not be present when the committee members are deliberating. The committee serves to determine whether the principal's recommended placement is the best or only available alternative. If the committee determines that such placement is not the best or only available alternative, then the committee members will determine the placement of the student. The committee may also recommend the return of the child to the teacher's class. In those cases, the committee shall provide a written reason for this decision. All decisions of the Placement Review Committee must be made within five (5) working days of the student being removed from class.

REPORTING TO PARENTS/GUARDIANS

In an effort to improve parent/guardian involvement and to ensure parent/guardian awareness of their child's progress, each teacher should contact parents/guardians to inform them of their child's progress. It is the teacher's professional responsibility to be completely straightforward with parents/guardians concerning the academic progress of their children. Should a parent/guardian contact the teacher for specific information regarding his/her child, a teacher is to provide accurate information. If a teacher does not have the information available, the teacher should arrange to contact the parent/guardian at a time when the information is available. When parents/guardians call the school and ask that the teacher call them, every effort should be made to return their call within 2 work days or sooner.

Parents/guardians may make an appointment with the teacher before or after school, or the teacher may

send home notes requesting a parent conference. If a conference is requested by the administrator during the teacher's planning time, the teacher will be notified of such conference and the teacher is to attend (HCTA Contract, section 5.13 B). A record of contacts (i.e. conferences, telephone calls) should be kept by the teacher for reference (see School Procedures Handbook for details). Notification of student progress and other home school communication should be made in a language understood by the parent unless it is not feasible. Each school has a designated translator for Spanish. If communication is needed in other languages that the school does not have resources to support, please contact your school's ESOL (English for Speakers of Other Languages) Lead Teacher for assistance.

STUDENT ABSENCES

Statute 1003.26 requires upon each unexcused absence, or absence for which the reason is unknown, the school principal or his or her designee shall contact the student's parent to determine the reason for the absence. If the absence is an excused absence, as defined by district school board policy, the school shall provide opportunities for the student to make up assigned work and not receive an academic penalty unless the work is not made up within a reasonable time.

STUDENT ACCESS, REFERRALS, AND INTERVIEWS

A student will not be allowed to leave school with any person other than the student's parent/guardian or a person with a parent's/guardian's verified authorization. The enrolling parent/guardian must provide a certified court order indicating sole custody or a restraining order if they do not wish the other parent/guardian to have access to his/her child.

- **Separated/Divorced Parents/Guardians:** The question of legal custody of a child is not the responsibility of our educational establishment. School personnel shall assume the enrolling parent/guardian has legal custody of a child.
- **Legal Authorities:** It may be necessary at times for legal authorities, such as law enforcement officials, to take a student into custody or question a student on campus during school hours.
    - When a student is subject to a criminal investigation for an offense that occurred off campus, the principal shall make an attempt to contact the student's parent/guardian before allowing law enforcement officers to interview the student. The principal or designee shall document attempts.
        - If a parent cannot be contacted, the officer will be allowed to go forth with interviewing the student. The principal or staff member shall be present at such interviews. If a high school student requests that the principal or designated staff member not be present, such requests will be honored.
        - If the parent can be contacted, they will be informed that they may be present while his/her child is being interviewed as a subject in the investigation and a reasonable time will be allowed for them to appear at the school.
    - When a student is the subject in an administrative investigation, school officials, which includes the school resource officer, shall be permitted to conduct necessary interviews.
    - When a student is not the subject in a criminal or administrative investigation, but is being interviewed as a victim or witness, the principal shall permit such interview by police officers or administrative investigators. The principal shall make an attempt to contact the student's parent/guardian before allowing law enforcement officers to interview the student. The principal and/or designee shall document attempts. If the investigation

involves a suspected child abuse case, the principal and/or designee may be present, in accordance with Florida Statute for such interview, if requested by a student and/or the official conducting the interview. In suspected child abuse and/or neglect cases, school authorities are not to contact the parent/guardian. This is the sole responsibility of law enforcement and the investigating agency.

- Each student has certain rights when an officer (defined as a police officer or an identified representative of the court) wishes to remove a student from school premises.
  - Should the officer request to take the student out of the school, he/she shall do so only with the consent of the parent/guardian or with a subpoena, which requires the student to be a witness. If the officer desires to make an arrest, either with or without an arrest warrant, he/she shall be allowed to do so without objection by the administrator or teacher in charge. If a student is removed by an officer, the administrator shall endeavor to notify the parent/guardian prior to the student's removal from the school premises or as soon thereafter as possible.
  - If an officer demonstrates to a principal and/or designee that a child needs to be taken into protective custody, pursuant to Florida Statute 39.401, the officer shall be permitted to remove the student.
- Referrals to outside agencies involving punitive action against a student shall be made on the referral form by the agency concerned.

STUDENT CONDUCT POLICIES

All student conduct policies are subject to School Board regulations. The Student Code of Conduct contains these regulations and is available to parents/guardians, students and teachers in both English and Spanish.

The Student Code of Conduct and the Suicide Prevention Guide and the Threat Assessment Manual will be adhered to at all times.

RISK ASSESSMENT

Suicidal Individual

ALL SUICIDAL IDEATIONS/ATTEMPTS ARE TO BE TAKEN SERIOUSLY

Procedural Guidelines for Students – The student should be taken directly to the Certified School Counselor's Office to be screened for possible risk assessment. The child should not be left alone at any time. All suicidal ideation or attempts must be attended to **immediately.** If a certified school counselor or school social worker is not available, notify administration immediately and contact ~~the Director of Student Services Department at (352) 797-7008~~ one of the Mobile Response Teams at the following numbers: (352) 287-9858 or (352) 797-7008. In the event that any student is taken into custody and subject to an involuntary examination, the Director of Student Services shall be notified. The Director of Student Services will notify the Superintendent and any affected departments.

Administration, School Counselors, and Student Services Staff refer to the Suicide Prevention Flowchart for detailed process and statutory requirements of parental notification.

THREAT ASSESSMENT

Individual Engaging in Threatening Behavior

ALL HOMICIDE THREATS/ATTEMPTS TO HARM SELF OR OTHERS ARE TO BE TAKEN SERIOUSLY AND REPORTED IMMEDIATELY

Procedural Guidelines – The goal of all school safety efforts is to prevent violence or harm to members of the school community. A Threat Assessment must be completed any time a student threatens to harm or kill another student or staff member or that student exhibits concerning behaviors that may indicate that they pose a threat to the school community. The threat must be immediately reported to the Chair of the school's established Threat Management Team so it can be assessed for level of concern and necessary protective measures and interventions can be established. Each school's Threat Management Team must include the "Core Four" members as outlined in the Florida Model for Harm Prevention and Threat Management. The "Core Four" member roles are School Administrator, Instructional Staff Member, Mental Health Professional and Certified Law Enforcement Officer (SRO). These members must have completed the required training in the Florida Model. All threats that are being investigated must be reported to the Director of Safe Schools immediately to allow for proper notification to the Superintendent and Board Members. If any assistance is needed in completion of the Threat Assessment, The District Threat Management Coordinator should be contacted.

Please refer to the Threat Assessment Manual for further details.

SUPERVISION OF STUDENTS AND GROUNDS

Employees are advised that they should not touch students in any way except for the protection of the health, safety and/or welfare of a student or for protection of themselves.

Notice of Limited Supervisory Times: The school will provide supervision to its students during regular school hours; and during the time the student is on the school premises participating with authorization in a school-sponsored activity; and during a reasonable time before and after a student is on the premises for attendance at school or for authorized participation in a school-sponsored activity. There is a rebuttable presumption that the term "reasonable time" means 30 minutes before or after the activity is scheduled or actually begins or ends, whichever is longer (Florida Statute). However, it is the policy of the Hernando County School Board to not leave students unattended at any time.

Do Not Leave Your Class Unattended: Teachers are responsible for students in their class at all times. If it is necessary to leave class for any length of time or if an emergency arises, contact the main office, principal and/or designee so that arrangements can be made for classroom coverage. **Teachers are not to leave their classes unsupervised at any time. Only school personnel may supervise students.** This includes, but is not limited to, students being placed in the hallway unsupervised for testing purposes and/or disciplinary reasons. Whenever a class is moved, notify the office and post a note on the regular classroom door. **Never send a student back to an unsupervised classroom for any reason.**

SURVEYS OF STUDENTS

Students are not required to participate in any survey that concerns one or more of the following protected areas without prior written consent:

1. Political affiliations or beliefs of the student or the student's parents
2. Mental and psychological problems of the student or the student's family
3. Sexual behavior or attitudes
4. Illegal, antisocial, self-incriminating, or demeaning behavior
5. Critical appraisals of other individuals with whom the respondent has close family relationships
6. Legally recognized privileged relationships, such as those of lawyers, physicians, and ministers
7. Religious practices, affiliations, or beliefs of the student or the student's parent
8. Income (other than required by law to determine program eligibility)

Parents have the right to inspect any survey before it is administered or distributed by contacting the school and making an appointment during regular school hours.

Individuals have the right to file a complaint with the U.S. Department of Education concerning alleged failure by the District to comply with the requirements of Family Educational Rights Privacy Act (FERPA). The address of the office that administers Family Educational Rights Privacy Act is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue S.W., Washington, D.C. 20202.

The School District of Hernando County Florida

2026-2027
Staff Handbook

Vision: To inspire and support the pursuit of individual greatness.

Mission: 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.

SUPERINTENDENT
Ray Pinder

SCHOOL BOARD MEMBERS
Kayce Hawkins, Chairperson
Shannon Rodriguez, Vice Chairperson
Michelle Bonczek, Board Member
Susan Duval, Board Member
Mark Johnson, Board Member

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Staff Handbook

Section 1: Opening

Welcome

Hernando School District Strategic Plan

Education Standards Commission

Nondiscrimination Statement

Workplace Harassment of Employees

Drug-Free Workplace

Important Numbers

Additional District Information

Welcome to the School District of Hernando County

It is our pleasure to welcome you to the Hernando County School District. We believe we are successful every day we can offer our students the fullest opportunities to learn and experience greatness. This includes everything from appropriate and rigorous curriculum to clean and sanitary facilities, to timely, efficient, and safe transportation.

We value every member of our team for the vital roles they play in this process and recognize that a collective effort is essential to our success. You will experience from those around you the team attitude and hard work that motivate us toward better educational opportunities for our students. It is our hope that your efforts as a member of this team will effectively and efficiently contribute to the mission.

GUIDING PRINCIPLES:

We believe:

- Education is the foundation for a better future.
- Family and community involvement are critical to a high-quality educational system.
- Diverse individuals, ideas, talents, and learning styles strengthen our communities.
- All stakeholders share in the responsibility and decision-making as part of supporting student success and school improvement.
- Individuals and organizations are accountable for their behaviors and actions.
- Commitment to teaching methodologies that foster student engagement, critical thinking, and content mastery will prepare all students to graduate ready for work and postsecondary education.
- Shared purpose, collaboration, commitment to continuous improvement, and an innovative spirit are essential in effective teaching cultures.
- Safe, caring environments are essential for learning and the well-being of all students.
- High expectations and recognition empower individuals and lead to improved performance.
- Aligned expectations and policies that reflect best business practices are essential for success.

This handbook is intended as an overview of the District's policies and procedures. It is not a contract and is not intended to be. As a school board employee, it is important that you become acquainted with the policies, procedures and benefits contained within this manual that will contribute to your success. Please read through it. You are expected to know and adhere to the information and regulations it contains. Administrative efficiency and effective public relations require that all staff members conform to the information and regulations. If any policy or regulation needs clarification, please consult your supervisor at once.

Answers to many questions are in this handbook, as well as information which will make your work easier. All departments should create Standard Operating Procedures (SOPs) to direct the work associated with the information outlined in the Staff Handbook and School Board Policies.

This Staff Handbook shall be deemed amended to comply with all laws, all lawful rules of the State Board of Education, all lawful rules and actions of the School Board, and all terms of any applicable ratified collective bargaining agreement. In the event an actual or perceived conflict arises between the language contained in it and the terms and conditions of employment set forth in the respective collective bargaining agreement(s), the language in the bargaining agreement shall prevail. All policies, collective bargaining agreements, board member and board meeting information for the Hernando County School District is available for review at www.hernandoschools.org. Again we wish you much success in Hernando County.

HERNANDO COUNTY SCHOOLS Strategic Plan: 2023 – 2028
To inspire and support the pursuit of individual greatness.

Key Priorities 2023 - 2028

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.

- Meet or exceed the state average of students scoring proficient.
- Meet or exceed the state average of students making learning gains.
- Meet or exceed the state average of students in the lowest quartile making learning gains on Florida Assessment of Student Thinking in English Language Arts and Math

Strategy 2
Ensure schools engage in evidence-based strategies and interventions to support subgroups and close achievement gaps.

- Close the achievement gaps as measured by state metrics.
- Increase the percentage of English Language Learners becoming proficient in language acquisition on Assessing Communication and Comprehension in English-State to State for English Language Learners.
- Increase percentage of students with individual Education Plans being served in the regular class 80% of the day.
- Decrease the drop-out rate for students with disabilities.
- Meet or exceed the state graduation rate of all Every Student Succeeds Act subgroups.

Strategy 3
Prepare K-12 students for post-secondary education, employment, or military service.

- Increase middle school acceleration through advanced courses and career & technical opportunities.
- Increase the number of high school credits earned by students in grades 6-8.
- Increase the number of K-5 students participating in Career & Professional Education.
- Increase district average of Advanced Placement and Advanced International Certificate of Excellence exam pass rates for all courses.
- Increase the number of students receiving an Advanced Placement Capstone Certificate or diploma or Advanced International Certificate of Excellence diploma.
- Meet or exceed the state average for high school district acceleration rate.
- Increase student participation in dual enrollment courses.
- Meet or exceed the state average for Scholastic Aptitude Test total and American College Test composite score.
- Increase Students with Disabilities' access to post-secondary education.
- Increase Florida Application for Federal Student Aid completion rate to meet or exceed average state rate.
- Increase the number of industry certifications earned by students.
- Decrease truancy for students in grades 6-12.
- Continue to exceed the state's rate for graduation.
- Increase the number of students who take the Armed Services Vocational Aptitude Battery.

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.

- 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 lt University.
- Decrease the number of teachers identified as out of field for English for Speakers of Other Languages/Gifted.
- Increase satisfaction for professional development 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 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.

- 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 ongoing 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.

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 as determined by school cleanliness reports.

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.

- Increase sponsorship contributions to enhance school and district student learning outcomes.
- Increase participation rate for family· and community engagement events.

Strategy 2
Enhance two-way district communication and engagement with families and the community.

- Increase the number of respondents to the feedback structures.
- Improve overall satisfaction ratings from feedback structures.

Strategy 3
Elevate the quality of internal communications and ensure staff receive timely and constructive information.

- Increase the number of staff responding to feedback structures.
- Improve overall satisfaction ratings from feedback structures.

Strategy 4
Develop authentic ways to celebrate the contributions and achievements of all employees.

- Open pathways to partner with other HCSD departments, schools and teams to develop recognition opportunities.
- Monitor and update feedback systems to determine areas of improvement.

Priority 5 – Financial 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.

- Increase purchasing card participation & annual rebates.
- Strive to increase revenue from local revenue sources.
- Increase interest earning strategy by expanding investment portfolio.
- Maintain an assigned and unassigned fund balance of 5%.
- Maintain the current bond rating as reported by designated agencies.

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.

- Improve existing district facilities by utilizing planned life cycle replacement.
- Decrease the average age of the bus fleet.
- Increase the number of sites with upgraded bandwidth.

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.

- Study and analyze growth population in county.
- Plan for new construction for additional student stations so Florida Inventory of School Houses capacity meets or exceeds student enrollment.

Hernando County Schools
919 North Broad Street, Brooksville, FL 34601
Phone: (352) 797-7000
Website: www.hernandoschools.org

Education Standards Commission

The Code of Ethics of the Education Profession in Florida and the Principles of Professional Conduct of the Education Profession in Florida

The State of Florida has established the Principles of Professional Conduct for the Education Profession in Florida which are found in State Board Rule 6A-10.081. As professionals, all employees must be aware of and adhere to these rules at all times. These rules are established by the State of Florida and govern the teaching certificates of instructional personnel. In the event the language conflicts with Board policy (i.e. self-reporting of arrests), employees are required to abide by the rules outlined in Board policy. Employees may be disciplined for unprofessional conduct.

All employees are required to adhere to School Board Policies and Florida Statutes regarding ethics. Employees are expected to abide by policy and act in a professional manner at all times. Employees may be disciplined for unethical or unprofessional conduct.

See School Board Policy 1129, 3129, 4129, 1210, 3210, 4210, 1139, 3139, 3139.01 and 4139.01. Click this link: School Board Policies

6A-10.081 Principles of Professional Conduct for the Education Profession in Florida

(1) Florida educators shall be guided by the following ethical principles:

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

(b) The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.

(c) Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

(2) Florida educators shall comply with the following disciplinary principles. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.

(a) Obligation to the student requires that the individual:

1. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
2. Shall not unreasonably restrain a student from independent action in pursuit of learning.
3. Shall not unreasonably deny a student access to diverse points of view.
4. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
5. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
6. Shall not intentionally provide classroom instruction to students in prekindergarten through grade 8 on sexual orientation or gender identity, except when required by Sections 1003.42(2)(n)3. and 1003.46, F.S.
7. Shall not intentionally provide classroom instruction to students in grades 9 through 12 on sexual orientation or gender identity unless such instruction is required by state academic standards as adopted in Rule 6A-1.09401, F.A.C., or is part of a reproductive health course or health lesson for

which a student's parent has the option to have his or her student not attend.

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

9. Shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being unless the individual reasonably believes that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.

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

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

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

13. Shall not violate s. 553.865(9)(b), F.S., which relates to entering restrooms and changing facilities designated for the opposite sex on the premises of an educational institution.

14. Shall not violate s. 1000.071, F.S., which relates to the use of personal titles and pronouns in educational institutions.

(b) Obligation to the public requires that the individual:

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

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

3. Shall not use institutional privileges for personal gain or advantage.

4. Shall accept no gratuity, gift, or favor that might influence professional judgment.

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

(c) Obligation to the profession of education requires that the individual:

1. Shall maintain honesty in all professional dealings.

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

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

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

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

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

7. Shall not misrepresent one's own professional qualifications.

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

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

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

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

12. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
13. Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), F.S.
14. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), F.S.
15. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), F.S.
16. Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.
17. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

Rulemaking Authority 1001.02, 1012.795(1)(j) FS. Law Implemented 1012.795 FS. History–New 7-6-82, Amended 12-20-83, Formerly 6B-1.06, Amended 8-10-92, 12-29-98, Formerly 6B-1.006, Amended 3-23-16, 11-22-22, 2-21-23, 5-23-23, 8-22-23.

THE POLICY OF NONDISCRIMINATION OF THE SCHOOL DISTRICT OF HERNANDO COUNTY

GENERAL: It is the policy of the School Board of Hernando County, Florida, not to discriminate on the basis of race, color, religion, national origin, age, sex, marital status, or handicap in its educational programs or employment practices. By operating in this manner, the School Board adheres to the provisions of Federal Law and other applicable laws. Specifically, Hernando District Policy states, "It is the policy of the Hernando County School Board not to illegally discriminate or to allow its employees to illegally discriminate on the basis of race, color, religion, national origin, age, sex, marital status, disability, pregnancy, military status, ancestry, or Genetic Information Nondiscrimination Act of 2008 (GINA) in its educational programs or employment practice." The District also provides equal access to its facilities to the Boy Scouts and other identified Title 36 patriotic youth groups, as required with 34 C.F.R. 108.9. In accordance with Florida Administrative Code, national origin minority or Limited English Proficient (LEP) students shall not be subjected to any disciplinary action because of their appropriate use of a language other than English. The lack of English skills will not be a barrier to admission into any Career and Technical Education Programs offered at any of our schools, Sun Tech Education Center, or adult education programs.

EMPLOYMENT: Neither the Hernando County School District nor its employees shall illegally discriminate in its employment policies and practices on the basis of race, religion, color, national origin, sex, marital status, disability, age or any other legally protected status as defined by applicable law.

STUDENTS: The Hernando County School Board prohibits exclusion of any student from participation in or the denial of the benefits of any educational program or activity as well as any and all forms of illegal discrimination against any student on the basis of race, color, religion, national origin, age, sex, marital status, disability or other legally protected status as provided by applicable law.

PRECEDENCE: This policy shall take precedence over any other statement in the policies, procedures, rules, and regulations of the Hernando County School Board wherever such may appear unless in conflict with any collective bargaining agreement.
To file concerns, please follow the complaint procedures found in School Board Policies 1122, 3122 and 4122.

The compliance officer for Employee related issues is Matthew Goldrick, Director of Labor Relations & Professional Standards, 352-797-7005.
Compliance officers for student related issues are Jill Kolasa, Director of Student Services 352-797-7008, and Anna Jensen, Director of ESE 352-797-7022.

See School Board Policy 1122, 3122 and 4122. Click this link: School Board Policies

WORKPLACE HARASSMENT OF EMPLOYEES

The School District of Hernando County forbids the discrimination against any employee, applicant for employment, or student on the basis of sex or race. The District will not tolerate any type of bullying or harassment activity by any of its employees, including but not limited to sexual, racial, religious, national origin, disability, or pregnancy. This policy also applies to non-employee volunteers who work subject to the control of school authorities. 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 other School District official so that the Superintendent or designee may address the conduct before it becomes severe, pervasive, or persistent.

Sexual harassment is defined in school board policy to include:

- Unwelcome sexual conduct conditioned for something or quid pro quo harassment.
- Unwelcome sexual conduct determined by a reasonable person to be severe, pervasive, and objectionably offensive.
- Sexual assault: rape, sodomy, sexual assault with object, fondling, incest, statutory rape.
- Domestic Violence
- Dating Violence
- Stalking

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender. Any teacher, administrator, coach, or other school authority who engages in sexual conduct with a student may also be guilty of a crime.

Racial harassment consists of verbal, nonverbal, graphic, written, or physical conduct that denigrates or shows hostility or aversion toward any employee based upon race when such conduct has the purpose or effect of creating an intimidating, hostile, or offensive work environment; or when such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or employment opportunities.

Racial harassment as defined above may include but is not limited to the following conduct which is based upon race:

- epithets and slurs;
- written or graphic material that shows hostility or aversion toward an individual group;
- negative stereotyping;
- threatening, intimidating or hostile acts.

Disability harassment is oral, written, graphic or physical conduct or any act as relating to an individual's disability that is sufficiently severe, pervasive, or persistent so as to limit or interfere with the ability of the individual to participate in or benefit from district programs or activities; harassment that has the effect of unreasonably interfering with an employee's performance or creating an intimidating, hostile or offensive working or school environment.

Examples of disability harassment include, but are not limited to conduct directed at the characteristics of a person's disabling condition such as:

- imitating manner of speech;
- interfering with necessary equipment;
- negative stereotyping;

- threatening, intimidating or hostile acts;
- written or graphic material that shows aversion or hostility towards an individual or group with disabling attitudes.

SPECIFIC PROHIBITIONS

It is sexual harassment for a school district employee or non-employee volunteer to use his or her authority to solicit sexual favors or attention from subordinates or students, including but not limited to incidents when the subordinate's or student's failure to submit will result in adverse treatment, or when the subordinate's or student's acquiescence will result in preferential treatment. It is racial harassment for a school board employee or non-employee volunteer to create or be responsible for a racially hostile environment i.e., harassing conduct that is sufficiently severe, pervasive, or persistent so far as to interfere with or limit the ability of an employee or student to participate in or benefit from services, activities, or privileges provided by the District. It is disability harassment when a school district employee, non-employee volunteer or student seeks to involve a student or employee with a disability in antisocial, dangerous, or criminal activity where the student or employee because of a disability, is unable to comprehend fully or consent to the behavior.

PROCEDURES

Any person who alleges harassment by any staff member may report directly to his/her administrator or supervisor. If the direct administrator or supervisor is the offending person, the report should be made to the next higher level of administration or supervision. Filing of a complaint or otherwise reporting harassment will not affect the individual's status, future employment, future promotion, extracurricular activities, or work assignments. It is unlawful to retaliate 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.

The right to confidentiality, both of the complainant and of the accused, will be respected, consistent with the District's legal obligations, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

In determining whether alleged conduct constitutes harassment, the totality of the circumstances, the nature of the conduct and the context in which the alleged conduct occurred will be investigated. The Superintendent or designee has the responsibility of investigating and resolving complaints of harassment.

A substantiated charge against a school district employee shall subject such employee to disciplinary action up to and including termination.

Any employee, applicant for employment, student, or applicant for admission who believes he/she has been discriminated against or harassed is encouraged to use the District's established complaint procedures or directly contact his/her administrator or supervisor.

See School Board Policy ***1362, 2266, 3362, 4362, 5517, 5517.01 and 5517.03****. Click this link:* School Board Policies

DRUG-FREE WORKPLACE POLICY

In compliance with the Drug-Free Workplace Act of 1988, the unlawful manufacture, distribution, dispensing, possession or use of alcohol, illicit drugs or any controlled substances is prohibited. Only prescribed medications are permitted on School Board premises or during any official School District related activity, and it is the responsibility of the employee to ensure that any prescribed medication is properly secured. To facilitate enforcement of this Policy, following an offer of employment by the Hernando County School Board, all job applicants will be required to take and pass a drug test. Current employees will be tested for drugs and/or alcohol for any of the following:

1. reasonable suspicion/cause;
2. post-accident/injury as required for DOT reporting;
3. random testing as per Department of Transportation regulations;
4. follow-up after an employee returns from a drug treatment or counseling program;
5. as required as part of any medical examination required by the HCSB.

Refusal to submit to testing upon request, for any of the reasons authorized, shall subject the employee to the same disciplinary consequences as would result from a positive test result including termination for cause, denial of Unemployment Benefits, denial of Workers' Compensation, and medical and indemnity benefits.

Any employee violating this policy shall be immediately suspended by the Superintendent and a report shall be made to the School Board for further action, which could result in termination of employment.

Failure by any employee to report a known violation of this policy will constitute an act of insubordination and willful neglect of duty. The Employee Assistance Program is available, and information can be found on the District website under Risk, Benefits and Compliance. For additional information, see School Board Policy and Human Resources Standard Operating Procedures.

*See School Board Policy **1124, 3124, 4124, and 4162**. Click this link:* School Board Policies

CONTACTS AND INFORMATION

DISTRICT OFFICE
919 N. Broad Street, Brooksville, FL 34601 – Phone: (352) 797-7000

Central Printing Services……..	797-7023
Communications & Government Relations……...	797-7009
Department of Teaching and Learning…..……	797-7051
Exceptional Student Support Services (ESSS)…….....	797-7008
Facilities Department……	797-7050
Equity……	797-7019
Facility Rental……...	Call Site
Finance Department……..	797-7004
Food and Nutrition Department…….	797-7028
Hearing Impaired Telephone Line – County Office……..	544-6404
Hernando County Adult Ed……...	797-7018
Hernando Instructional Television (HITV) – Communications/Public Relations……	797-7009
Human Resources Department……..	797-7005
Maintenance Department……..	797-7071
Parent Academy…….....	797-7315
Payroll……...	797-7012
Purchasing Department…….	797-7060
Risk, Benefits and Wellness……..	797-7007
Safe Schools……..	797-7233
Safety and Security Department……	797-7054
School Choice……...	797-7000
Student Services Department……	797-7008
Substance Abuse (ESSS Department)……...	797-7008
Technology and Information Services Department (TIS)…….....	797-7006
Teen Parenting Program (ESSS Department)……	797-7051
Transportation Department……	797-7003
Volunteers in Education Program……..	797-7054
Warehouse and Property Inventory……	797-7061

CONTACT THE TRANSPORTATION DEPARTMENT FOR SCHOOL ATTENDANCE ZONES AND BUS ROUTES

(352) 797-7003 or www.hernandoschools.org

SCHOOL BOARD MEETINGS

Meetings are held on Tuesdays at 6 p.m. Refer to District website for meeting dates and streaming options.

ADDITIONAL DISTRICT INFORMATION

In addition to this Staff Handbook, please review the following documents/resources:

School Board Policies — School/Department Procedural Handbooks

www.hernandoschools.org — Collective Bargaining Agreements

School Board Policies

Information about our district and school board policies can be accessed from our website at: Hernando County School Board Policies

School/Department Procedural Handbooks

Many district departments produce informative handbooks pertaining to the services and procedures applicable to their departments. Schools produce handbooks/handouts specific to the campus and population of the individual school. These handbooks are a source for specific policies and procedures, available instructional material, and campus "whereabouts." It is important to note that all policies and procedures in school/department handbooks must align with applicable statutory requirements, school board policy and collective bargaining agreements. Please visit our school district website at hernandoschools.org.

Collective Bargaining Agreements

For information specific to your own position, refer to your respective Collective Bargaining Agreement. A copy of each Agreement is available for your review on our website at hernandoschools.org. The Agreements are very detailed regarding procedures and provision applicable to your position with the District. Two Agreements exist with the Hernando County School District:

HCTA – Hernando Classroom Teachers' Association – Represents teachers and instructional personnel excluding paraprofessionals.

HUSW – Hernando United School Workers – Represents non-instructional support personnel including paraprofessionals.

Staff Handbook

Section 2: Policies and Procedures

Americans with Disabilities Act
Anti-Fraud
Arrests/Self-Reporting Arrests
Athletics/Academics
Attendance
Care of Building, Furniture and Equipment
Certification
Change of Address
Communications
Computer Software
Conflict of Interest
Copyrighted Materials
Dress
Duty
Emergency School Closures
Employee Assistance Program
Equity
Evaluation/Assessment
Grievances
Higher Degree Payment
Hours
Human Resources FAQs
Internal & District Funds
Leave of Absence
Meetings
Parking
Payroll Information
Payroll FAQs
Personnel Records
Probationary Period
Public Records Requests
Reappointments and Employment Contracts
Resignations
Safe Driver Plan
Safety and Security
Suspensions/Dismissals
Tobacco-Free Environment
Toxic Substances at Work
Use of School Facilities & Equipment
Volunteers/Sponsors
Weapons/Firearms
Work Experience

AMERICANS WITH DISABILITIES ACT

The Hernando County School District will reasonably accommodate qualified individuals who have a disability so that they can perform the essential functions of their position. In order to make a determination about the nature of the employee's medical condition and whether the employee might be considered a qualified individual with a disability under the Americans with Disabilities Act Amendment Act (ADAAA), a Request for Accommodation Form must be completed and submitted to the Human Resources Department. This information is treated confidentially, is not maintained in the employee's main personnel file, and will be used only by authorized individuals. The Request for Accommodation Form can be found on the district website https://www.hernandoschools.org/ under Departments - Human Resources - Forms.

See School Board Policy 1122.01, 3122.01 and 4122.01. Click this link: School Board Policies

ANTI-FRAUD

Fraud and fraudulent activity is strictly prohibited. This applies to any fraud, or suspected fraud, involving elected officials, employees, consultants, vendors, contractors, outside agencies and employees of such agencies, and any other parties with a business relationship with the District.

See School Board Policy 8700. Click this link: School Board Policies

ARRESTS/SELF-REPORTING ARRESTS

As per School Board Policy, employees **shall self-report** any and all arrests and convictions (including misdemeanor citations), regardless of the level of the charges, within forty-eight (48) hours. Please note this includes arrest citations – these will register as arrests in the state database.
Employees shall report to their supervisor.
Failure to report arrests and/or convictions as required by policy shall be grounds for termination of employment.

See School Board Policy 1121.01, 3121.01, and 4121.01. Click this link: School Board Policies

ATHLETICS/ACADEMICS

Staff will not be permitted to conduct supplemental activities before the end of the contractual workday without the approval of the principal and/or designee. Prior to beginning coaching activities, the individual must be either cleared by Human Resources or must be a registered and approved Level 2 volunteer through Safe Schools. No one will receive compensation for any coaching activity prior to being cleared to work by the Human Resources Department. The Athletic Handbook governs student participation in athletics.

See School Board Policy 3120.03 and 4120.03. Click this link: School Board Policies

ATTENDANCE

All employees are expected to be present during all working hours. Absence without prior approval (also called absence without authority –AWA) from an administrator or supervisor, chronic absences, absences without paid leave, habitual tardiness or abuse of designated working hours are all considered neglect of

duty and will result in disciplinary action up to and including dismissal. Sick leave and leaves made necessary by sudden emergencies may be granted if the employee makes a prompt report to administration concerning the absence.

See School Board Policy 1430, 3430, and 4430. Click this link: School Board Policies

CARE OF BUILDING, FURNITURE AND EQUIPMENT

School administrators and/or designee will provide staff members with an inventory sheet for their room at the beginning of the school year. This sheet is to be completed and returned to the administrator and/or designee. Each room is equipped with the necessary furniture as far as circumstances permit; therefore, furniture and equipment may not be moved from one room to another without the approval of the principal and/or designee and recorded on the inventory sheet. The furniture is assigned to the room, not the teacher. The condition of the furniture and equipment in any classroom is the direct responsibility of the teacher and any damage or defacing of same must be reported in writing to the principal and/or designee immediately.

Furniture and equipment may not be moved from one campus to another without the approval of the principal and/or designee, recorded on the proper form (SO-PC-009) and forwarded as an attachment to the Property Department to schedule transfer via entry through the School Dude program. Furniture and equipment purchased with Federal Funds may not be moved from one campus to another without the approval of the Director of Federal Programs or designee.

Furniture and other district owned property are not to be left outside the school overnight unless arrangements have been made directly with the Property Department. If the property has been deemed no longer in safe usable condition by the Property Department, instructions will be given as to how the items are to be handled.

CERTIFICATION

The state Certification Office processes applications for initial certification, certain add-ons, and all other services for non-employees. The district certification office processes requests of initial FLDOE certificates (upon the issuance of clearance to work), renewals, certain add-ons, and name changes. The state Certification Office approves all coursework for certification purposes. Teachers must call the toll free number 1-800-445-6739 with the following information: the name of the institution; the course prefix, number and title; and the certification requirement they are attempting to satisfy by completing the course. This line is extremely busy during registration periods, so be sure to plan ahead. Also, you can e-mail the Florida Department of Education (FLDOE) at education.certification@fldoe.org.
Please include your name, certificate number, and your FLDOE number, if known, in your e-mail.

You may access the FLDOE website, http://www.fldoe.org/edcert/, for the following services: Certification Lookup, Application Status Lookup, and Request Materials. If you click on Application Status Lookup, you will be prompted to create a Login I.D. and Password. Once you are on this site, you will be able to access the following information about your certification file: the status/progress of your valid application and Statement of Status of Eligibility; a record of any valid Florida educator's certificate that you hold; and the official transcripts, score report and information received from the district within the last calendar year.

Teachers who hold a five-year non-renewable temporary certificate must follow their Statement of Status of Eligibility. This document is an individualized listing of all the deficiencies that you must satisfy to be issued a Professional Certificate. If your Statement of Status of Eligibility (SOE) reflects that you have

specific testing requirements to meet, you must register for the exams at www.fl.nesinc.com. For more information about the requirements listed on your Statement of Status of Eligibility, you may visit the FLDOE website: http://www.fldoe.org/edcert/cert_types.asp.

For reappointment purposes, all the deficiencies outlined in your Statement of Status of Eligibility must be completed and documented with the district certification office no later than March 1st of the year of expiration of your temporary certificate. As a courtesy to our teachers, the district certification office sends reminder notices to teachers on temporary certificates throughout the validity period of the certificate.

Teachers who hold five-year Professional certificates must renew their certificates every five years. During the validity period of this certificate, you are required to earn either a minimum of 120 in-service points to include 20 in-service points in teaching Students with Disabilities (SWD) or six semester hours of college credit to include one semester hour in teaching Students with Disabilities (SWD).

An educator whose certificate has a beginning validity date of July 1, 2020, or thereafter, must have earned at least two (2) college credits, forty (40) inservice points, or a combination thereof, in evidence-based instruction and interventions grounded in the science of reading per Rule 6A-6.053, F.A.C., specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction, developing phonological and phonemic awareness, decoding, and implementing multisensory intervention strategies if the educator is renewing any of the following coverages: Elementary Education (K-6), Prekindergarten/Primary Education (age 3 through grade 3), Elementary Education (grades 1-6), Primary Education (grades K-3), English (grades 1-6), Middle Grades English (grades 5-9), Middle Grades Integrated Curriculum (grades 5-9), English (6-12), Exceptional Student Education (grades K-12) (renewal beginning with a validity date of July 1, 2025), Reading (K-12), Reading (Endorsement), and English for Speakers of Other Languages (ESOL) (grades K-12).

For individuals who hold a certificate in educational leadership, the individual must earn a minimum of one college credit or 20 inservice points in Florida's educational leadership standards to renew their professional certificate with renewals beginning July 1, 2025 or later. This is included in the total of 120 in-service points required for renewal as well.

Information pertaining to renewal requirements, and in-service equivalent renewal credit, is available on the FLDOE website: https://www.fldoe.org/teaching/certification/renewal-requirements/

The earliest that the district certification office will accept your application for renewal is July 1st for the following June 30th expiration (in other words, 1 year before your professional certificate expires).

As a courtesy to our teachers, the district certification office notifies teachers of expiring professional certificates. Notification of expiring professional certificates is sent in July of the year your professional certificate expires by the FLDOE directly to the email attached to your FLDOE account.

If you are teaching out-of-field, proof of required in-service, coursework, or a passing score on the appropriate subject area exam and add-on application, must be submitted to the district certification office or the Florida Department of Education (depending on the type of certificate held) by April of the year you were placed out-of-field. Refer to your out-of-field documentation for more information.

When you earn a higher degree from an accredited institution, you must submit an official transcript with the higher degree conferred to Certification in the Human Resources Department. If your degree major matches an area of certification on your certificate, a pay change will take effect as soon as official transcripts have been received and reviewed along with the signed Request for Advanced degree form by the Human Resources Department. The HCSD accepts all diplomas and degrees from sources accredited

or approved by the Florida Department of Education, including foreign institutions. In other words, the Florida DOE requires the HCSD to reject any fraudulent or questionable diploma or degree from a disreputable source. Tendering a worthless diploma or degree constitutes just cause for termination for violating the Principles of Professional Conduct.

CONTACT INFORMATION UPDATE

Current employees who need to report a change of address and/or name change may do so by accessing the Hernando County School District website at hernandoschools.org. Click on "Staff" then "How to Update Your Contact Information" and follow the directions.

The Human Resources Department will process your request. If you have any questions or can't log into your Hire Enterprises account, please call Human Resources for help at 352-797-7005.

COMMUNICATIONS

Employees are reminded that in all communications, including any electronic communication (text, email), they are to ensure that they meet the ethical standards required by School Board Policy, State Board Rules 6A-10.081 , and State Statutes (Chapter 112).

Refer to the Student Code of Conduct regarding student use of electronic devices.

The School District encourages positive and professional communication between staff and students. The School District has provided staff with the means to communicate electronically with students and/or parents concerning school matters. These means include:

- official school website
- parent portal
- official school social media,
- district-approved messaging applications
- District email

and are sufficient for the purposes intended. For staff to communicate regarding school matters with students and/or parents by personal electronic means when sufficient District means are available exposes the School District to possible violation of its legal obligations. Such communication could cause the appearance of inappropriate association with students.

Staff communications via private electronic media concerning non-school related matters are governed by School Board Policy, Florida Statute and the Code of Ethics and Principles of Professional Conduct. Violation of these policies may lead to disciplinary action.

CELL PHONES - DISTRICT

District cell phones are provided to specific staff members to use for school-related business as needed. No personal calls should be made or received using District cell phones which are the property of the school district. Employees who are assigned District cell phones are responsible for the proper care of the cell phone. Employees are responsible for the cost of replacing their District phone if it is lost, stolen, or damaged. Each case will be reviewed individually to determine if the employee acted with due diligence or if an unusual circumstance existed that may hold the employee harmless for replacement costs. The employee's cost for the replacement phone will be determined by the actual replacement cost the District incurs for the phone.

CELL PHONES - PERSONAL

Students and staff shall refrain from using cell phones for **personal use** during emergency situations. The use of cell phones by students and staff during emergencies could overload cell towers and hamper emergency response personnel's ability to communicate.

Staff members should avoid the use of personal cell phones during student contact time with the exception of any work-based and District approved applications.

ELECTRONIC COMMUNICATIONS

All staff members are expected to check all forms of electronic communication—including email, messaging platforms, collaboration tools, and any District-approved digital communication systems—at least once each day. These systems are to be used solely for School Board–related business and educational purposes. **Personal use of District electronic communication systems is not permitted.** These restrictions apply whether the system is accessed on Hernando County School Board devices, personal devices connected to District networks, or through any District-provided applications.
All electronic communications sent, received, or stored through District systems reside on District servers and/or accounts and may be monitored under administrative directive. **District electronic communications, including email, are considered public records and may be accessed in accordance with applicable public records laws.** Staff should refrain from using student names or other personally identifiable information in any electronic communication in a manner that violates School Board Policy, Florida Statute, or the Code of Ethics and Principles of Professional Conduct. It is important to check District electronic communications regularly, as essential information and updates are often distributed through these channels.

INTERNET & NETWORK USAGE

All staff users of the HCSD network and internet must acknowledge receipt of and adhere to the Hernando County Staff Technology Acceptable Use and Safety Policy and Internet Acceptable Use Agreement. It is a requirement that all computers accessing the internet through the county-wide area network will start on the same homepage. The homepage is the District's homepage located at http://www.hernandoschools.org.

No unauthorized devices, including but not limited to, computers, printers and mobile devices shall be connected to the HCSD network without the express permission of the Director of Technology Information Services, or designee. Under no circumstances shall any router (wireless or wired), switch, wireless access point, or any other device to allow computers and other devices to connect to a network, be connected to the HCSD network by wire, wirelessly or otherwise without the express written permission of the Director of Technology Information Services or designee.

The use of VPNs, SD-WAN, SASE or any other service, software or hardware for similar purpose is prohibited on the HCSD network, other than that provided by Technology and Information Services.

VPN – Virtual Private Network: A virtual private network, or VPN, is an encrypted connection over the Internet from a device to a network. The encrypted connection helps ensure that sensitive data is safely transmitted. It prevents unauthorized people from eavesdropping on the traffic and allows the user to conduct work remotely.

SD-WAN - Software-Defined Wide Area Network: A software-defined wide area network is a wide area network that uses software-defined networking technology, such as communicating over the Internet using overlay tunnels which are encrypted when destined for internal organization locations.

SASE – Secure Access Service Edge: A secure access service edge is technology used to deliver wide area network and security controls as a cloud computing service directly to the source of connection rather than

a data center.

See School Board Policy 7540.04, 7542 and 7543. Click this link: School Board Policies

MAILBOXES

All staff members should check their mailboxes each day upon arrival at their site and again before leaving their site. Administrative approval is required before placing any material in the staff mailboxes or on any bulletin board and access to mailboxes is determined by the site administrator. If items being put in mailboxes were delivered by a representative of HUSW and HCTA, the items should be considered approved by those organizations.

PASSWORDS

No staff member's computer passwords should be disseminated to students or any unauthorized person. Passwords are confidential and should not be shared. Unauthorized sharing of passwords violates School Board Policy, and such violation is subject to disciplinary action up to and including termination.

PHONE CALLS

Telephones are provided for use during planning periods. Calls made during student contact time shall be for school related matters only.

TEXT MESSAGING

Staff may utilize text messaging for communicating with other staff using "transitory" messages only. A transitory message is defined by Florida law to be one which is created primarily to communicate information of short-term value such as scheduling appointments. They are not intended to formalize or perpetuate knowledge and do not set policy, establish guidelines or procedures, certify a transaction, or become a receipt. If there is any question about the type of information being sent, staff are advised to consult with their administrator before sending the information.
No employee may communicate with a student or students via text messaging. Electronic communication with students, if any, may only be made via District provided resources and only in compliance with the guidelines for such set forth in this Handbook.

Employees are advised that text messages, even if sent or received on a privately owned device, **may be considered public record and subject to review by district administration and possibly the public.**

Accordingly, staff are consenting to a review and/or search of their personal electronic device if such is used for text messaging in violation of School Board Policy, Florida Statute and the Code of Ethics and Principles of Professional Conduct.

See School Board Policy 7530.02, 7544, 7540.02 and 7540.04 Click this link: School Board Policies

COMPUTER AND ONLINE SOFTWARE, RESOURCES AND APPLICATIONS

All staff members, prior to installing, using, or otherwise accessing online resources, including webpages and applications must first obtain approval by submitting a completed Software Approval form and

following the Software Approval Process. If the software, online resource, or application is not purchased by the Hernando County School District and is purchased by the staff member or other party, the software approval process must still be followed, and the appropriate Software Approval Form files and a donated property form must be completed and submitted as well.

In no event shall any such software, online resource or application be used, accessed or installed on any computer or other device owned by the Hernando County School District nor used or otherwise accessed on the HCSD network without the required approval.

All requested installs of software are subject to Rule 6A-1.0955,S.B. 662, **and the Student Online Personal Information Protection Act F.S. Section 1006.1492** and/or their successors and if student data will be transmitted or typed into such software, online resource or application, or students will use such software, online resource or application, an approved Digital Security and Privacy Agreement (DSPA) must be signed by the vendor prior to any installation or use of that software, online resource or application.

All the above shall also apply to any free software, online resource, or application.

See School Board Policy Board Policy 7540.02(D). Click this link: School Board Policies

USE OF ARTIFICIAL INTELLIGENCE (AI) AND NATURAL LANGUAGE PROCESSING TOOLS (NLP TOOLS)

The School Board recognizes the positive impact that Artificial Intelligence (AI) technology may have in the District's educational program and operations. The Superintendent is authorized to support the use of artificial intelligence technology when its use is consistent with the District's mission, goals, and operational integrity.

Any use of artificial intelligence technology in the District's educational program or operations must be in accordance with State and Federal law as well as Board policies including, but not limited to the following: Policy 5505 – *Academic Honesty*; Policy 5500 – *Student Conduct*; Policy 5517 – *Anti-Harassment*; Policy 5517.01 – *Bullying and Harassment*; Policy 2266 – *Nondiscrimination on the Basis of Sex in Education Programs and Activities (The Board's Policy and Grievance Procedures for Responding to Sexual Harassment Alleged to Have Occurred Prior to 8/1/2024)*; Policy 8330 – *Student Records*; Policy 2240 – *Controversial Issues*; Policy 7540.03 – *Student Internet Safety and Acceptable Use*; and Policy 7540.04 – *Staff Technology Acceptable Use and Safety*.

Utilization of AI/NLP tools is strictly prohibited for the completion of schoolwork. The use of AI/NLP tools, without the express permission/consent of a teacher, undermines the learning and problem-solving skills that are essential to academic success and that the staff is tasked to develop in each student. Students are encouraged to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI/NLP tools and they should ask their teachers when they have questions and/or need assistance. Unauthorized use of AI/NLP tools is considered a form of plagiarism and any student found using these tools without permission or in a prohibited manner will be disciplined in accordance with the Student Code of Conduct.

Notwithstanding the preceding, students can use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI/NLP tools in an ethical and responsible manner. Teachers have the discretion to authorize students to use AI/NLP tools for the following uses:

A. Research assistance: AI/NLP tools can be used to help students quickly and efficiently search for and find relevant information for their school projects and assignments.

B. Data Analysis: AI/NLP tools can be used to help students to analyze, understand, and interpret large amounts of data, such as text documents or social media posts. This can be particularly useful for research projects or data analysis assignments – e.g., scientific experiments and marketing research.
C. Language translation: AI/NLP tools can be used to translate texts or documents into different languages, which can be helpful for students who are learning a new language or for students who are studying texts written in a different language.
D. Writing assistance: AI/NLP tools can provide grammar and spelling corrections, as well as suggest alternative word choices and sentence structure, to help students improve their writing skills.
E. Accessibility: AI/NLP tools can be used to help students with disabilities access and understand written materials. For example, text-to-speech software can help students with specific learning disabilities or visual impairments to read texts and AI-powered translation tools can help students with hearing impairments understand spoken language.

As outlined above, under appropriate circumstances, AI/NLP tools can be effectively used as a supplement to and not a replacement for traditional learning methods. Consequently, with prior teacher permission/consent, students can use such resources to help them better understand and analyze information and/or access course materials. If a student has any questions about whether they are permitted to use AI/NLP tools for a specific class assignment, they should ask their teacher.

Violation of this policy may result in disciplinary consequences. Students may be disciplined for violations, up to and including suspension or expulsion.

Staff may be disciplined for violations, up to and including suspension or termination of employment.

The administration will refer any illegal acts to law enforcement.

See School Board Policy Board Policy 7540.08. Click this link: School Board Policies

CONFLICT OF INTEREST

Any School District employee who also works for an organization doing business with the School Board must reveal such a contractual agreement, in writing, to the Superintendent. The Superintendent may approve such an arrangement; however, if the Superintendent determines the relationship to be a conflict of interest, a request will be made for the employee to terminate his/her employment with either the organization or the School District.

See School Board Policy 1129, 3129 and 4129. Click this link: School Board Policies

COPYRIGHTED MATERIALS

According to Board Policy 2531, staff shall abide by all provisions of the copyright laws.

- Commercial materials, whether printed or non-printed, may not be duplicated without prior written permission from the owner or copyright holder.
- The School District does not sanction or condone illegal duplication in any form, the use of illegally duplicated materials, or the improper use of commercially duplicated materials.
- Procedures and guidelines for the legal duplication of materials for instructional purposes may be obtained from the school or the Academic Services Department.
- Employees who willfully infringe upon current copyright laws may be subject to disciplinary action

by the School Board.

Any staff member shall, prior to installing any computer software not purchased by the School District, obtain approval for such by completing a donated property form and delivering same and providing a valid license for the utilization of such software. In the event such software is not to be donated, the staff member shall lease the software to the School District at no cost to the District by denoting such on the donated property form. In no event shall any such software be installed upon any computer owned by the Hernando County School District without the approval required herein from the Director of Technology Information Services, or designee. All requested installs of software are subject to Rule 6A-1.0955 and S.B. 662 or their successors and if student data will be transmitted or typed into such software, online resource or application, or students will use such software, online resource or application, an approved Digital Security and Privacy Agreement (DSPA) must be signed by the vendor prior to any installation or use of that software, online resource or application.

See School Board Policy 2531. Click this link: School Board Policies

DRESS

As professionals, employees are expected to dress professionally and appropriately for their job assignments. Attire should be clean, neat, and applicable to the employee's specific job responsibilities, work setting, and safety requirements. Personal hygiene and appearance set examples for students. Employees should avoid clothing or accessories that may distract from the educational environment, compromise safety, or conflict with School Board policies. When building-level questions arise, employees should contact their immediate supervisor. **For safety and security purposes, all employees are required to wear their District-issued identification badges visibly at all times while on duty and whenever present on school or district property**.

DUTY

A duty roster and guidelines will be issued during pre-school and at other times, when necessary. Teachers will be assigned various types of duty on an equitable rotation basis, and rosters will be in accordance with the Hernando Classroom Teachers' Association (HCTA) bargaining agreement.

EMERGENCY SCHOOL CLOSURES

Employees who had previously requested paid leave (sick/personal/vacation) **for only the day(s) of the emergency closure AND** were in attendance the day before **AND** the day after the emergency closure(s), will not be charged leave for the day(s) of the closure.

Employees who previously requested paid leave (sick/personal/vacation) which included the **DAY BEFORE** the emergency closure and the **DAY(S) OF** the emergency closure, will be charged leave for the emergency closure day(s).

Employees who previously requested multiple days paid leave (sick/personal/vacation) which was to begin **ON** the first day of the emergency closure and **CONTINUE AFTER,** shall be charged for the entire requested leave.

Any employee on an extended leave or scheduled to begin an extended leave after the emergency closure, will remain in that leave status and will be required to use leave accrual or in leave accrual is exhausted, will be unpaid. During the emergency closure, leave donations will be suspended.

EMPLOYEE ASSISTANCE PROGRAM

Behavioral health services are available to all permanent employees of the Hernando County School District and their eligible dependents through our group health plan with Florida Blue. For those employees and dependents not covered under our group health plan, assistance is available through BayCare Behavioral Health by contacting (800) 878-5470.

See School Board Policy 1170.01, 3170.01 and 4170.01. Click this link: School Board Policies

EQUITY

It is the policy of the School Board of Hernando County, Florida, not to discriminate on the basis of race, color, religion, national origin, age, sex, marital status, or handicap in its educational programs or employment practices. By operating in this manner, the School Board adheres to the provisions of Federal Law and other applicable laws.

Specifically, Hernando District Policy states, "It is the policy of the Hernando County School Board not to illegally discriminate or to allow its employees to illegally discriminate on the basis of race, color, religion, national origin, age, sex, marital status, disability, pregnancy, military status, ancestry, or Genetic Information Nondiscrimination Act of 2008 (GINA) in its educational programs or employment practice." The District also provides equal access to its facilities to the Boy Scouts and other identified Title 36 patriotic youth groups, as required within 34 C.F.R. 108.9.

In accordance with Florida Administrative Code, national origin minority or English Language Learners (ELL) students shall not be subjected to any disciplinary action because of their appropriate use of a language other than English.

To file concerns, please follow the complaint procedures found in School Board Policy.

The compliance officer for Employee related issues is Matthew Goldrick, Director of Labor Relations & Professional Standards, 352-797-7005. Compliance officers for student related issues are Anna Jensen, Director of Exceptional Student Education, 352-797-7022 and Jill Kolasa, Director of Student Services (504 coordinator). The compliance officer for ADA related issues is Matthew Goldrick, Director of Labor Relations & Professional Standards, 352-797-7005.

See School Board Policy 1122, 3122 and 4133. Click this link: School Board Policies

EVALUATION/ASSESSMENT

Please refer to the appropriate employee evaluation manual for evaluation procedures for all employees. This information is available on the District website https://www.hernandoschools.org under Departments - Human Resources - Manuals.

GRIEVANCES

Refer to the appropriate union or association contract for guidelines on grievances. Union contracts can be found on the District website http://www.hernandoschools.org.

HIGHER DEGREE PAYMENT

- Instructional employees hired prior to July 1, 2011 may receive additional pay if they earn a higher academic degree and provide a transcript with a conferred date within the guidelines of the applicable union contract and School Board approved salary schedule.
- Instructional employees and school-based administrators hired on or after July 1, 2011 may receive additional pay if they earn a higher academic degree if the degree matches their area of certification as per Statute. An official transcript must be provided along with the signed Request for Advanced Degree form.
- Administrative employees hired prior to July 1, 2011 may receive additional pay based on the degree earned in accordance with the School Board approved Administrative Salary Schedule.
- Administrative employees hired on or after July 1, 2011 may receive an additional amount if they earn a degree beyond that which their job description requires. An official transcript must be provided along with a signed Personnel Action Form.
- Confidential and noninstructional employees, who have acquired 60 semester hours or more, as verified by an official transcript, will be paid an additional amount per the School Board approved salary schedule.
- Professional/Technical/Supervisory employees may receive an additional amount if they earn a degree beyond that which their job description requires. An official transcript must be provided along with a Personnel Action Form.

Transcripts with a conferred date must be received in the Human Resources Department in order for the salary adjustment to occur. The adjustment will be made from the beginning of the pay period during which the appropriate documentation was received. It is the responsibility of the employee to ensure that the Human Resources Department receives the official transcripts and appropriate documentation in order for the higher degree payment to continue.

HOURS

Work hours for staff will be in accordance with School Board policy, the Fair Labor Standards Act and contractual obligations. **No staff member is permitted to leave earlier than the designated time unless they have notified and have permission from their supervisor or designee.** Please refer to the Hernando County School District Fair Labor Standards Act Compliance Manual and the HCTA and HUSW contracts for guidance.

School staff members are to be at their assigned stations to supervise students as directed by the school administration before, during and after student hours. All staff must follow the designated procedures at each site regarding the use of the approved employee time management system, sign-in sheets and, if applicable, time clocks.

HUMAN RESOURCES – FREQUENTLY ASKED QUESTIONS

1. How do I obtain tenure status if I am a noninstructional employee?

A noninstructional employee must work three (3) full consecutive years and be reappointed to a fourth year within the district in order to obtain tenure. If a noninstructional employee has a break in service within their employment unit, he/she returns on a non-tenured status. The only exception to this is made for Interim Food Service Assistant Managers due to the temporary nature of the position. A full year is defined as one day more than half of the contracted year.

2. How do I verify military experience? How many years of military experience can I bring in?

To verify military experience, a copy of a DD-214 must be given to the Human Resources Department. Professional/Technical/Supervisory and Administrative personnel will not be granted military experience. Instructional employees can bring in ten (10) years of military experience. Non-instructional and Confidential Military Veterans may be granted a $500 supplement for military experience provided a DD-214 is submitted to the Human Resources Department for review and approval. At least one year of full-time military active duty is required to be eligible for the supplement. If the DD-214 is received within forty-five (45) days of the employee's start date, the new pay will be retroactive back to his/her start date. If the DD-214 is received after the first forty-five (45) days of employment, the new pay will start at the beginning of the pay period in which it is received.

3. How do I verify my previous experience? How many years of experience can I bring in?

To verify previous experience, a Verification of Experience form must be given to the Human Resources Department. Professional/Technical/Supervisory employees can verify ten (10) years of experience. Administrative employees can verify fifteen (15) years of experience. Instructional employees can verify twenty (20) years of prior teaching experience. If the experience form is received within forty-five (45) days of the employee's start date, the new pay will be retroactive back to his/her start date. If the experience form is received after the first forty- five (45) days of employment, the new pay will start at the beginning of the pay period in which it is received. **Previous experience can only be brought in one time for the entire duration of employment with the Hernando County School District regardless of employment changes**. Once a determination is made by Human Resources, the employee shall have thirty (30) days to request an appeal.

4. Are there unions in Hernando County?

Instructional personnel are represented by the Hernando Classroom Teachers' Association. Noninstructional personnel are represented by the Hernando United School Workers. Confidential, professional/technical/supervisory and administrative personnel are not eligible for membership in unions.

5. How do I transfer sick leave from my previous school district?

Sick leave can be transferred to the Hernando County School District from any accredited Florida school district. Employees must request that their previous district send their balance of sick leave to the Human Resources Department, 919 N. Broad Street, Brooksville, FL 34601. According to School Board Policy, no transferred leave shall be credited to an employee's account at a rate, or in an amount exceeding that earned while an employee of the Hernando County School District.

6. How do I find additional resources?

In addition to this Staff Handbook, there are other reference sources including:

- School Board Policies - *Click this link:* School Board Policies
- School/Department Handbooks and Procedures – many district departments produce excellent and informative handbooks and/or procedures pertaining to the services and procedures applicable to their departments. Schools produce handbooks specific to the procedures applicable to schools and students. It is important to note that all policies and procedures in school/department handbooks must align with applicable statutory requirements, School Board Policy and collective bargaining agreements.
- Collective Bargaining Agreements – for information specific to your own position, refer to your respective Collective Bargaining Agreement. A copy of each Agreement is available for view on

our website at www.hernandoschools.org. The Agreements are very detailed regarding the procedures and provisions applicable to your position within the District. Two Agreements exist:

  - HCTA – Hernando Classroom Teachers' Association – represents all instructional classified employees.
  - HUSW – Hernando United School Workers – represents all non-instructional classified employees.

- School District Website - www.hernandoschools.org

GENERAL INFORMATION – DISTRICT & INTERNAL ACCOUNT/SCHOOL FUNDS

For guidance with district funds, refer to the "*Red Book"* located on the district website, www.hernandoschools.org/departments/budget-finance/index.

FUNDING SOURCES

Schools are provided funding from the following sources:

- District Budget Funds- allocations from district
- Small Grants/Donations – determined by the amount of the grant
- Internal/Student Funds – all funds collected (e.g. general sales, gate receipts, fundraising & donations) at the school level become part of the internal funds unless they have been accounted for at the district level.

DISTRICT BUDGET FUNDS

The funds in the district budget are separate from the Internal Account/Student funds. The principal determines the funding level for each grade level, department, team and/or teacher. District funds not spent by June 30th, the end of the fiscal year, will generally not roll forward into the new fiscal year. Internal account funds roll from one year to the next in most cases.

GRANT AND FEDERAL PROJECT FUNDS

Grants and Federal project funds are school specific and often come with restrictions on how the funds can be spent. For more information regarding regular grants and federal project grants, contact the Budget & Finance Department.

PURCHASE ORDERS – DISTRICT & INTERNAL ACCOUNT/SCHOOL FUNDS

All requests for purchase orders go to the bookkeeper and must be supported by documentation (i.e. quote, order form, copy of registration form, etc.). Vendors must have a completed W-9 on file before a purchase order or check can be processed. The Purchasing Department adds new vendors for items applicable to the schools. All receipts, invoices, and packing slips must be signed, dated, and returned to the bookkeeper within five (5) workdays from the delivery or receipt of the merchandise or services.

PROCUREMENT CARDS (P-CARDS)

The district's purchasing card (P-Card) program is designed to improve efficiency in processing purchases (e.g. office supplies, cleaning supplies and equipment) by allowing approved district employees to purchase approved goods and services directly from a vendor using the P-Card as the payment vehicle. This program is an alternative approach to utilizing purchase orders and is in alignment with Best Business Practices.

The P-Card program works very much like a personal credit card. The administrator requests a card for an employee by completing the Individual Purchasing Card Holder's Agreement. In order to use the card, the employee must go through training and sign that he/she understands his/her responsibilities as a cardholder. The cardholder has a spending limit each month and the P-card has restrictions on certain merchant codes in order to prevent purchase of restricted items. Under NO circumstances is the card to be used to make personal purchases.

Individuals that are authorized to use a site purchasing card must properly sign the card out and sign the card back in when the card is returned. Individuals checking out the card are responsible for the security of their card. All precautions should be taken to maintain confidentiality of all information relating to the card, such as the card holder account number and expiration date. The card or the account number should never be left in a conspicuous place for others to access.

Individuals who have checked out the card are required to turn in invoices or itemized receipts signed "Approved for Payment" by the next working day to the site coordinator. Repeated failure to turn required information in to the site coordinator may result in the employee personally reimbursing the district for the expenditure, revocation of the Purchasing Card privilege and/or possible disciplinary action.

Disciplinary Action Guidelines Unauthorized use of the Purchasing VISA Card will result in appropriate disciplinary action being taken. The disciplinary action may range from a warning up to the revocation of the Purchasing Card privilege and/or possible disciplinary action. For more information regarding the P-card program go to www.hernandoschools.com/Purchasing.

DISTRICT BIDS AND STATE VENDORS – DISTRICT & INTERNAL ACCOUNT/ SCHOOL FUNDS

The district has various bids and state contracted vendors that offer discounts to the school system. Schools are obligated to honor the currently awarded vendor bids and contracts for purchases. See the bookkeeper for information about when and how bid vendors must be used. The current bid list can be found by accessing the Purchasing Department's website at www.hernandoschools.org/Purchasing.

SALES TAX EXEMPT STATUS

A copy of the district's sales tax exemption certificate can be obtained from the bookkeeper upon request. The sales tax certificate is to be used for district and school purchases only. Outside Parent Teacher Organizations and Booster Clubs must obtain their own sales tax exemption certificate from the state and meet the requirements for a non-profit organization as required by law. Outside organizations cannot under any circumstances use the district's sales tax-exempt certificate.

EMPLOYEE TRAVEL

Employee and student travel requires approval from the Administrator and/or Superintendent's staff and/or School Board depending upon whether the travel is in-county, out-of-county or out-of-state travel. Be sure to check current policies before planning, registering, or encumbering funds that require travel.

More detailed information can be found on the district website, www.hernandoschools.org/departments/budget- finance/travel. Staff should work with the bookkeeper who will provide all the required information prior to travel (i.e. scheduling travel, authorized approval(s), allowable expenses and completion of paperwork with receipts for reimbursement to staff). All employee travel paid by the district must be submitted to Finance no later than 30 days from the last day of travel.

INTERNAL ACCOUNT/SCHOOL FUNDS

The Finance Department offers reference guidance for handling money and making purchases through the "Internal Account Procedures Manual" and "Purchasing Card Manual." These guides are available on the district website and the school's bookkeeper office for all staff. It is important that staff comply with requirements stated.

Internal/School Activity funds are collected internally by the school. The school's internal account funds shall be used to benefit the students and those activities as authorized by the district. These funds generally come from field trips, fundraisers, and ticket sales. Internal funds shall be administered in accordance with Florida Statutes, State Board of Administrative Rules, Financial and Program Cost Accounting and Reporting for Florida Schools ("Red Book"), Hernando County School Board policies, and the Internal Accounts Procedures Manual.

SPENDING FUNDS

All purchases for merchandise and services must be pre-approved by district or school administration as applicable and processed by the bookkeeper prior to purchase. All orders (mail, telephone, internet or direct pick up) may only be placed when the purchase order has been processed by the bookkeeper and the approved copy has been returned to the person requesting approval.
Vendors with district bids or a state contract must be utilized first, regardless of the price or convenience. Additional vendors may be considered when the requested item is unavailable.
Internal funds shall not be used to cash checks to accommodate individuals, make any kind of loans, pay any form of compensation directly to employees or extend credit. Employees of the school district who are compensated for additional services, such as working at athletic events, shall be paid through the school district payroll department or, when appropriate, as prescribed by district school board rules. Blanket Purchase Orders may not be issued to HCSD employees. All reimbursements to HCSD employees may not exceed $50.00 for a single purchase and only be issued in an emergency circumstance.

CASH COLLECTIONS

Internal Account/School funds are collected internally by the school. The school's internal account funds shall be used to benefit the students and those activities as authorized by the district. Refer to School Board Policy 6610 located on the district website, School Board Policy.

All money should be collected in the school office. Funds collected by the school must be substantiated by a Monies Collected form from school activities and are to be turned in to the bookkeeper at the end of the day. Collections made outside of normal business hours must be remitted to the school office no later than the next business day. If the bookkeeper is unavailable, monies collected should be placed in the school's safety drop box or given to the site administrator or designated backup. If there is no drop box or no administrator present, a note to that effect should be included with the supporting documentation turned in with the money. This is considered an extreme circumstance. No monies are to be held by employees overnight except in the case of an extreme circumstance as noted (documentation required). Do not leave the money unattended in the bookkeeping office.

Students and/or volunteers may not handle cash collections without the direct supervision of a HCSD employee.

RECEIPT BOOKS

Receipt books issued to staff members during the year must be returned to the bookkeeper as part of the teacher check-out process. If an issued receipt book is not returned, the staff member is responsible for signing a letter of acknowledgement to that effect for review by auditor. See Red Book requirements.

All collections received by any club or school organization, other than PTA/PTSAs/PTOs and those previously designated as a 501(c)(3) organization, must be deposited in the school internal account fund. These funds must be properly safeguarded, and the person having custody of the money will be held fully accountable.

STUDENT FEES

Student fees will be collected at the time of registration for the new school year and also during the first few weeks of school. These fees, including certain class fees, are deposited in the school's Internal Account/School funds and are to be used for consumable supplies. Athletic participation, band, and choral fees are required and the money collected is remitted to the bookkeeper.

FUNDRAISING

The purpose of fundraising projects is to contribute to the educational experience of the students. All fundraisers must comply with Hernando County School Board policies and should not be in conflict with the overall instructional program. Refer to School Board Policy #5830.

All fundraising projects and activities must be submitted on SO-Gadm-053 – Fundraising Request Form & Recap located on the district website, www.hernandoschools.org/departments/budget-finance/internal-accounts. The application must be approved by administration and scheduled on the calendar in advance of the event.

ASSEMBLIES & OTHER ACTIVITIES DURING THE SCHOOL DAY

Activities that take students out of class during the school day must receive administrative approval prior to any planning and advertising. Events that will impact large numbers of students may be reviewed before administrative approval is given. The staff sponsor of students participating in performances and/or assemblies during the school day must send a list of all participants to the attendance secretary and teachers one week prior to the event.

Assemblies, performances, and other school-wide programs that support the school and student body as a whole will be approved by school administration on a limited basis during the school year. When school-wide activities are held, school staff will assist in the supervision of students at the activity or by supervising those students who choose not to participate. A list of duty assignments may be published.

ACTIVITY ADMISSION FEES

Per Board Policy 6610, fundraising activities for which students are charged an admission shall not be present during school hours.

LEAVE OF ABSENCE

All staff are expected to be on duty each day unless there is a compelling reason why they cannot be in attendance. Questions concerning absences should be directed to the substitute coordinator at the site. The instructional employee is responsible for providing detailed plans for the substitute. When an employee is going to be absent in excess of ten (10) consecutive days, he/she must complete an Extended Leave Form SO-PER-018 which can be obtained through the designated staff member at the site or the school district website. The Request for Extended Leave Form SO-PER-018 must be completed by the employee and approved by the site administrator, a Human Resources Administrator and the School Board prior to taking leave when need is known in advance and as soon as possible when leave is an emergency. Employees will be notified if any additional paperwork is required. If an employee is on a leave of absence without pay, he/she is responsible for his/her benefit premium payments. If the employee is deficient in paying

premiums, the employee's benefits will be terminated.

It is imperative that staff members review and become familiar with the School Board policies governing leaves of absence. Leaves must be officially granted in advance and may not be granted retroactively. Absence without prior approval from an administrator or supervisor, chronic absences, absences without paid leave, habitual tardiness or abuse of designated working hours are all considered neglect of duty and will result in disciplinary action up to and including dismissal. Sick leave and leaves made necessary by sudden emergencies may be granted if the employee makes a prompt report to administration concerning this absence.

When requesting a leave, the staff member must complete a Leave of Absence form SO-PER-025 and return it to the site administrator and/or designee as stated in Board policy and bargaining unit agreements.

Any employee who is absent because of illness must file an appropriate sick leave claim within five (5) working days following return to work. This requirement is applicable to both sick leave and illness-in-the-line-of-duty leave.

All leaves, except sick leave, are to be approved in advance by the site administrator and/or designee. It is necessary to notify the appropriate personnel when a leave is canceled or if other changes are made from the original request.
See School Board Policy 1430, 3430 and 4430. Click this link: School Board Policies

ABSENT WITHOUT AUTHORITY

All employees are expected to be present during all working hours. Absence from work without approval will be documented as Absent Without Authority.

If an employee is absent without authority for more than five (5) consecutive days it will be considered job abandonment. The site will initiate correspondence with the employee. If an employee does not respond to the notice of job abandonment, it will constitute his/her voluntary resignation. The Superintendent will take the appropriate employment action.

ABSENCE WITHOUT LEAVE OR EXCESSIVE ABSENTEEISM

Punctual and regular attendance is an essential function of an employee's job. If an employee has extensive absences during a school year, the timekeeper should notify the site administrator as soon as the employee takes time off without pay. If the employee, or the employee's family member, has a serious medical condition that is contributing to the need for unpaid leave then a Request for Extended Leave SO-PER-018 & Certification of Physician form SO-PER-178 must be completed and forwarded to the Human Resources Department for consideration of intermittent or extended FMLA. Administrators should not approve leaves without pay (unless first approved by Professional Standards for extreme cases). Excessive absences, chronic absences and absences without leave are all considered neglect of duty and will result in disciplinary action up to and including dismissal.

FAMILY MEDICAL LEAVE ACT (FMLA)

As required in the Family Medical Leave Act (see Appendix H), in order to qualify for FMLA, an employee must have worked for the Hernando County School District for at least twelve (12) months and at least 1,250 hours during the preceding twelve (12) months. The Family Medical Leave cannot exceed twelve (12) weeks for any employee within a twelve (12) month period. This leave can only be taken for

specific reasons as required by law. Once the Human Resources Department is notified of a leave request that might meet FMLA requirements, the appropriate forms will be sent to the employee. A final determination of eligibility will be made by the Human Resources Department.

When an employee is on Family Medical Leave, continuous or intermittently, the School District will continue to contribute its portion of the employee's health and life insurance, and the employee is responsible for his/her portion and any other benefit premium payments. The premium payment should be made through the Hernando County School District, Attention Benefit Payments. If an employee is deficient in paying premiums, the employee's benefits will be terminated.

Upon return from Family Medical Leave, the employee is entitled to be restored to the same position that the employee held when the leave began, or to an equivalent position with the equivalent benefits, pay and other terms and conditions of employment.
Employees who are the spouses, children, parents or next-of-kin of a service member may take up to twenty-six (26) weeks of leave under the FMLA to care for the service member who incurred an injury during military service when that injury results in the service member being unable to perform his/her duties. The employee requesting such leave will be notified by the Human Resources Department regarding eligibility.

EMPLOYEES RIGHTS AND RESPONSIBILITIES UNDER THE FAMILY MEDICAL LEAVE ACT (FMLA)

See School Board Policy 1430.01, 3430.01 and 4430.01. Click this link: School Board Policies

PERSONAL LEAVE

All personal leave taken with pay is charged against sick leave and will reduce the employee's sick leave balance. Unpaid Personal leave will only be approved for reasons outlined in School Board Policy 1430.04, 3430.04 and 4430.04. Personal leave may or may not be approved for the days preceding or following school holidays as determined by the supervisor or principal. As per School Board Policy, requests for extended leave to take another position for salary shall be denied unless there are extenuating circumstances that are acceptable to the School Board.

Any employee may request to take up to three (3) working days of leave from work in any 12-month period if the employee, or a family or household member of an employee, is the victim of domestic violence. This leave must be approved by the administrator if it meets the criteria listed below. This leave must be used to:

- seek an injunction for protection against domestic violence or an injunction for protection in cases of repeat violence, dating violence or sexual violence; obtain medical care, mental health counseling or both for the employee or a family or household member to address physical or psychological injuries resulting from the act of domestic violence;
- obtain services from a victim-services organization, including, but not limited to, a domestic violence shelter or program or a rape crisis center as a result of the act of domestic violence;
- make the employee's home secure from the perpetrator of the domestic violence or to seek new housing to escape the perpetrator; or
- seek legal assistance in addressing issues arising from the act of domestic violence or to attend and prepare for court-related proceedings arising from the act of domestic violence.

Except in cases of imminent danger to the health or safety of the employee, or to the health or safety of a family or household member, an employee seeking leave from work under this section must provide to his/her employer appropriate advance notice of the leave as required by the employer's policy along with

sufficient documentation of the act of domestic violence as required by the employer.

See School Board Policy 1430.04, 3430.04 and 4430.04. Click this link: School Board Policies

SICK LEAVE

The 1984 Florida Legislation states, "an employee who is absent because of illness must file an appropriate sick leave claim within five (5) working days following return to work." The immediate supervisor, director or administrator must be notified when an employee is going to be late or absent. If the employee cannot contact his/her immediate work supervisor, he/she must contact his/her office. Per School Board Policy 1430.03, 3430.03 and 4430.03, any claim for sick leave must be filed "within five (5) working days upon return of the employee to duty."

Note: In accordance with School Board Policy, any claim for sick leave shall be filed with the Superintendent, or his/her designee, within five (5) working days upon return of the employee to duty. Any leave that is not verified within the five (5) day limit may be recorded as "absence **without authority" and may result in nonpayment.** When an employee is absent in excess of ten (10) consecutive days, he/she must complete an Extended Leave Form SO-PER-018 which can be obtained through the designated staff member at the site or the school district website under Print Shop Documents. The Request for Extended Leave Form SO-PER-018 must be completed and approved by the site administrator, a Human Resources Administrator and the School Board. Employees will be notified if any additional paperwork is required.

See School Board Policy 1430.03, 3430.03 and 4430.03. Click this link: School Board Policies

SICK LEAVE - DONATION TO FAMILY MEMBERS

A district employee may allow his/her immediate family members to use his/her sick leave as outlined in Florida Statute and School Board policy.

SICK LEAVE - DONATION TO OTHER EMPLOYEES

A district employee may authorize any district employee to use sick leave that has been accrued by the authorizing employee as outlined in Florida Statute and School Board policy 1430.03, 3430.03 and 4430.03. A request for donations must be made through the Sick Leave Donations channel, located in the District Communication Team, after proper documentation is received per School Board Policy. Please refer to Appendix M: Frequently Asked Questions about Sick Leave Donation for additional information.

See School Board Policy 1430.03, 3430.03 and 4430.03. Click this link: School Board Policies

SICK LEAVE – DONATION TO SICK LEAVE BANK FOR INSTRUCTIONAL PERSONNEL

Per HCTA contract: At the time of resignation, the employee may choose to donate or bank the sick leave balance. If no choice is elected upon resignation, as a default the hours will be donated to the sick leave bank.

SICK LEAVE – TRANSFER FROM OTHER FLORIDA SCHOOL DISTRICTS

An employee may transfer sick leave earned with another Florida school district to the Hernando County School District. However, no transferred leave shall be credited to an employee's account at a rate, or in an amount exceeding that earned while an employee of the Hernando County School Board. It is the responsibility of the employee to acquire and submit the required documentation to the Human Resources

Department.

SICK LEAVE DONATION FREQUENTLY ASKED QUESTIONS

1. How do I ask for donations?

Employees that want to request donations must be on an approved extended leave of absence. They can then send an email to the Payroll Department with their name, id#, job title and site name. requesting that their name be added to the sick leave donation icon in TEAMS under "DISTRICT COMMUNICATIONS".

2. When can sick leave be donated?

An employee may donate his/her accrued sick leave to another HCSD employee provided that the donation relates to a catastrophic illness or disability of the employee, maternity, or catastrophic illness or death of an immediate family member of the employee requesting leave donation. Immediate family member is defined as sibling, spouse, parent, or dependent child. The authorizing employee must retain at least ten (10) days of sick leave as of the time of donation.

3. Who must be sick in order for me to donate sick leave?

The employee requesting donation or an immediate family member as defined in #2 above.

4. What documentation do I need to supply in order to receive donated sick time?

Prior to requesting donations for the employee's own personal illness or for the illness of an immediate family member as defined in #2 above, the recipient employee must have provided appropriate documentation (Certification of Physician form) from a physician licensed to treat or provide service related to the condition requiring leave and the recipient must already be on an approved Extended Leave or approved Intermittent FMLA leave.

5. How many days of sick leave must I anticipate needing before I can participate in this program?

You must anticipate the need for at least 10 days of sick leave in order to receive transfers under this program.

6. Do I need to apply for extended leave if other employees are donating their sick time to me?

Yes. Only employees with a verified, catastrophic illness, accident or injury requiring an extended leave are eligible to receive donated sick leave. Please refer to question #2.

7. Can I use sick leave for the death of a family member as defined above?

No, refer to #2 above for use of donated sick time. However, employees may ask for three days of bereavement leave for the death of a family member. Employees must have exhausted their bereavement leave first and then may ask that subsequent days be counted as sick leave.

8. How do I know how much sick time I have accumulated?

Employees can log into Skyward under “EMPLOYEE ACCESS” and choose the “TIME OFF STATUS” tab to see their current leave balances. Employees can also see their site timekeeper to get this information.

9. May I donate to a family member?

Yes. District employees may allow their family members (spouse, child, parent or sibling) to use the sick leave that has accrued to the employee if the family members are also district employees. The family member can only use the donated sick leave when all of his/her sick leave has been depleted.

10. Do I have to donate full days or can I just donate hours?

There is no minimum number of "days" that have to be donated by an employee but the hours donated have to equal one day. Therefore, if an employee is donating time to someone who regularly works a 7.75 hour day, exactly 7.75 hours must be donated. If the employee receiving donated time regularly works a 4 hour day then the donor must donate exactly 4 hours. Please make sure that the donation form is filled in correctly by knowing how many hours the employee requesting time regularly works before submitting the paperwork. Any paperwork with an insufficient number of hours to equal 1 paid day will be returned for reprocessing. This may cause the employee, who is requesting the time, to not receive the donation. The donor must fill out the form completely by indicating how many hours the recipient needs for the current payroll run. Only hours for the current payroll run should be submitted to the timekeeper at the recipients cost center. Donors who are submitting hours for another HCSD employee must maintain at least (2) weeks of sick leave hours in their balance. Family to family donations do not require the (2) week balance. All donation forms for the current school year become invalid on the last day of the school year.

11. When will sick leave donations be credited to my sick leave balance?

After all Extended leave documentation is received and the employee is approved to receive sick leave donations, an email will be sent out on TEAMS under “DISTRICT COMMUNICATIONS”. At that time, employees may donate leave time to the employee requesting donations. Completed donation forms should be sent to the recipient’s timekeeper. Credit of donated sick leave will only be posted for the current payroll run. Requests will not be processed retroactively. Timely submission of required documentation is required due to the time needed to review and determine if an employee qualifies to receive sick leave donations.

12. Is there a cutoff time when donations can no longer be accepted?

Yes, once an employee is out of time and no more donations have come in for the current payroll cycle, the employee will no longer be eligible for donations and no more donations can be accepted. After Human Resources closes the employee in Skyward he/she can no longer receive donations.

13. What forms do I use?

The forms required to request Employee to Employee and Family to Family Donations can be received from the Timekeeper at your site or can be found online at www.hernandoschools.org under Departments / Human Resources / Payroll / Sick Leave Donations / Authorization for Donation of Sick Leave.

TEMPORARY DUTY LEAVES AND REIMBURSEMENTS

Temporary duty may be approved for in-services, district meetings, conferences, competitions, and field trips. Any other request for temporary duty leave must be tied to position and must be of benefit to the District. Such activities require administrative approval. Any request for temporary duty that involves additional expenses such as registration, hotel, per diem, etc. must be approved in advance and submitted within 30 days of the last travel date. School Board approval is required in advance for all out of state travel. Travel reimbursement for hotel stays will be reimbursed for one room at a single conference room rate when the destination is greater than 50 miles for HCSD employees only. Travel procedures can be found on the District website http://www.hernandoschools.org.

See School Board Policy 1440, 3440 and 4440. Click this link: School Board Policies

UNPAID EXTENDED LEAVE

If an unpaid extended leave is approved for any reason, it will only be approved for the current school year. Unpaid extended leaves will not be approved past the current school year except in cases of personal illness as verified by the Human Resources Department, or one (1) full school year to provide child care after birth or adoption. Extensions of such leave must be approved by the School Board. Military leave orders will be honored. Unpaid Personal leave will only be approved for reasons outlined in School Board Policy.

See School Board Policy 1430.04, 3430.04 and 4430.04. Click this link: School Board Policies

VACATION LEAVE

The following schedule shall be used in determining the accrual of annual leave:

Employees on 12-month contracts are entitled to accrue leave as follows:

1 year of service:	1/2 day per month
2 thru 5 years of service:	1 day per month
6 thru 10 years of service:	1 1/4 days per month
Over 10 years of service:	1 1/2 days per month

Vacation days must be earned before they can be used and may be accrued without limit, however, as per School Board Policy, there is a limit on the number of hours that may be paid out upon resignation, retirement or if transferred to a position that is not eligible to earn vacation leave. The scheduling of vacation leave shall be by mutual agreement between the employee and his/her supervisor.

See School Board Policy 1430.06, 3430.06 and 4430.06. Click this link: School Board Policies

MEETINGS

Faculty meetings will be called primarily on the basis of need of either the administration or upon request from the faculty. **Attendance is required at all faculty meetings unless otherwise approved by the principal.** Meetings of other staff members shall be scheduled, as needed. Any staff member may contribute to the agenda. Please refer to HCTA and HUSW contracts for additional information.

See School Board Policy 1243 and 3243. Click this link: School Board Policies

PARKING

All staff must park in the designated area. Parking on grass, sidewalks or designated fire lanes may result in the vehicle being towed at the owner's expense. Towed vehicles may be recovered from the designated wrecker service.

PAYROLL INFORMATION

In compliance with federal labor laws, employees must accurately record daily work hours on the appropriate time log. Falsification of these payroll records is grounds for termination.

- Paychecks for regular employees are subject to mandatory payroll deductions for social security tax, FRS, Medicare tax and federal withholding tax, based on Forms W-4 and the tax tables furnished by the Internal Revenue Service. Payroll matters concerning salary, payroll deductions and pay date should be handled through the work site timekeeper when possible.
- Personnel Action Form – PAF forms can be used to drop payroll deductions such as Annuity account deductions, United Way deductions, HCEF deductions or other. Only your signature is required on this form.
- Payroll Calendar – The payroll calendar, which designates payroll due date and pay dates, will be developed and issued annually by the Payroll Department.
- Notices of Deposit – No Notices of Deposit will be released before payday.
- Substitutes, temporary and part-time employees (who work less than four (4) hours per day) will be paid an hourly rate. Deposit notices for subs are mailed to the home address on the pay date.

DIRECT DEPOSIT

Direct Deposit is mandatory for all employees. Employees can change their direct deposit at any time but cannot stop their direct deposit status. The inability to maintain a direct deposit account will result in the non-renewal of your annual employment contract. To make changes to your direct deposit information, you will need to present original documents to the timekeeper at your cost center. If you prefer, you can visit the District Office and ask for a representative from the Payroll Department. Your identification must be verified at the time you submit these documents. We will not accept direct deposit changes by email or fax.

PAYROLL - FREQUENTLY ASKED QUESTIONS

1. As a new hire, when can I expect my first paycheck?

If you begin work at the start of the school year, you should expect to receive your first check on the pay date according to the payroll calendars you will find online, as they are job specific. After the start of the school year, where your start date falls within the pay periods on the payroll calendars, determines when you will receive your first check. After the first check, the pay date is every two weeks.

2. What is "pro-rated" pay?

Employees who work for the HCSD will have their pay pro-rated, if applicable. The overall intent is to give employees as close to equal payments as possible, even when employees are off for Winter and Spring breaks. Employees can view and print paystubs from Employee Access.

3. What if my employment in a position did not begin until after the first day of the school year?

When your job is opened by H.R., the annual contract amount will be set according to the number of working days remaining in the current contract year. Payroll will provide an explanation of your bi-weekly pay.

4. What if I have a change in my salary or a change in my work schedule?

Your bi-weekly pay will be adjusted for the number of working days left in the current school year, and you will be paid accordingly.

5. When I terminate my employment with the school board, when may I expect to receive payment for unused sick leave, vacation leave, and extra pay earned but not paid due to pro- rata?

The termination date is the determining factor as to when payouts are paid. The Payroll Calendar shows the

Pay Period and the corresponding Pay Date. If the termination date falls in the middle of the 'pay period' it is still calculated and paid out on that 'pay date'.

6. How will I be paid for my sick leave when my employment ends?

An employee's sick leave payout is determined by the number of years they have worked for the district. Per School Board Policy: after 10 years and up to 12 years = 50% payout. 13 years or more = 100% payout. After the termination date is entered by Human Resources, the Payroll Department can then calculate the sick leave payout. The actual pay date is determined by the termination date and where it coincides with the Payroll Calendar for that school year. Teachers, Administrators, Professional Technical and Confidential employee's eligible sick leave payoffs go to Bencor if the total is $1,000 or more. The actual portion that is eligible to go to Bencor is based on the fiscal earnings of the employee at the time of resignation/retirement.

7. What if I have any unpaid absences? How will they affect my pay?

Unpaid absences are deducted from the pay period in which the absence occurs on the Payroll Schedule. Any unpaid absences will result in an employees' paycheck being lower than normal for that pay period. For contract employees, the unpaid absence appears on their paystub as negative pay under the DOCK code. The negative pay is calculated by multiplying the DOCK hours by the employee's primary hourly rate.

8. What if I want to put in extra time over 40 hours to get my work done?

If you are a non-exempt employee, you may only do so with the prior approval of your supervisor. Employees who disregard this rule will be disciplined.

9. What if my supervisor asks me to stay late to finish work?

You must first both agree that you will receive comp time for the extra time worked and an Authorization to Accrue Comp Time Form must be signed. If you prefer to be paid for overtime your supervisor must secure prior approval of the superintendent by having the Authorization to be Paid for Overtime Worked Form signed.

10. What is the HCSB policy on Comp time?

Compensatory or "comp" time is given to any non- exempt employee who works over 40 hours in a workweek and follows Fair Labor Standards Act (FLSA) guidelines. See FLSA Manual and HUSW contracts for additional information. A non-exempt employee can only have a maximum balance of 240.0 hrs. comp time at any given time.

11. Do teachers earn comp time?

Teachers do not earn comp time. An administrator may give permission for a teacher to have some time off if the teacher has been asked to work beyond his/her normally scheduled hours. Supervisors must not allow time off on an hour-per-hour basis for work performed by an exempt employee. Please refer to the HCTA contract for additional information on Alternate Schedule Time (AST).

12. Do paras earn comp time?

Paras earn comp time (time and a half) if they are asked to work over 40 hours in a workweek.

13. When can they use it?

Paras can use comp time whenever they have prior approval of their administrator.

14. Can I use comp time before it is accrued?

No

15. How do I document that I have earned comp time?

Non-exempt employees will notate the hours worked on the Authorization to Accrue Comp Time Form and have it signed prior to working extended hours. The non-exempt employee will also note hours worked on his/her time sheet.

16. Do I keep my comp time if I transfer to another site?

Yes. Your Comp Time Balance will transfer with you to any location. You are, however, asked to use the time before transferring to a new site, if possible. If you transfer to an exempt position, your comp time will be paid out to you.

17. Can I choose to get paid time and a half instead of earning comp time?

Yes. It is your choice to receive pay rather than earn comp time, however, the Superintendent must pre-approve, in writing, any request for overtime pay in lieu of comp time. Requests to accrue comp time must be mutually agreed upon by you and your immediate supervisor prior to working extended hours.

18. I am a supervisor who has told my nonexempt employees to NOT come in early or stay late but they do so anyway. What should I do? Do I have to pay them overtime?

You must compensate them for any time worked over 40 hours even if your employees have been told not to work early or late. However they will be disciplined for insubordination and this discipline may lead to termination.

19. What is the HCSB policy on Flex-time?

Flex-time may be used either by non-exempt or exempt employees, during non-student contact hours only. All flex-time must be approved by an immediate supervisor in advance. Employees should request flex-time on a temporary and infrequent basis. Flex-time is earned at the site level only and is not recorded in Skyward. Flex-time must be utilized during the same pay period the flex-time is earned. Example, an employee requests to leave half an hour prior to the end of their shift Monday but will remain half an hour after the end of their shift Tuesday. Flex-time does not accumulate.

20. A non-exempt employee asks to take his lunch hour during the last hour of the day. Can the supervisor allow this?

This change to lunch schedule should only be allowed when it does not disturb the workflow and is not done frequently by the same employee. The employee should sign out on a site/department sign out sheet indicating that lunch is being taken at the end of the workday. This sheet should be retained by the timekeeper. The employee should sign his/her timesheet indicating the correct time that he/she left.

21. Is an employee permitted to change his/her work hours by taking lunch or break time at the end of each day and leaving early?

No.

22. Do times on timesheets have to be exact?

Timesheets must accurately reflect the hours worked. Employees may sign in up to 7 minutes prior to the scheduled work time and sign out up to 7 minutes after the scheduled work time without the expectation of additional compensation. This does not permit employees to report to work later than the assigned time or leave prior to the end of shift.

23. Where can I learn more?

Visit the U.S. Department of Labor's website at: www.dol.gov/whd/regs/compliance/hrg.htm. Or review our FLSA Manual.

PERSONNEL RECORDS

Personnel/employment records are processed and maintained in the Human Resources Department. All personnel files are public records and as such are available for public inspection. If you would like to review your personnel file, please contact the Human Resources Department for an appointment. You may also make an electronic request by following this link: https://www.hernandoschools.org/our-district/public-records-request

The School Board automatically exempts some confidential and sensitive personal information, such as social security numbers and medical information, from your personnel file before public disclosure in accordance with the Public Records Law. An agency that is the custodian of the personal information specified shall maintain the exempt status of the personal information only if the officer, employee, justice, judge, or other person, or employing agency of the designated employee, submits a written request for maintenance of the exemption to the custodial agency. If you are a current School District employee who is either an active or former employee in one of the above categories, and/or you are the spouse of an active or former employee, you may exercise your right of exemption from certain Public Records laws. If you elect to exempt your address and telephone number from all School District publicists, please fill out the Exempt from Public Record form and return it to the Human Resources Department. For more information about this written exemption or to see if you qualify, please refer to Florida Statute 119.071. If you qualify, you will need to complete in writing the Exempt from Public Record form. If you need additional assistance, please contact Human Resources.

Use of Social Security Numbers

The Human Resource Department should be notified in writing of any changes in personal status such as changes in name, address or marital status. Please notify Risk, Benefits and Wellness regarding any changes in beneficiary for life insurance purposes and/or changes in the number of dependents.

See School Board Policy 1590, 3590 and 4590. Click this link: School Board Policies

PROBATIONARY PERIOD

New employees and current employees with employment unit changes work a probationary period during which they can be terminated without cause. There are five (5) employment units within the school system: Administrative, Confidential, Instructional, Noninstructional and Professional/Technical/Supervisory. For

administrative (that require a Florida Educator's Certificate) employees, the probationary period is 97 work days as per Florida Statute. For instructional employees, the probationary period is one (1) year as per Florida Statute. For instructional staff who work less than one-half of their contract year, if reappointed, will be issued a probationary contract for the next full school year. If an instructional employee has a break in service, they will be issued a new probationary contract upon return to active employment as long as the break in service was not for an approved extended leave. A break in service occurs when an employee resigns, retires, is terminated or is nonreappointed and is not re-hired before the first day of the teacher contract for the next school year.

For all other employees, the probationary period is 60 work days. The probationary period begins on the first work day. The probationary period excludes weekends, paid/unpaid holidays and orientations.

PUBLIC RECORDS REQUESTS

WHAT IS A PUBLIC RECORD? Any document or record that is created or received by an agency in connection with official agency business, and not considered confidential.

- Email messages sent from and to the district network
- Staff employment records
- Staff discipline records (10 days after investigation is complete)
- Social media posts to and from the district network
- Staff Directory Information (addresses, personal phone numbers, email, etc.) unless exempt.

While personal notes and/or emails are exempt from public record, the Hernando County School Board Policy states that employees are to use school board equipment for business use only.

All public record requests are to be forwarded to the Communications & Government Relations Department. An electronic request may be submitted by following this link: https://www.hernandoschools.org/our-district/public-records-request. The Communications and Government Relations Department staff will work with the appropriate custodian of the record and respond to the requester in a timely manner.

REAPPOINTMENTS AND EMPLOYMENT CONTRACTS

Employees who are classified as Confidential, Professional/Technical/Supervisory, Administrative, and Instructional (hired after July 1, 2011) are on Annual Contract status regardless of how long they have worked within the district.

Instructional employees are hired on a probationary contract. The employee will remain on probationary contract during the first full year of service. Once the employee is reappointed, after a full year of service, an annual contract will be issued in accordance with Florida Statute 1012.335. An instructional employee on probationary is not guaranteed reemployment each year and may be recommended for non-reappointment. If a teacher was employed within the Hernando County Schools on a Professional Services Contract and is rehired after a break in service, he/she will be placed back on Probationary Contract, in accordance with Florida law.

Noninstructional employees gain tenure after completing three (3) years of service. A noninstructional employee without tenure is not guaranteed reemployment each year and may be recommended for non-reappointment by the site administrator. After successfully completing three (3) years of experience with

the Hernando County School District and being recommended for reappointment by the site administrator for the fourth consecutive year, a noninstructional employee gains tenure.

If an employee on an annual or probationary contract is not being recommended for reappointment, a reason or justification is not required due to annual contract status.

RESIGNATIONS

Any person who wishes to resign is expected to complete the electronic resignation form on the District's Application Management System. The Superintendent is authorized to accept resignations on behalf of the School Board. Upon submitting their resignation, an employee must provide keys and identification/access badge to their supervisor prior to final departure from their worksite.

A resignation cannot be rescinded or amended by the employee after submission.

Upon submitting a resignation, the employee will receive an electronic Exit Survey within 24-48 hours. Employees who wish to participate in an Exit Interview may schedule one by contacting the Coordinator of Retention at 352-797-7005 ext. 70467.

SAFE DRIVER PLAN

Employees of the School District or employees who volunteer to drive who, during the performance of their job assignments, operates a School District vehicle or regularly uses their personal vehicle for School District use are required to adhere to the Safe Driver Plan. All drivers shall sign a receipt acknowledging they have received a copy of the Safe Driver Plan and shall supply a copy of their driver's license to the Transportation Department so their driving record can be checked. More information is available on the District's website https://www.hernandoschools.org under Departments – Transportation – Safe Driver Plan.

SAFETY AND SECURITY

ELECTRONIC SURVEILLANCE DEVICES

All HCSD property is protected by electronic surveillance devices. These devices may be used to monitor students, staff, and visitors while on HCSD property. All cameras can digitally record 24 hours a day. Video generally remains available for approximately 30 days unless a prior request to preserve video has been made through the Office of Safe Schools. Cameras used to monitor activity may be installed by the Office of Safe Schools in any room or area with the exception of bathrooms and changing rooms in any school district facility. Video and audio from HCSD buses and other video equipped HCSD vehicles is generally available for 3 to 30 days, depending on the recording equipment used. There is no expectation of visual or audio privacy in any HCSD-owned vehicles.

The cameras used in HCSD-owned vehicles record both video and audio input.

DOORS AND GATES

It is the directive of the HCSD that campus access control comply with the following campus access control requirements, **which apply from thirty (30) minutes** before the school start time **until thirty (30) minutes**

after the end of the school day:

"Exclusive zone" means the area within a gate or door allowing access to the interior perimeter of a school campus beyond a single point of entry.

The term "nonexclusive zone" means the area outside of the exclusive zone but contained on school property. Nonexclusive zones may include, but are not limited to, such spaces as parking lots, athletic fields and stadiums, mechanical buildings, playgrounds, bus ramps, agricultural spaces, and other areas that do not give direct, unimpeded access to the exclusive zone.

a. **All gates or other access points** that restrict ingress to or egress from the **exclusive zone** of a school campus must remain closed and locked when students are on campus, unless:
    1. The gate or access point is attended or actively staffed when students are on campus.
    2. The use a shared use agreement pursuant to Section 1013.101, F.S.
    3. Another closed and locked gate or access point separates the open or unlocked gate from areas occupied by students; or
    4. The school safety specialist, or his or her designee, has documented in FSSAT that the gate or other access point is not subject to this requirement based upon other safety measures at the school, or based upon compliance with the Florida Fire Prevention Code. Documentation in FSSAT must include a description of the other safety measures present and a photograph of the gate or access point not subject to the requirement.

b. **Schools without a secure exclusive zone**- All campus access doors, gates, and other access points that allow ingress to or egress from a school building must remain closed and locked at all times to prevent ingress, unless:

    1. A person is actively entering or exiting the door, gate, or other access point.
    2. The door, gate, or access point is attended or actively staffed by school personnel to prevent unauthorized entry; or
    3. The school safety specialist, or his or her designee, has documented in the FSSAT that the open and unlocked door, gate, or other access point is not subject to this requirement based upon other safety measures at the school. There must be at least one locked barrier between classrooms and instructional spaces and open school campus. Documentation in FSSAT must include a description of the other safety measures present and a photograph of each unlocked door, gate, or other access point not subject to the requirement.

c. **Classrooms and instructional spaces** - All school classrooms and other instructional spaces must be locked to prevent ingress when occupied by students, unless:

    1. The door is open between class periods when students are moving between classrooms or other instructional spaces; or
    2. The door is actively staffed by a person standing or seated at the door.

d. **Common areas**- Common areas, including but not limited to cafeterias, gymnasiums, auditoriums, and media centers, must meet the requirements of paragraph (C)(1)(2) only when they are used for instructional time or student testing

e. **Career and technical education**- Instructional spaces for career and technical education which are designed as open areas must meet the requirements of paragraph (C)(1)(2) unless they are

exempted from compliance by the school safety specialist. The school safety specialist, or his or her designee, must document in FSSAT that the instructional space is exempt due to negative impacts to student health and safety and the presence of other safety measures at the school that prevent egress from the instructional space to hallways or other classrooms or instructional spaces. Documentation in FSSAT must include a description of the other safety measures present and a photograph of the instructional space not subject to the requirement.

Teachers and staff are responsible for maintaining locked doors and windows of their classrooms at all times. Failure to follow this procedure may put students and staff at risk. Failure to secure doors and gates may be subject to employee disciplinary procedures.

DRONES

At all times, the use of drones on school board property is strictly prohibited unless as part of approved curriculum AND under the supervision of an HCSD staff member.

EMERGENCY NOTIFICATIONS

In order to streamline the HCSD Emergency Notifications, a district contact has been assigned the task of receiving all emergency notifications during the school day and after hours. The lead site administrator or his/her designee will be responsible for ensuring the timely reporting of any and all incidents at each HCSD school. The Director of Safe Schools must be notified at the first opportunity. In turn, the Director of Safe Schools will immediately notify the Superintendent of Schools and any other required emergency response agencies or affected departments. If a facilities or maintenance emergency exists, notification must be made to the Director of Facilities Operations Division or his/her designee. Notifications will follow state rules.

Each site will be responsible for calling 911 if the situation requires it and then calling the Director of Safe Schools at (352)797- 7233 or cell (352) 263-5869. It is essential that all other elements of the site's emergency plans are followed during an emergency. This includes, but is not limited to, evacuations, secure campus events, lockouts, lockdowns, active shooter events, and/or weather- related emergencies.

The principal, site administrator or designee is responsible to ensure that any incident involving first responders beyond the SRO on campus is reported to the Director of Safe Schools at (352)797-7233 or cell (352)263-5869 as immediately as possible.

Reportable incidents which should be called in as immediately as possible include:

- Evacuations (for any reason to include, but not limited to: fire, bomb, chemical spill)
- Active Campus Threat (secure perimeter, hold in place, reverse evacuation)
- Weapons found, fired or reported on or near campus
- Sexual Battery
- Kidnapped or missing children
- Hostage situation
- Any threat or act of violence against a student, staff member, or site
- Any student, staff member or other person who is injured on an HCSD site AND is transported to the hospital
- Break-ins, vandalism, or theft of property from a site
- The on-site arrest of any student, staff member or other person
- The death or attempted suicide of any student or staff member off site and student, staff member or other person on site
- Any prolonged loss of utility service (electrical, water, phone, internet, digital radios and air

conditioning) that creates a disruption of the school/site.

- Any motor vehicle accident that takes place on HCSD property or involves a HCSD owned, rented or leased vehicle on or off HCSD property. This includes golf carts, gators, tractors, and all other motorized vehicles.
- All other incidents that take place on or off- site that may cause a disruption to the normal operation of a facility or requires a response from an outside agency such as: Law Enforcement, Fire Departments, Emergency Management, Health Department, Hazmat Team or the Department of Environmental Protection.

The contact numbers for reporting incidents are: Director of Safe Schools: Office 352-797- 7233, Cell Phone: 352-263-5869 OR Fire Official: Office (352)797-7050, or Personal Cell (352)573-7878.

EMERGENCY PROCEDURES

See your site administrator for site specific emergency plans/procedures.

EMERGENCY SHELTERS

The following locations are made available for use by the general public in case of natural disasters (such as hurricanes or tornadoes) or man-made disasters and provide an orderly method of operating the facility should the need arise. The facilities named below have been designated as emergency shelters, should the County Director of Emergency Management determine it is necessary. These will be the only school facilities open to the public for this purpose unless the Superintendent of HCSD makes the decision to open other locations as needed:

- Central High School
- Challenger K-8 School of Science and Mathematics (special needs and service animals only)
- Chocachatti Elementary School
- D.S. Parrott Middle School (Pet Friendly: accepts dogs and cats only at shelter)
- Deltona Elementary School
- Explorer K-8 School
- Fox Chapel Middle School
- F.W. Springstead High School
- Hernando High School
- Moton Elementary School
- Nature Coast Technical High School
- Suncoast Elementary School
- Weeki Wachee High School
- West Hernando Middle School
- Winding Waters K-8 School

These facilities will be supervised by Hernando County School District staff members as determined/directed by the HCSD Superintendent or designee. All general population shelters may be activated as pet friendly shelters.

EMERGENCY EMPLOYEE SCREENING FOR SUICIDALITY OR THREAT ASSESSMENT

- All cases where an individual who is reportedly (by self or others) displaying signs of suicidal or threatening behavior must be taken seriously. At no time shall the individual be left alone. The site supervisor shall follow the steps below:
- The individual of concern should be escorted to a location separate from other staff members and placed in the presence of a confidential employee.

- The site administrator must immediately inform the District's Director of Labor Relations & Professional Standards who will inform the Superintendent of the situation.
- The site administrator must contact the Director of Safe Schools who will inform the Coordinator of Threat Assessment of the need for a suicide risk assessment or behavioral threat assessment. This assessment will be separate from any interviews or investigations by site administrators that may lead to discipline. To protect privacy, union representation is not permitted during these assessments.
- The Coordinator of Threat Assessment will communicate findings to the Director of Labor Relations & Professional Standards.
- The Director of Labor Relations & Professional Standards will advise the Superintendent of assessment findings and make appropriate recommendations.

I.D. BADGES/ELECTRONIC ACCESS CARDS

Employee ID badges are photo IDs provided by the Office of Safe Schools Department and are free of charge to all employees. ID badges/Access badges **must** be worn at all times by staff for security purposes. Replacement of broken or damaged badges are provided free of charge to all employees. If it is determined by the Office of Safe Schools, that any badge was damaged by neglect, improper storage, or purposeful damage then a replacement cost of $20 will be charged.
Lost badges are replaced at a cost of $20.00**.** Employee ID badges can be kept year-round for ID and discount purposes.

KEYS AND ELECTRONIC ACCESS CARDS

Keys are to be secured through the principal and/or designee. Requests for additional or duplicate keys must be approved by the principal. **A request for additional keys must be requested through the work order system. Keys may only be duplicated by the HCSD Office of Safe Schools and only after approval is gained through the work-site administrator and Safe School's designated staff member.** Staff may not issue or loan keys or electronic access cards to students or other staff members. Keys and electronic access cards are assigned to specific staff members who are responsible for the security of the areas to which they provide access. Staff may not unlock doors to other rooms at the request of students nor allow students to enter rooms unsupervised. Keys and Electronic Access Cards are to be kept secured at all times, so as to avoid the possibility of loss or theft.

Keys and electronic access cards for district equipment, vehicles and buildings are the responsibility of the staff member to whom the keys were assigned. In the event an employee's assigned keys or electronic key cards are lost or stolen, the employee will be responsible for the cost of replacing them and/or the equipment associated with them (re-keying locks, key blanks, reprogramming locks, etc.). The wages of an employee who does not timely reimburse the district may be garnished until reimbursement is made. Each case of a lost or stolen key will be reviewed individually to determine if the employee acted with due diligence or if an unusual circumstance existed that may hold the employee harmless for replacement costs. The cost of replacing a damaged Electronic Access Card is free as long as the damaged card is available for review. If it is determined by the Office of Safe Schools, that any badge was damaged by neglect, improper storage, or purposeful damage then a replacement cost of $20 will be charged. The cost of replacing a lost or stolen Electronic Access Card is $20.00. At the time Keys or Electronic Access Cards become lost or stolen, the site administrator and HCSD Office of Safe Schools must be informed immediately so that the site administrator can be made aware, and the electronic access card can be removed from the system. When sending electronic access cards and payment for lost or stolen badges through interoffice mail, the designated Office of Safe Schools transit bag must be used. All transactions using the secured transit bags must go through the site access coordinator.

The site administrator or his/her designee shall collect all keys, electronic access cards (specific for that site) from any employee whose employment is ending with the HCSD, transferring to a different site, or on leave of absence. If keys and or electronic access cards are not retrieved, the HCSD Office of Safe Schools shall be notified immediately. Keys issued to all employees who work less than 249- day contracts must be turned in to each school/site administrator at the end of each school year.
Exceptions may be made on an individual basis as agreed upon by the site administrator and Office of Safe Schools Director or designee. Keys will be reissued to employees returning for the following school year during pre-school week.

ID/Access badges must be audited by each work-site's key coordinator annually. Once the key coordinator has verified the possession and quality of each employee's ID/Access Badge, the badge may be returned to the employee. Any broken, significantly faded, or non-functioning badge should be returned to the Office of Safe Schools for replacement. If it is determined by the Office of Safe Schools, that any badge was damaged by neglect, improper storage, or purposeful damage then a replacement cost of $20 will be charged. Employees who work less than 249 days per year will have their electronic access temporarily disabled (for their scheduled time off) unless explicit permission is sought by the site administrator and granted by the Office of Safe Schools.

VENDORS

Vendors who come on school campuses must have a current State and HCSD-issued Vendor ID showing they have successfully completed the proper background check. Any vendor who does not have a valid HCSD vendor ID must be directed to the Office of Safe Schools and must not enter school grounds.
The visitor management program cannot be used as a substitute for the required background check and School District-issued Vendor-ID.

All staff should redirect vendors without the proper vendor ID to the front office where they will be given instruction on how to get the proper vendor ID. If a vendor does not return to the main office or leave the premises staff are instructed to call law enforcement and have them removed from the premises. See Appendix J for specific information about badge colors and requirements for vendors and contractors**.**

VISITORS

A visitor's pass must be issued to all non-employee and non-vendor persons, including family members and parents/ guardians, who are on the campus. All visitors must be escorted or with a HCSD staff member while on campus and should never be alone with students. Staff members are to escort any persons without the proper visitor pass to the office. All visitors to school campuses during normal business hours must present a valid driver's license, State ID or military ID. The ID must be scanned through the visitor management program to ensure that the visitor or volunteer is not a sexual offender or predator. No sexual offenders or predators may enter any Hernando County School District site unless they have been cleared by the Safe Schools Department and follow the restriction placed on them by the School District.

HCSD staff, and/or Hernando County first responders who are wearing their agency identification badge should sign in at the main office using the current sign in method (visitor management system). If employees or first responders in uniform are signed into the visitor management program, the school can enter a birthdate of 01/01/11. This way all visitors to campus can be accounted for in the event of an emergency. Any district staff member who is **NOT** wearing his/her badge **must** produce a driver's license and be scanned in through the visitor management software system.

STAFF INVESTIGATIONS

If there is an allegation of misconduct made about a staff member, then an investigation is initiated. An investigation should be completed by the supervisor of that employee. The Superintendent will designate investigator in extenuating circumstances. Human Resources will coordinate investigations where multiple supervisors may be involved due to student involvement and/or multiple worksites. A staff member will be informed of the complaint/general allegation coming to the attention of the supervisor and that he/she is under investigation, prior to public notification being made. A staff member may be removed from student contact or work duties. That removal may be to report to a specific place at the work site, another work site, or in certain cases may include administrative leave. Administrative leave will mean that the employee will not report to work and will continue to receive regular pay during the investigation. Employees will receive all due process provided by policy, applicable bargaining contracts, and applicable law. Employees who are members of a bargaining unit are entitled to representation in accordance with the bargained employment contract. It is up to the employee to coordinate that representative, though supervisors or may make direct contact with the appropriate union representative when that action may simplify scheduling issues. After the investigation has been concluded discipline may be issued in accordance with district policy, due process, applicable bargaining agreements, and applicable law. Certificated employees whose misconduct requires reporting to the Department of Education will be informed that such a report has been made.

Other agencies may have parallel investigation(s), separate from those being conducted by the school district. When the district has knowledge and is able to notify staff member(s) of these investigations, they will do so. Every effort will be made to maintain employee confidentiality during the investigation.

See School Board Policy 1139, 1139.01, 1140, 1550, 3139, 3139.01, 3140, 3140.01, 3550, 4139.01, 4140, 4550, and 8141 Click this link: School Board Policies

TOBACCO FREE ENVIRONMENT

TOBACCO USE AND E-CIGARETTES

School Board Policies prohibit the use of any form of tobacco products anywhere on the campus of any facility owned or leased or contracted for the Board, including, but not limited to, practice fields, playgrounds, football fields, baseball fields, softball fields, pool areas, soccer fields, tennis courts, all open areas and in any area utilized by students or designated for student activities. Additionally, the use of tobacco products in any form in facilities, vehicles and areas designated for various student programs and activities is prohibited. This includes the use of e-cigarettes, “vapor”, or other substitute forms of cigarettes, clove cigarettes, or other smoking devices.

NICOTINE PATCHES

The wearing of a nicotine patch is allowed by staff when prescribed by a medical doctor. Patches should be worn under clothing, if possible.

See School Board Policy 7434, 1215, 3215, 4215 and 5512. Click this link: School Board Policies

TOXIC SUBSTANCES AT WORK

Employees have a right to know about exposures to toxic substances in the workplace. A list of toxic substances is listed at each school or District facility. Toxic Hazard Preparedness (THP) is the responsibility

of the Facilities and Operations Division. Current files of Safety Data Sheets (SDSs) will be maintained for every hazardous material present on District property. In fulfilling these responsibilities, the Facilities and Operations Division may enlist the aid of county and municipal authorities and, if possible, the owners or operators of identified potential sources of toxic hazards.

See School Board Policy 8431. Click this link: School Board Policies

USE OF SCHOOL FACILITIES AND EQUIPMENT

Use of facilities is governed by Board Policy. Any individual or organization leasing Board facilities must comply with the Use of Facilities Procedures. Site administrators do not have the authority to waive Use of Facility fees. Events may not take place which will interfere in any way with regular school activities, adult education programs, or community school programs. Requests for use of facilities should be made in such a fashion to assure adequate time for consideration by the Superintendent to either grant or deny approval of a request. Final approval must be obtained before advertising the activity. Facility Use process documents can be found on the District website: https://www.hernandoschools.org/departments/budget-finance/use-of-facilities

Employees should not use district-owned equipment for personal use.

The Loan of District Equipment form (SO-PC-002) must be completed by the employee when any type of district equipment is loaned (i.e., bringing a laptop computer home). Employees are responsible for the cost of any damages to, or the loss of, the equipment. Equipment loaned will be for business use only and shall not be used for gainful outside employment or private use of employees for personal gain, or by any outside group or organization, in accordance with School Board policy.

See School Board Policy 7510 and 7530. Click this link: School Board Policies

AUDIO-VISUAL EQUIPMENT

Equipment will be available from the media center and can be checked out by the media center staff. Employees are responsible for the prompt return and care of the equipment.

VOLUNTEERS LEVEL I AND LEVEL II (A+)/SPONSORS

Volunteers who are NOT employees will be addressed through the School Board-Adopted Volunteer Guidelines Manual and policy.

Any staff member who serves as a volunteer for any school-sponsored activity remains governed by Board policies related to employee behavior and action.

See School Board Policy 2430.01. and School Board Policy 9200 Click this link: School Board Policies

WEAPONS/FIREARMS

It is the expressed policy of the Hernando County School Board that District employees are prohibited from openly carrying a handgun or carrying a concealed weapon or firearm, in a school safety zone, into any elementary or secondary school, administration building, as well as into any Board meeting, any setting

that is under the control and supervision of the Board for the purpose of school activities approved and authorized by the Board including, but not limited to, property leased, owned, or contracted for by the Board, a school-sponsored event, or in a Board-owned vehicle.

All persons, including school personnel, violating the provisions of this policy, while on School Board property or while attending school activities, wherever located, shall be immediately reported to the proper law enforcement authority. Employees violating the above provisions shall also be reported to the School Board and to the Professional Practice Commission. The Superintendent shall report any Employee violation of the provisions hereof to the School Board and shall also include a recommendation for disciplinary action, which may include suspension or dismissal.

Authorized school programs such as School Safety Guardians which require the usage of firearms shall be exempted as follows:

*The only District employees who may possess weapons on campus include Safe Schools' employees who hold positions of School Safety Guardians. Guardians may open carry only when they are in uniform and on duty fulfilling the job responsibilities of their role as School Safety Guardian for the site to which they are assigned – at school, on school transportation or at a school-sponsored event, e.g. football game, or a School Board Meeting. School Safety Guardians may not carry a weapon concealed at any time while on duty. The Director of Safe Schools may, under extraordinary circumstances, briefly possess a firearm that has been assigned to a School Safety Guardian.

See School Board Policy 5772 and 7217. Click this link: School Board Policies

WORK EXPERIENCE – (salary purposes only)

EARNING YEARS OF WORK EXPERIENCE

Employees must work one (1) full day more than one-half (1/2) of the contract year (assigned to their position) in order to earn a year of experience. If an employee does not earn a year of experience, he/she will remain on the current salary schedule step/level until the following school year ends.

WORK EXPERIENCE GRANTED FOR MILITARY EXPERIENCE

Professional/Technical/Supervisory and Administrative personnel will not be granted military experience unless the military experience is deemed like to said PTS or Administrative job description.

Instructional personnel may receive up to ten (10) years of credit for military experience. A copy of the DD-214 must be submitted to the Human Resources Department.

Non-instructional and Confidential Military Veterans may be granted a $500 supplement for military experience provided a DD214 is submitted to the Human Resources Department for review and approval. At least one year of full-time military active duty is required to be eligible for the supplement. The DD-214 form(s) must be received in the Human Resources Department within 45 calendar days of the employee's start date to be retroactive to the employee's start date. If the forms are received after the 45 days, the salary adjustment will be made from the beginning of the pay period during which the forms were received.

WORK EXPERIENCE GRANTED FOR PREVIOUS EMPLOYMENT

All experience must be verified by the former employer(s). Verification of Work Experience Forms are

available on the Human Resources Department link on the HCSD website. The Work Experience Forms are also provided at the time of on-boarding. It is the responsibility of the employee to request these forms and provide the completed forms to the Human Resources Department.

The verification of employment forms must be received in the Human Resources Department within 45 calendar days of the employee's start date to be retroactive to the employee's start date. If the forms are received after the 45 days, the salary adjustment will be made from the beginning of the pay period during which the forms were received.

Instructional personnel may be granted up to twenty (20) years of teaching experience if the following criterion is met:

- Must have documentation of a satisfactory evaluation rating in a full-time teaching position for each year verified
- Must have the previous employer listed on the occupational experience section of the application for employment
- Form(s) must be complete and signed by previous employer or employment agency and must include contact information (address, phone number, etc.)
- Previous position must have required a valid teaching certificate
- Previous employer must have been an accredited institution

Professional/Technical/Supervisory personnel may be granted up to ten (10) years of like experience if the following criteria are met:

- Must be like job experience (similar duties) as determined by Human Resources
- Must have previous employer listed on the occupational experience section of the application for employment
- Form(s) must be complete and signed by previous employer or employment agency and must include contact information (address, phone number, etc.)

Administrative personnel may be granted up to fifteen (15) years of administrative experience if the following criteria are met:

- Must be like job experience (similar duties)
- Must have been in a supervisory or administrative capacity
- Must have previous employer listed on the occupational experience section of the application for employment
- Form(s) must be complete and signed by previous employer or employment agency and must include contact information (address, phone number, etc.)

The employee may be required to provide additional documentation, such as a job description, if required by the Human Resources Department administrator. Previous experience can only be brought in one time for the entire duration of employment with the Hernando County School District regardless of employment changes. Employee has up to 30 days from the date experience is granted to appeal the number of years granted.

WORK EXPERIENCE SUBSTITUTED FOR REQUIRED POST SECONDARY EDUCATION

Related work experience equivalencies may be substituted in lieu of postsecondary education as per Senate Bill 1310 for a position of employment if the person seeking the position is otherwise qualified for such position. Related work experience may not substitute for any required licensure, certification, or registration required for the position of employment as indicated in the board approved job description of the position

of employment.

A public employer may include a postsecondary degree as a baseline requirement only as an alternative to the number of years of direct experience required, not to exceed:

(a) Two years of direct experience for an associate degree;

(b) Four years of direct experience for a bachelor's degree;

(c) Six years of direct experience for a master's degree;

(d) Seven years of direct experience for a professional (specialist) degree; or

(e) Nine years of direct experience for a doctoral degree.

Any years used to substitute for a required postsecondary education may not be used as experience towards salary. Only years in excess of those used to substitute for the required postsecondary education may be applied towards determining the starting salary for said position, as applicable.

Staff Handbook

Section 3:
Employee Benefits and Risk Management

Employee Benefits

Qualifying Event/Change in Status

Retirement

Workers' Compensation

EMPLOYEE BENEFITS

NEW EMPLOYEE BENEFIT ELECTIONS

An election confirmation and enrollment form, provided as a downloadable document via the new employee orientation, must be completed and returned to Human Resources during onboarding. The new employee can make changes within the first 30 days from the first day of employment by emailing a new election confirmation form marked "revised" to a Risk, Benefits & Wellness Specialist. When adding dependents, you must provide dependent verification: birth certificate, marriage certificate, etc. Benefits will be effective on the first of the month following a sixty (60) day waiting period. The employee will not be eligible to make changes to his/her insurance until the open enrollment period unless he/she is experiencing a qualifying event as per IRS Section 125 regulation. If an employee elects to participate, premiums will be charged retroactively to the employee's effective date via payroll deduction. The effective date will be the 1st of the month following a sixty (60) day waiting period. Visit the Benefits page on our website for more information.

NEW EMPLOYEE RETIREMENT ELECTION

New employees must choose to participate in a Florida Retirement System (FRS) plan before the deadline, 4:00pm ET on the last business day of the eighth month following their month of hire. If the employee does not submit a plan choice by the deadline, the Investment Plan will be considered their 1st Election by default. Contact MyFRS Financial Guidance Line toll-free at 1-866-446-9377, Option 2 for free retirement planning.

BENEFITS WHILE ON UNPAID EXTENDED LEAVE OF ABSENCE

While on unpaid extended leave of absence, the employee is responsible for 100% of benefit premium payments. Life insurance must be converted to an individual policy. If the leave is due to illness, the employee may be eligible for a waiver of premium from the life insurance company. The employee's payment should be made through the Hernando County School District, Attention Benefit Payments. If an employee is deficient in paying premiums, the employee's benefits will be terminated. It is the employee's responsibility to notify Risk, Benefits and Wellness and the life insurance company when he/she returns to active employment.

BENEFITS WHILE ON FAMILY MEDICAL LEAVE

When an employee is out on continuous or intermittent Family Medical Leave, the School District will continue to contribute its portion of the employee's health and life insurance premium, and the employee is responsible for his/her portion of any other benefit premium payments. The employee's payment should be made through the Hernando County School District, Attention Benefit Payments. If an employee is deficient in paying premiums, the employee's benefits will be terminated. It is the employee's responsibility to notify Risk, Benefits and Wellness and the life insurance company when he/she returns to active employment. The employee will automatically be enrolled in the District's group life insurance plan on the first of the month following a sixty (60) day waiting period unless the employee elects differently by completing and returning the election confirmation and enrollment form within the first 30 days of returning to active employment status.

BENEFITS WHILE ON MILITARY LEAVE

While on Military Leave, the employee is responsible for 100% of benefit premium payments. The life insurance must be converted to an individual policy. The employee's payment should be made through the Hernando County School District, Attention Benefit Payments. If the employee is deficient in paying premiums, the employee's benefits will be terminated. It is the employee's responsibility to notify Risk,

Benefits and Wellness and the life insurance company when he/she returns to active employment. The employee will automatically be enrolled in the District's group life insurance plan on the first of the month following a sixty (60) day waiting period unless the employee elects differently by completing and returning the election confirmation and enrollment form within the first 30 days of returning to active employment status.

BENEFITS WHILE ON RETIREMENT

Retired School District personnel and their eligible dependents may be able to continue participation in their current group insurance plans. Insurance premiums are paid by the retiree. Retirees will be required to have their benefit payments deducted from their FRS Pension check. If the employee is not receiving a pension check because they elected the Investment Plan option or if their pension check is not sufficient to be able to deduct the benefit payment, the retiree may pay the benefit premium direct to the Hernando County School District, Attention Benefit Payments. If the retiree is deficient in paying premiums, the retiree's benefits will be terminated. Contact Risk, Benefits and Wellness for more information.

BENEFITS WHILE ON SUSPENSION WITH OR WITHOUT PAY

While on suspension with or without pay, the School District will continue to contribute its portion of the employee's health and life insurance. The employee is responsible for his/her portion of any other benefit premium payments. The employee's payment should be made through the Hernando County School District, Attention Benefit Payments. If the employee is deficient in paying premiums, the employee's benefits will be terminated. It is the employee's responsibility to notify Risk, Benefits and Wellness and the life insurance company when he/she returns to active employment. The employee will automatically be enrolled in the District's group life insurance plan on the first of the month following a sixty (60) day waiting period unless the employee elects differently by completing and returning the election confirmation and enrollment form within the first 30 days of returning to active employment status.

BENEFITS WHILE ON WORKER'S COMPENSATION LEAVE

When an employee is out on Worker's Compensation Leave, the School District will continue to contribute its portion of the employee's health and life insurance. The employee is responsible for his/her portion of any other benefit premium payments. The employee's payment should be made through the Hernando County School District, Attention Benefit Payments. If the employee is deficient in paying premiums, the employee's benefits will be terminated. It is the employee's responsibility to notify Risk, Benefits and Wellness and the life insurance company when he/she returns to active employment. The employee will automatically be enrolled in the District's group life insurance plan on the first of the month following a sixty (60) day waiting period unless the employee elects differently by completing and returning the election confirmation and enrollment form within the first 30 days of returning to active employment status.

TERMINATION OF EMPLOYMENT

An employee will continue coverage via the Hernando County School District's group insurance policy until the end of the month in which he/she terminates. The termination date is determined by the last day an employee worked or was on an approved leave. A COBRA election notice will be sent with directions on how to continue benefits.

WAIVER OF BENEFITS

If an employee does not choose to enroll in the health, vision or dental plan, the employee must complete the Election Confirmation and Enrollment Form to decline coverage, elect a beneficiary and forward to Risk, Benefits and Wellness. The employee will automatically be enrolled in the District's group life insurance plan and will not be eligible for benefits until the next open enrollment period unless the employee

experiences a qualifying event as described in IRS Section 125 regulation. The employee will have thirty (30) days from the date of the qualifying event to make changes.

QUALIFYING EVENT/CHANGE IN STATUS

What is a qualifying event/change in status?

A Qualifying Event/Change in Status is an IRS permitted mid-year plan election change.

Can I change my benefits during the year?

In general, during the plan year, under limited circumstances as provided by the District School Board of Hernando County's plans and IRS regulations, a Change in Status event may permit you to change a benefit election if you, your spouse, or dependent gained or lost eligibility for coverage under a qualified plan, as described in IRS Section 125 regulation.

What type of changes can I make?

The IRS requires that mid-year plan election changes must be on account of and corresponds with a change in status that affects your own, your spouse's, or your dependent's eligibility. The IRS requires mid-year plan election changes be on account of, and consistent with, a permitted event. Mid-year plan election changes are not automatic. Even if you experience a permitted Change in Status election change event under IRS regulations, your employer's component plans' insurance contracts may not allow (or may limit) mid-year plan election changes.

How do I know if I have experienced a change in status?

The 2-Step Rule: You can only change your benefit election(s) during the plan year if:

1. a qualifying change in status event has occurred and
2. the requested election change(s) corresponds with the event

What are qualifying events?

1. Change in your legal marital status – including marriage, death of a spouse, or divorce.
2. Change in number of tax dependents – including marriage, birth, death, adoption, or placement for adoption.
3. Change in employment status that affects your own, your spouse or dependent's eligibility – including termination or commencement of employment, commencement or return from unpaid leave of absence.
4. The gain or loss of a dependent eligibility status – such as attainment of specified age; student status; marital status; or any similar circumstances which satisfy or cease to satisfy eligibility status.
5. Change of residence of employee, spouse, or dependent that affects his/her eligibility for coverage.

When can I complete paperwork to add my newborn?

You can enroll your newborn by completing and returning the necessary paperwork to Risk, Benefits and Wellness within 30 days. If you do not enroll your newborn within 30 days of the birth date, the newborn's claims will not be paid and you will have to wait until the next open enrollment to enroll him/her in the Board's health care plan.

Can I add other dependents when I add my newborn?

Yes, you can add existing dependents whenever a dependent gains eligibility because of a qualifying change in status event.

If one of my dependents becomes eligible for Medicaid/Medicare, can I cancel coverage for all of my dependents at this time?

No, you may cancel coverage for that dependent only.

If my dependent becomes eligible for Florida KidCare can I drop my dependent coverage mid-year?

Yes, you may drop coverage for the covered dependent.

If my dependent loses eligibility for coverage under Medicaid or Florida KidCare, can I enroll them in health coverage?

Yes. If you or your dependent(s) lose eligibility for coverage under Medicaid or Florida KidCare or become eligible for premium assistance, you must notify the Risk, Benefits and Wellness within 30 days.

If I purchase an individual policy from an outside provider. Can I drop my dependent coverage mid-year?

No, IRS regulations do not allow a cafeteria plan participant to cease participation if he or she becomes eligible for a plan other than an employer sponsored group plan, Medicaid, Medicare or SCHIP (*Florida KidCare*).

Can I change my benefits at any time after I have experienced a change in status?

No, you must notify the Benefits Department within 30 days of a qualifying change in status event.

What happens if I fail to notify the employee benefits department of my change in status event within 30 days?

It is the responsibility of the employee to notify Risk, Benefits and Wellness of a change in status that affects the employee's, his/her spouse's, or his/her dependent's eligibility. Failure to notify Risk, Benefits and Wellness within 30 days will result in your benefit election(s) continuing until the next plan year. You can make such changes during open enrollment to be effective January 1, or the next calendar year. It is the School Board's policy not to refund overpayment of premiums.

Mid-year plan changes qualifying events:

1. Marriage
2. Divorce
3. Adoption
4. Birth
5. Over-Aged Dependent
6. Court Order
7. Change in Employment
8. Gain Employer, Federal or State Coverage
9. Involuntary Loss of Coverage
10. Moved from Service Area

IF YOU HAVE EXPERIENCED A QUALIFYING EVENT, YOU MUST:

Contact Risk, Benefits and Wellness within 30 days of such change to request the appropriate forms to stop or modify your benefit election(s) at (352) 797 – 7007. Complete and return the change in status request forms to Risk, Benefits and Wellness with documentation that authenticate the qualifying event.
A Risk, Benefit and Wellness Specialist will determine if your change in status meets IRS regulations. If your change results from a qualifying change in status event, the change(s) to your benefit(s) will be made following receipt of all properly completed forms and necessary documentation, including but not limited to dependent verification if necessary. Premium deduction(s) or reimbursement(s) will be processed on the

effective date of coverage as determined by the qualifying event date.

CHANGE IN STATUS DOCUMENTATION REQUIREMENTS:

- Marriage - Copy of Marriage Certificate
- Divorce - A certified copy of the "Final Judgment"
- Birth - Copy of birth certificate or social security card application "Notification Letter"
- Adoption - Copy of adoption decree, placement for adoption papers or forms provided by the court
- Death - Copy of Death Certificate
- Legal Custody of Child - Documentation that the child is your legal dependent
- Eligible for Medicare, Medicaid, or State Children Health Insurance Plan (SCHIP, i.e. Florida KidCare) - Copy of card or letter stating the effective date of coverage and names of individual eligible for coverage
- Dependent Flexible Spending Account - Letter from provider stating the effective date of change and the rate of increase or decrease
- Unpaid Leave - Letter from employer stating dates of unpaid leave
- Significant Change in Coverage
    - Loss of Coverage - A letter from employer stating the date coverage terminates
    - New Eligibility - A letter from spouse's employer stating date of newly eligible coverage
- Change in Employment (Spouse)
    - New Hire – A letter from employer stating the date of hire and date eligible for medical coverage
    - Termination–Documentation stating the effective termination date of medical coverage
- Ineligible Dependent
    - Employment – A letter from dependent's employer stating date of hire and date eligible for medical coverage
    - Student – If dependent has graduated or dropped out of college, a letter from the college stating such
    - Marriage – Copy of marriage certificate
    - Plans that provide health coverage for dependents are required to extend the coverage of dependents (adult children) to age 26, regardless of their eligibility for other insurance coverage. Health Plans must provide coverage to all eligible dependents, including those who are not enrolled in school, not dependents on their parents' tax returns, and those who are married

RETIREMENT

NOTE: The information below is subject to change based on Florida Retirement System (FRS) guidelines.

DEFERRED RETIREMENT OPTION PROGRAM (DROP)

Employees who reach normal retirement age/years may elect to participate in the Deferred Retirement Option Program (DROP). This program allows an employee to effectively retire under the Florida Retirement System (FRS) Pension Plan and begin accumulating his/her retirement benefits without terminating employment, for up to 96 months. While participating in DROP, monthly retirement benefits accumulate in the FRS Trust Fund. The earliest an employee may begin participation in DROP is the month they reach normal retirement date based upon age, or the month after the month of normal retirement date based upon years of service. To apply for DROP, an employee must complete a DROP packet. The packet can be obtained by calling FRS at (844) 377-1888 or logging on to MyFRS. Contact Risk, Benefits and Wellness for more information.

DROP EXTENSION REQUEST

If an employee is in an instructional or administrative position as defined in section 1012.01(2)(a)-(d) of

Florida Statute, he/she may be permitted to extend his/her DROP Participation. This extension must be authorized by the Superintendent or designee and approved by the Division of Retirement. The employee must be employed on a contractual basis in an eligible position at the time they complete his/her initial 96-month eligibility period and must remain in an eligible position during his/her extended DROP participation. To request an extension of DROP, the employee must submit a written request to Risk, Benefits and Wellness along with a completed FRS DP-EXT form prior to the end of his/her initial period of DROP participation. This form can be obtained by calling FRS at (844) 377-1888 or logging on to MyFRS. DROP extension requests will only be authorized through the end of the employee's current contract year. Contact Risk, Benefits and Wellness for more information.

RE-EMPLOYMENT AFTER RETIREMENT

Before becoming reemployed in any capacity, including substituting, with any FRS employer after retiring or terminating DROP participation, the employee should contact the Bureau of Retirement Calculations Department for guidance at (844) 377-1888.

RE-EMPLOYMENT LIMITATION PERIOD

Employment with any FRS employer during the first year of your retirement may result in suspension of your retirement benefits. There are no exceptions. Prohibited employment includes full-time, part-time, temporary, other personal services (OPS), and contractual services. Contact FRS at (844) 377-1888 before beginning employment with an FRS employer to ensure that the limitation period is over.
Note: Retirement includes Pension, DROP, Investment Distribution and three percent Employee Contribution Distribution.

INSURANCE BENEFITS

School District personnel who have ended their employment by retiring may continue to participate in the current group health insurance program of the district provided the person also retires with the Florida Retirement System (FRS) within thirty (30) days of the last day of their employment and there is no interruption in insurance coverage. After completing an online Resignation/Retirement process on the District's website, the employee will receive a letter with instructions on how they can continue their insurance benefits. For more information contact Risk, Benefits and Wellness.

INTENT

In addition to the requirements for FRS, the employee must advise his/her administrator of his/her intent to retire. The employee must complete the online Resignation/Retirement process on the District's website. For additional information, please refer to Initiate Your Retirement Process which outlines the retirement process.

NEW EMPLOYEE RETIREMENT ELECTION

New employees must choose to participate in a Florida Retirement System (FRS) plan before the deadline, 4:00pm ET on the last business day of the eighth month following their month of hire. If the employee does not submit a plan choice by the deadline, the Investment Plan will be considered their 1st Election by default. Contact MyFRS Financial Guidance Line toll-free at 1-866-446-9377, Option 2 for free retirement planning.

RETIREMENT PROCESS

As per the Division of Retirement, to apply for Service Retirement or DROP via the Florida Retirement System (FRS), the employee must submit a signed and notarized application form to the Bureau of Retirement Calculations Department. Applications are accepted up to six (6) months prior to the termination of employment date. **The law does not provide retroactive benefits for an employee**

who delays completing an application, contact the Florida Retirement System with questions. It is the responsibility of the employee to initiate his/her retirement process.

Forms and assistance can be obtained via the Division of Retirement by calling (844) 377-1888, logging on to MyFRS or contacting a Financial Advisor. Contact Risk, Benefits and Wellness for more information. **Please note that Risk, Benefits and Wellness personnel in the Human Resources Department serve strictly as liaisons between the Florida Retirement System and School District employees and cannot legally provide retirement advice.**

VACATION/TERMINAL PAY BENEFITS

Employees may be entitled to vacation and/or terminal pay benefits depending on years of service (see School Board Policy 1430.06, 4430.06, 1430.03, 3430.03 and 4430.03). Administrators, Instructional, Professional Technical and Confidential staff must request Bencor information by calling (888) 258-3422 option 1, eligible sick pay may be sent to Bencor. You can request a payout or rollover form from Bencor 30 days after your resignation date by calling (888) 258-3422 option 1.

See School Board Policy 1430.06, 4430.06, 1430.03, 3430.03 and 4430.03. Click this link: School Board Policies

WORKERS' COMPENSATION

The procedure for filing a Workers' Compensation claim is listed below:

- An injured employee must report the incident to the site Administrator or workers' compensation coordinator. All injuries need to be recorded on the site's Employee First Aid Log within thirty (30) days of the injury.
- If medical treatment is necessary, the workers' compensation coordinator will do the following:
    - EMERGENCY: a medical emergency is an injury that is acute and poses an immediate risk to a person's life or long-term health. Call 911 and get professional help immediately. Alert Risk, Benefits and Wellness and Fire Official.
    - Injured worker must call PMA 24 hr. nurse with the assistance of the site's worker's compensation coordinator.
    - Advise the employee that it is his/her responsibility to give the workers' compensation coordinator and their direct Supervisor all documentation from the treating physician immediately following treatment. Employee must immediately return to work unless otherwise stated by workers' compensation provider.
- Advise employee that in order to receive workers' compensation benefits, he/she must stay within the assigned workers' compensation network of doctors. All authorizations for specialty medical services must be approved by the workers' compensation carrier. Injured workers receiving workers' compensation benefits must attend all scheduled medical appointments and follow provider's instructions. Missing appointments can lead to benefits suspension, reduced compensation and claim denial.
- The employee must submit documentation from the authorized workers' compensation treating physician in order for time off to be considered as workers' compensation paid in line of duty leave. Leave for any employee, as prescribed by law, shall be authorized for a total not to exceed ten (10) work days during any school fiscal year for an illness contracted or any injury sustained in the line of duty, or a total of ten (10) days for the same illness or injury. Once the employee has been released to return to work, he/she will notify his /her supervisor immediately. Failure to do so may subject the employee to progressive discipline that may include termination. Upon return to work

the employee MUST provide a "release to return to work" from the authorized workers' compensation treating physician to the site administrator.

- If an employee with a worker's compensation injury is out for 10 consecutive days, he/she must complete an extended leave form and follow extended leave procedures with Risk, Benefits and Wellness.

While on Workers' Compensation Leave, the School District will continue to contribute its portion of the employee's health and life insurance premium payments. The employee is responsible for his/her portion of all other benefit premium payments. The employee's payment should be made through the Hernando County School District, Attention Benefit Payments. If an employee is deficient in paying premiums, the employee's benefits will be terminated. It is the employee's responsibility to notify Risk, Benefits and Wellness and the life insurance company when he/she returns to active employment. Employees will automatically be enrolled in the District's group life insurance plan on the first of the month following a sixty (60) day waiting period unless the employee elects differently by completing and returning the election confirmation and enrollment form within the first 30 days of returning to active employment status.

MODIFIED DUTY ASSIGNMENT

If an employee is placed on a modified duty assignment, the placement must be based on a condition that resulted from a workplace injury. The specific restrictions must be identified by an authorized workers' compensation physician. The employee's supervisor then determines if the regular position can be temporarily modified to meet the specific restrictions. If the employee's regular job cannot be modified, the employee may be placed in a modified duty assignment by the site Administrator or Risk, Benefits and Wellness. The employee will be paid at his/her normal rate of pay and benefits. Work hours may be modified. If the injured employee does not agree to work in the modified duty assignment, the employee will forfeit workers' compensation benefits and no longer be paid by the workers' compensation carrier or the School District. Workers' compensation medical benefits will continue until the employee reaches maximum medical improvement (MMI) as determined by the assigned workers' compensation physician. If the restrictions are not able to be accommodated, as determined by Risk, Benefits and Wellness, the employee will continue on workers' compensation and will be paid by workers' compensation carrier. Medical benefits will continue (if applicable). Modified duty assignments will be reviewed periodically. If an employee has not been released to regular duty at the end of a 120-day period, an assessment will be made regarding the employee's progress and employment status.

See School Board Policy 1430.05, 3430.05, 4430.05, 4124 and 8442. Click this link: School Board Policies

Staff Handbook

Section 4:
Employee Policies & Procedures for Students

Attendance - Student

Bullying, Harassment and Dating Violence and Abuse

Child Abuse Reporting

Clinic

Confiscated Student Property

Counseling Services

Cumulative Folders

Dropping and Transferring Students

Field Trips

Fundraising

Grades

Instruction

Instructional Materials

Lesson Plans

Locker Room Security

Media Centers

Parent/Guardian Pick up

Passes

Reporting to Parents/Guardians

Return of Students to Classroom (Authority of the Teacher)

Student Absences

Student Access, Referrals and Interviews

Student Conduct Policies

Supervision of Students

Surveys of Students

ATTENDANCE - STUDENT

- Complete and accurate records of students' grades and attendance must be kept for every class. Based on each school's attendance procedure a parent/guardian is contacted daily in reference to students who were absent and/or tardy. Grades and attendance must be up to date at all times and will be checked periodically by the administration.
- Students must attend school in order to receive a grade. A student's attendance must be in accordance with School Board Policy.
- Students are not to take attendance.
- If a student is to be absent from a class for the purpose of helping a teacher to do work for the school (pictures, newspaper, band, etc.), approval must be given in advance by the student's assigned teacher.
- Attendance will be taken daily by the teacher. Students who have a school approved activity absence are not to be listed on the official record of absence but the absence and reason should be indicated in the teacher's record book. All other absences shall be reported in accordance with school procedures.
- No student is to leave the school grounds to run an errand for any employee of the school system during the time they are under the jurisdiction of the school.

See School Board Policy 5200, 1213, 3213, 4213. Click this link: School Board Policies

BULLYING, HARASSMENT, DATING VIOLENCE AND ABUSE

The Hernando County School District is committed to creating a safe, healthy, learning environment for all students that is free from bullying and harassment. All employees are expected to model and support a school culture that promotes positive interactions and respect for others. Bullying is more specifically addressed in the Student Code of Conduct as well as School Board Policy.

"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; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve: teasing, threats, intimidation, stalking, cyberstalking, physical violence, theft, sexual, religious, or racial harassment; public or private humiliation; destruction of property; and social exclusion.

Bullying can be physical, verbal, emotional, sexual or cyber in nature.

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 staff employee.
*See full definition in the Student Code of Conduct

Staff members who witness or become aware of bullying will immediately intervene in the following manner:

- Establish the safety of the victim of bullying.
- Report to administration. School administrators are required to investigate all allegations of bullying.

See School Board Policy 5516, 5517, 5517.01, 5517.03. Click this link: School Board Policies

CHILD ABUSE REPORTING

Professionals in daily contact with children are the first line of defense against child abuse and neglect. **Florida Statutes require that anyone who suspects that a child has been subjected to abuse or neglect is legally obligated to immediately call in their suspicion to the Abuse Registry Hotline at 1-800-96 ABUSE (1-800-962-2873).** Child abuse reports can also be faxed to 1-800-914-0004 or reported online at www.dcf.state.fl.us/abuse/report. **Penalties for those who suspect a child is being abused but fail to report it have been increased from a misdemeanor to a felony.** Additionally, the Ethics in Education Act requires mandatory reporting of child abuse. Failure to report child abuse is a breach of ethics and could result in job termination, as well as revocation of your teaching certificate. All reports are confidential; however, new revisions require that you provide your name, occupation, name of school and work number for contact by the Abuse Registry staff. As a professional courtesy, administration should be informed of any suspected child abuse that has been called in, but informing administration does not preclude the individual's duty to call in any suspected abuse. Florida Statute 1012.98 requires teachers in grades Pre-K – 12 to participate in continuing education training provided by the Department of Children Family Services on identifying and reporting child abuse and neglect. For further information regarding this training, contact the Professional Learning Department.

See School Board Policy 8462. Click this link: School Board Policies

CLINIC

The clinic is attended by a School Health Professional with varying levels of medical training and supervised by a HCSB/DOH RN. The clinic provides health services to students. For staff, the clinic provides emergency care only. Students and Staff should not seek explanation of illness from clinic personnel as they are not able to provide a diagnosis or treatment plan. Awareness of an injury must be reported to the clinic immediately. A student who is injured should be evaluated by the clinic. If the student has suffered a major injury, do not move the student; instead notify the principal and/or designee and clinic at once. They will notify the parent or guardian of the details of the accident. **An accident report must be completed by the staff member who was present at the time of the accident and must be submitted prior to the close of the school day. The report should list all staff present.** If an accident occurs after hours, a report must be completed and turned in prior to noon of the next school day. If a parent/guardian reports a medical condition to staff, staff shall notify the School Health Professional by end of day.

ADMINISTRATION OF EPIPENS

Florida Statute 381.88 provides that teachers and others who have the likelihood to work with children who need EpiPens must be trained in the proper administration of the medication through an injection, should the child be unable to self-administer. The School Health Professional must advise teachers of any students in their class who carry an EpiPen and arrange for training in proper administration. If a teacher has a student in his/her class who carries an EpiPen and has not had training, he/she must contact the clinic immediately.

BIOHAZARD WASTE DISPOSAL

Procedures for the disposal of biohazardous wastes are outlined in the "Biohazardous Waste Disposal Plan" which is distributed to clinic personnel and custodians.

CLINIC/SCHOOL NURSE PERSONNEL

School Health Professionals are responsible for:

- assisting the Hernando County Health Department School Health Nurses and HCSB RN's in ensuring each student has a Heath Consent prior to administering care, except for emergency care

- assisting the Hernando County Health Department School Nurse Professional in carrying out a school health service program designed to promote, maintain, and improve the health of students per the Guidelines written by the Health Department School Health Nurses and HCSB RN's
- administering first aid to ill or injured students
- administering medication to students, as per state statute
- conducting health screenings as per FL statutes and referring students with detected health concerns
- helping to prevent and control diseases
- providing comfort measures to students with minor discomfort and remaining with and giving comfort to ill or injured students until released to their parents or guardians; and ensuring that all staff members know about student medical issues as appropriate and in compliance with the law

MEDICATION POLICY (PRESCRIBED AND OVER-THE-COUNTER)

The Hernando County School District recommends that the administration of medications for students be scheduled before and/or after school hours. In the event that this is not possible, medication guidelines must be followed:

Authorized/trained school personnel may administer medication to students in compliance with the following policy procedures as approved by the Hernando County School District and the Hernando County Public Health Department:

- Only medication trained staff may receive, return, or administer medications in clinic or classroom.
- Medications may also be administered on school sponsored events within the state of Florida by staff who have been "Field Trip Medication" trained for the current school year.

A student may possess and use a medication to relieve headaches while on school property or at a school-sponsored event or activity without a physician's note or prescription if the medication is regulated by the United States Food and Drug Administration for over-the-counter use to treat headaches. Violations of Over-the- Counter (OTC) medication policy, include but are not limited to: distributing, dispersing, or sharing of OTC, carrying or possessing OTC in a package other than the original manufacturer's packaging, or ingesting or utilizing OTC in a way that is not specifically directed or authorized by the manufacturer, as directed on the original packaging.

Staff members' personal medication(s) must be secured where students have no access.

See School Board Policy 5330, 5335. Click this link: School Board Policies

CONFISCATED STUDENT PROPERTY

Staff members who confiscate inappropriate item(s) from students are responsible for the security of the items. Staff members who do not follow this procedure will be held liable for replacement costs. When weapons or potentially dangerous items have been confiscated by staff members a school administrator or the school resource officer are to be contacted **IMMEDIATELY** to retrieve the confiscated items from the staff member. At the end of the day, **all confiscated items** must be returned to the student or turned over to designated personnel for secure storage until a parent or guardian can pick them up. **No illegal item will be returned**. All staff members should know and follow their site's designated procedures for handling and turning in confiscated items.

COUNSELING SERVICES

Teachers are encouraged to use the Certified School Counselor and Social Worker services to meet the academic, behavioral, and mental wellness needs of all the students. Certified School Counselors and

School Social Workers must gain informed consent from the parent to provide counseling services.

CUMULATIVE FOLDERS

Cumulative folders will **remain in a designated location at all times.** Folders may be viewed by teachers when necessary. All materials must remain in the folder, unless otherwise directed by the principal and/or designee. Folders must be signed, dated, checked out and returned for each use.

Maintenance and access to student records shall be in accordance with School Board Policy and Federal law. Per Federal law, parents have the right to review their child's cumulative folder. Student records are covered under the Family Education Right to Privacy Act.

See School Board Policy 8330. Click this link: School Board Policies

DROPPING AND TRANSFERRING STUDENTS

No teacher may drop any student from a class roster. When a teacher decides that a student is not properly placed, the request for transfer must be made to the appropriate personnel and approved by the administrator.

FIELD TRIPS

All field trips must adhere to School Board Policy. Field trips shall use school buses, regular or special-purpose school vehicles for transportation on field and other District-sponsored trips. Transportation for all field and other District-sponsored trips may be limited by the availability of vehicles, drivers, and scheduling and will not be available when needed for general school purposes. The transportation for all field and other District-sponsored trips is to be by vehicles owned or approved by the District and driven by approved drivers. Exceptions must have the approval of the Superintendent. The Superintendent is authorized to establish transportation costs for school related and non-school related field trips. The transportation costs shall be reviewed annually by the Superintendent. This and additional information can be found in the Hernando County Schools Transportation Department Field Trip Manual.

See School Board Policy 8640 and 8660. Click this link: School Board Policies

FUNDRAISING

The purpose of fundraising projects is to contribute to the educational experience of the students. All fundraisers must comply with Hernando County School Board policies and should not conflict with the overall instructional program. The School Board does not permit the use of crowdfunding for District or school programs or activities, including co-curricular or extra-curricular activities. Other fundraising opportunities can be researched through the Hernando County Education Foundation.

All fundraising projects and activities must be submitted on a Fundraising Request Form/Recap located on the HCSD website. The application must be approved by administration and scheduled on the calendar in advance of the event.

- **All fundraising requests that include the sale of food or beverages must be approved by the Administrator.**

- **All requests for exempt fundraisers should be sent to the Food and Nutrition Department. (Information on determining what constitutes as an exempt fundraiser can be found on the District's website under Food and Nutrition.)**
- **Elementary schools may not have door-to-door sales**
- **Selling candy and/or distributing candy as a fundraiser is not allowed on school grounds during school hours or on school buses**

ELEMENTARY SCHOOL FUNDRAISING (K-5)

- Each elementary school may have no more than three (3) school-wide fundraising projects per school year.
- Each school should make an effort not to duplicate the activity of another school at the same time of year or season.
- All approved off-campus fundraising activities by a school, student club or class must have a teacher present at all times.

SECONDARY SCHOOL FUNDRAISING (6-12)

All students selling articles for any school, student club or class must have a current letter of introduction signed by the principal and/or designee. This applies to all organizations within the school, i.e., classes, clubs, athletic department, etc. Even if the project is connected with the school indirectly, the above procedure must be followed.

CHARITABLE DRIVES

- High Schools: Student participation in charitable drives is limited to voluntary participation of clubs and associations in secondary schools.
- Elementary and Middle Schools: Participation in charitable drives cannot be done in lieu of work detail.
- Raffles and other activities of chance shall not be conducted by any schools.

See School Board Policy 5830, 6605. Click this link: School Board Policies

GRADES

Reports on the progress of students shall be made by the schools to parents/guardians at regular intervals throughout the school year. These reports will contain the information prescribed by the Superintendent of Schools. Notification of student progress and other home school communication should be made in a language understood by the parent unless it is not feasible. Each school has a designated translator for Spanish. If communication is needed in other languages that the school does not have resources to support, please contact your school's ESOL (English for Speakers of Other Languages) Lead Teacher for assistance.

- Report cards will be available digitally through the Skyward Parent Portal within ten (10) school days after the end of each nine (9) week grading period. If a parent/guardian would like a paper copy of the report card, they need to notify the school in writing.
- In addition to the nine-week report card, grades will be entered weekly.
- Teachers should notify a parent/guardian more frequently if a problem is apparent.
- Teachers are required to follow the prescribed rules dictating updates to Parent Portal.
- Teacher/parent conferences and other means of personal contact will be used whenever possible to report the progress being made by students and to aid in developing understanding between home and school.

- Teachers are responsible for obtaining student's transfer grades from the Certified School Counselor. Certified School Counselors are responsible for obtaining transfer grades from transferring schools, or they can use the Florida electronic grade system.
- Teachers should check with the school counseling department in order to give a student an appropriate report card when transfer grades are available to be considered with local grades.
- Teachers are required to adhere to the adopted grading policies for each grade level.

See School Board Policy 5421. Click this link: School Board Policies

INSTRUCTION

Teachers are responsible for using the Multi-tiered Systems of Support (MTSS) framework as a guide to ensure effective instruction for ALL students. Instruction should be based on the appropriate grade level State Standards incorporating a variety of effective instructional strategies. Effective strategies that have been found to have a strong effect on student achievement include but are not limited to the following:

- Universal Design for Learning (UDL)
- Differentiated Instruction
- Setting goals and providing specific feedback
- Gradual Release lesson format that includes modeling
- Determination of appropriate intervention based on student need
- Use of collaborative structures and engagement strategies
- Summarizing, note taking, and use of graphic organizers
- Acceleration

In addition, teachers are expected to:

- Utilize data driven decision making and problem solving (including all demographic groups)
- Document, monitor and communicate student progress
- Make data-based decisions regarding instructional interventions needed to support struggling students
- Assist students in the development of good study habits and time management skills
- Use effective classroom management strategies
- Consider the English language proficiency levels of ELLs (English Language Learners) when planning instruction and assessment
- Consider accommodations for ESE students when planning instruction and assessment
- Deliver intervention based on schoolwide intervention schedule

INSTRUCTIONAL MATERIALS

BOARD APPROVED INSTRUCTIONAL MATERIALS

- Each district school board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school or classroom library, or included on a reading list, whether adopted and purchased from the state-adopted instructional materials list, adopted and purchased through a district instructional materials program under s. 1006.283, or otherwise purchased or made available.

- Teachers are expected to adhere to FL statute 1006.283 and use district approved instructional materials.

All primary instructional materials in grades K-12 must be School Board approved. The booklist is defined in the Florida BEST Benchmarks.

PURCHASING TEXTBOOKS

- All District adopted textbooks shall be consistent with District approved goals and objectives, State Standards, grade level expectations and course code descriptions.
- It is the responsibility of the principal to ensure that all textbooks for instructional use have been School Board approved and are being used at the grade level(s) or ability level(s) for which they were designed.

Purchase orders for growth and replacement are generated by the Department of Teaching and Learning. Every effort will be made to submit purchase orders in a timely manner.

RECEIVING TEXTBOOKS

- Principals are responsible for verifying the shipment of textbooks. Principals may have a team to help count the boxes upon delivery. The principal will sign the delivery once the count is verified to the invoice. If the Principal is not on campus an assistant principal may verify the delivery and sign. If problems occur with the textbook order, the principal and/or designee should contact the supplier to correct the error.

SELECTION OF ADOPTED TEXTBOOKS

The staff of the Department of Teaching and Learning is responsible for the textbook adoption and curriculum review process. The goal throughout the process will be the adoption of one (1) program choice for each division – elementary, middle and high. The following process will be used:

- A subject area Instructional Materials Review Team will be established.
- The Instructional Materials Review Team will adhere to the prescribed procedures for evaluating materials consisting of the following:
    - Review the historical and current research related to the subject area.
    - Review of the state approved instructional materials using the prescribed evaluation tool.
    - Evaluate the materials to ensure compliance with the State Standards.
    - Reach consensus on the final two (2) program/publishers and make a recommendation to the curriculum supervisor.
- The instructional staff for the subject area at the schools will be given an opportunity to review the recommended materials and vote for one (1) program choice.
- The votes will be submitted to the appropriate curriculum supervisor.
- The curriculum supervisors will submit the Instructional Materials Review Team recommendation and instructional staff vote results to the Superintendent of Schools.
- The Superintendent of Schools will make a recommendation to the School Board, who will be asked to approve the instructional materials that have been selected.
- The curriculum supervisors and the principal designee will collaborate to generate the purchase orders of the approved instructional materials for each school.
- Professional learning will be planned to assure successful implementation of the new instructional program.
- A review of student performance data will be conducted to determine the effectiveness of the

curriculum and instructional materials adopted.

CLASSROOM LIBRARIES

Please refer to the media handbook procedures.

Elementary Classroom Libraries in accordance with F.S. 1006.28 (3) must publish a searchable database of all books available in a classroom library. No books can be made available to students unless published in the database. See school media specialist for site specific procedures.

TEXTBOOK MANAGEMENT

- The principal's designee should properly label and add all new textbooks to the District adopted circulation system before distribution.
- Textbooks will be issued using the District approved electronic circulation system.
- The principal's designee will do an inventory of teacher assigned resources with each teacher during post-school or at the time a teacher terminates employment at the school.
- An annual inventory of all textbooks at the school site must be completed to determine the quantity and quality of supply.
- A notice of obligation must be completed for all lost or damaged books and noted on the electronic file.

The principal and/or designee has the responsibility to manage the use of instructional materials. As a part of that management, authority is given by Florida Statute 1006.28(3) (b) to collect, from students, payment for the full cost of lost or damaged materials. All funds collected for lost and damaged textbooks shall be remitted to the Finance Department with the school's monthly Internal Account checklist.

LESSON PLANS

A systematic plan for organization and presentation of daily delivery of instruction should be maintained.

- Lesson plans/outlines must include full use of available material (textbooks and supplementary materials) and should be based on and include State Standards and grade level expectations.
- Lesson plans must include the documentation of strategies, accommodations or modifications for students according to federal and state law, as stated in the student's Individual Education Plan and 504 Plans.
- Lesson Plans must include documentation of English for Speakers of Other Languages (ESOL) strategies, accommodations and/or modifications for English Language Learners (ELLs) being served under the ESOL Program. In addition, all the ESOL strategies, accommodations and/or modifications for an ESOL student should be noted on the Hernando County ESOL Strategies, Adaptations and Accommodation Form (Form SO-ESOL-019).
- Teachers are expected to appropriately differentiate instruction to meet individual student needs.
- Lesson plans should include emergency procedures, regulations, seating charts and special duty assignments.
- Lesson plans should be prepared as directed by the principal/supervisor at least one (1) week in advance. These plans must be available for administrative review upon request and also may be reviewed during the evaluation process.
- Lesson plans must be readily available for substitutes and should provide continuity of instruction when a substitute is needed. Lesson plans for substitutes should be developed in accordance with the requirements of the individual school.

- Lesson plans are the responsibility of Long-Term Substitutes.
- Elementary teachers are expected to communicate grade level expectations to parents.
- Secondary teachers are expected to develop a yearly syllabus for the purpose of communicating course content and student expectations.

ELECTRONIC MEDIA

All electronic media (Videos, CDs, DVDs, etc.) used in the classroom **must be related to the curriculum being taught**, be grade level appropriate and must be approved by school administration prior to viewing by students. See media handbook for more information.

See School Board Policy 2540. Click this link: School Board Policies

LOCKER ROOM SECURITY

To ensure proper supervision at secondary schools in the locker room, the principal and/or designee is to direct the Physical Education Department and Athletic Department to arrange their schedules so that a gender appropriate teacher, coach or paraprofessional is in the locker room at all times for supervision when students are present. When students are not in the locker room, the Physical Education Department and Athletic Department must be aware that they will be held responsible for making sure that locker rooms are locked and secure. When possible, it is recommended that two (2) staff members of the same sex be present for locker room supervision. Referees and anyone other than students may not use the locker room to change clothing or shower when students are present.

MEDIA CENTERS

Teachers at each site should become familiar with the procedures and resources at their site. The Principal or designee should develop a plan, to be approved by the principal, for collecting payment for lost or damaged items. When developing a plan for such items, the following guidelines are recommended:

- The plan must be consistent with F.S. 1006.28(3)(b).
- Items damaged beyond repair should be considered lost and may be discarded following the correct procedures for discarding.
- A student should pay for materials after receiving an overdue notice or parent letter. It may also be necessary to send a Notice of Obligation to the student's home by U.S. mail.
- The plan should establish procedures to determine who will collect the money.
- Payment should be in the exact amount requested and may be paid in cash, check or money order as determined by the school. Checks must be made payable to the school.
- An individual receipt from a receipt book must be issued to the student. Receipt books can be signed out to the person receiving the money by the school's bookkeeper. It is recommended that the title, call number and barcode number be written on the receipt in case the item is later retrieved.
- If the staff member is collecting the money, he/she should list all monies received by receipt number and the amount received on the correct form and give it to the bookkeeper at the end of the same day.
- Accurate records of the lost and damaged books must be kept.

If a student transfers to another school within the district without returning a media item, the Principal or designee should notify the receiving school's Principal or designee. Every effort should be made to retrieve

the item(s) or payment, and the students should be allowed to use media materials in the confines of media centers. A block preventing students from checking out media materials may be placed on the student's record through the checkout system until the material(s) have been returned or reimbursement has been received.

PARENT/GUARDIAN PICK UP

When a parent/guardian desires a student to leave school during the day, or when the parent/guardian wishes to pick up the student, the parent/guardian must make such a request in person or in writing. The student must be signed out in the office. All passes to leave school will be issued by the office. School personnel shall not release any student at any time **without proper authorization.** Students are not to be released from school at the request of any person other than those listed on the student info/emergency info card. The student must be signed out and the individual must have his/her Florida state issued ID checked through the districts Safe Visitor system to ensure that the person is not a sexual offender, predator, or private alert.

PASSES

Students must have a pass when leaving a scheduled class or activity.

- To assure the safety of students, passes must be issued before students are allowed to leave the direct supervision of a staff member.
- Extreme discretion should be used by staff in giving a pass to a student. A real need should exist before the issuance of any pass by school personnel.
- A staff member shall not keep a student after class except with prior approval.
- As determined by administration, students in elementary schools should use the "buddy" system when leaving class.

REMOVAL OF STUDENT FROM CLASS (AUTHORITY OF THE TEACHER)

The principal shall make provisions for students to be removed from class when the continued presence of the student in the classroom is intolerable, in accordance with Florida Statute 1003.32. If a teacher makes the request that a continually disruptive student not be returned to his/her class, the principal may not return the student to the teacher's class. The teacher and the Placement Review Committee must render decisions within five (5) working days of the removal of the student from the classroom.

Teachers should follow their school's procedure for the removal of students who are acting out. Suggestions include: having an adult accompany the student from the class or requesting an administrator to come to the class. If the principal is recommending that the student be returned to the teacher's classroom, then the case will be presented to a school-based Placement Review Committee which consists of three (3) teacher representatives [one (1) selected by the school's faculty and one (1) selected by the teacher who removed the student and one (1) teacher appointed by the principal]. The principal must notify each teacher in that school about the availability, the procedures and the criteria for the Placement Review Committee as outlined in this section. If no teacher volunteers to participate in the Placement Review Committee, then the Hernando Classroom Teachers' Association (HCTA) President will appoint members to serve on that school's committee. If the Placement Review Committee's decision is contrary to the decision of the

teacher to withhold consent to the return of the removed student to the teacher's class, the teacher may appeal the committee's decision to the Superintendent of Schools.

If the student is in Special Education, then the student should be referred to the Individual Education Plan (IEP) Committee for review per due process. If the IEP Committee feels that the most appropriate placement is with the referring teacher, that decision, with meeting minutes, is presented to the Placement Review Committee to serve as documentation.

The teacher who does not wish the student readmitted to the class may not serve on the committee, nor may the principal serve on the Placement Review Committee. The teacher and the principal may speak before the committee. Neither may be present when the committee members deliberate to reach their decision.

The Placement Review Committee has the authority to make alternative placement decisions within the frameworks of federal and state laws. The District Student Code of Conduct, Civil Rights provisions and availability of appropriate alternative placements must be considered in reaching a decision. If the decision of the committee is to remove a student from a particular class, due process procedures may require additional time to implement the change in placement.

Whenever the committee meets, records must be kept. These records must include the date and time of the meeting and any written statements provided. All decisions should be signed by the committee members rendering the decision.

Parents must be notified of their right to appear before the Placement Review Committee to present information. Parents need not be present for the committee to render a decision and they shall not be present when the committee members are deliberating. The committee serves to determine whether the principal's recommended placement is the best or only available alternative. If the committee determines that such placement is not the best or only available alternative, then the committee members will determine the placement of the student. The committee may also recommend the return of the child to the teacher's class. In those cases, the committee shall provide a written reason for this decision. All decisions of the Placement Review Committee must be made within five (5) working days of the student being removed from class.

REPORTING TO PARENTS/GUARDIANS

In an effort to improve parent/guardian involvement and to ensure parent/guardian awareness of their child's progress, each teacher should contact parents/guardians to inform them of their child's progress. It is the teacher's professional responsibility to be completely straightforward with parents/guardians concerning the academic progress of their children. Should a parent/guardian contact the teacher for specific information regarding his/her child, a teacher is to provide accurate information. If a teacher does not have the information available, the teacher should arrange to contact the parent/guardian at a time when the information is available. When parents/guardians call the school and ask that the teacher call them, every effort should be made to return their call within 2 work days or sooner.

Parents/guardians may make an appointment with the teacher before or after school, or the teacher may send home notes requesting a parent conference. If a conference is requested by the administrator during the teacher's planning time, the teacher will be notified of such conference and the teacher is to attend (HCTA Contract, section 5.13 B). A record of contacts (i.e. conferences, telephone calls) should be kept by the teacher for reference (see School Procedures Handbook for details). Notification of student progress

and other home school communication should be made in a language understood by the parent unless it is not feasible. Each school has a designated translator for Spanish. If communication is needed in other languages that the school does not have resources to support, please contact your school's ESOL (English for Speakers of Other Languages) Lead Teacher for assistance.

STUDENT ABSENCES

Statute 1003.26 requires upon each unexcused absence, or absence for which the reason is unknown, the school principal or his or her designee shall contact the student's parent to determine the reason for the absence. If the absence is an excused absence, as defined by district school board policy, the school shall provide opportunities for the student to make up assigned work and not receive an academic penalty unless the work is not made up within a reasonable time.

STUDENT ACCESS, REFERRALS, AND INTERVIEWS

A student will not be allowed to leave school with any person other than the student's parent/guardian or a person with a parent's/guardian's verified authorization. The enrolling parent/guardian must provide a certified court order indicating sole custody or a restraining order if they do not wish the other parent/guardian to have access to his/her child.

- **Separated/Divorced Parents/Guardians:** The question of legal custody of a child is not the responsibility of our educational establishment. School personnel shall assume the enrolling parent/guardian has legal custody of a child.
- **Legal Authorities:** It may be necessary at times for legal authorities, such as law enforcement officials, to take a student into custody or question a student on campus during school hours.
    - When a student is subject to a criminal investigation for an offense that occurred off campus, the principal shall make an attempt to contact the student's parent/guardian before allowing law enforcement officers to interview the student. The principal or designee shall document attempts.
        - If a parent cannot be contacted, the officer will be allowed to go forth with interviewing the student. The principal or staff member shall be present at such interviews. If a high school student requests that the principal or designated staff member not be present, such requests will be honored.
        - If the parent can be contacted, they will be informed that they may be present while his/her child is being interviewed as a subject in the investigation and a reasonable time will be allowed for them to appear at the school.
    - When a student is the subject in an administrative investigation, school officials, which includes the school resource officer, shall be permitted to conduct necessary interviews.
    - When a student is not the subject in a criminal or administrative investigation, but is being interviewed as a victim or witness, the principal shall permit such interview by police officers or administrative investigators. The principal shall make an attempt to contact the student's parent/guardian before allowing law enforcement officers to interview the student. The principal and/or designee shall document attempts. If the investigation involves a suspected child abuse case, the principal and/or designee may be present, in accordance with Florida Statute for such interview, if requested by a student and/or the official conducting the interview. In suspected child abuse and/or neglect cases, school

authorities are not to contact the parent/guardian. This is the sole responsibility of law enforcement and the investigating agency.

- Each student has certain rights when an officer (defined as a police officer or an identified representative of the court) wishes to remove a student from school premises.
    - Should the officer request to take the student out of the school, he/she shall do so only with the consent of the parent/guardian or with a subpoena, which requires the student to be a witness. If the officer desires to make an arrest, either with or without an arrest warrant, he/she shall be allowed to do so without objection by the administrator or teacher in charge. If a student is removed by an officer, the administrator shall endeavor to notify the parent/guardian prior to the student's removal from the school premises or as soon thereafter as possible.
    - If an officer demonstrates to a principal and/or designee that a child needs to be taken into protective custody, pursuant to Florida Statute 39.401, the officer shall be permitted to remove the student.
- Referrals to outside agencies involving punitive action against a student shall be made on the referral form by the agency concerned.

STUDENT CONDUCT POLICIES

All student conduct policies are subject to School Board regulations. The Student Code of Conduct contains these regulations and is available to parents/guardians, students and teachers in both English and Spanish.

The Student Code of Conduct and the Suicide Prevention Guide and the Threat Assessment Manual will be adhered to at all times.

RISK ASSESSMENT

Suicidal Individual

ALL SUICIDAL IDEATIONS/ATTEMPTS ARE TO BE TAKEN SERIOUSLY

Procedural Guidelines for Students – The student should be taken directly to the Certified School Counselor's Office to be screened for possible risk assessment. The child should not be left alone at any time. All suicidal ideation or attempts must be attended to **immediately.** If a certified school counselor or school social worker is not available, notify administration immediately and contact one of the Mobile Response Teams at the following numbers: (352) 287-9858 or (352) 797-7008. In the event that any student is taken into custody and subject to an involuntary examination, the Director of Student Services shall be notified. The Director of Student Services will notify the Superintendent and any affected departments.

Administration, School Counselors, and Student Services Staff refer to the Suicide Prevention Flowchart for detailed process and statutory requirements of parental notification.

THREAT ASSESSMENT

Individual Engaging in Threatening Behavior

ALL HOMICIDE THREATS/ATTEMPTS TO HARM SELF OR OTHERS ARE TO BE TAKEN SERIOUSLY AND REPORTED IMMEDIATELY

Procedural Guidelines – The goal of all school safety efforts is to prevent violence or harm to members of the school community. A Threat Assessment must be completed any time a student threatens to harm or kill another student or staff member or that student exhibits concerning behaviors that may indicate that they pose a threat to the school community. The threat must be immediately reported to the Chair of the school's established Threat Management Team so it can be assessed for level of concern and necessary protective measures and interventions can be established. Each school's Threat Management Team must include the "Core Four" members as outlined in the Florida Model for Harm Prevention and Threat Management. The "Core Four" member roles are School Administrator, Instructional Staff Member, Mental Health Professional and Certified Law Enforcement Officer (SRO). These members must have completed the required training in the Florida Model. All threats that are being investigated must be reported to the Director of Safe Schools immediately to allow for proper notification to the Superintendent and Board Members. If any assistance is needed in completion of the Threat Assessment, The District Threat Management Coordinator should be contacted.

Please refer to the Threat Assessment Manual for further details.

SUPERVISION OF STUDENTS AND GROUNDS

Employees are advised that they should not touch students in any way except for the protection of the health, safety and/or welfare of a student or for protection of themselves.

Notice of Limited Supervisory Times: The school will provide supervision to its students during regular school hours; and during the time the student is on the school premises participating with authorization in a school-sponsored activity; and during a reasonable time before and after a student is on the premises for attendance at school or for authorized participation in a school-sponsored activity. There is a rebuttable presumption that the term "reasonable time" means 30 minutes before or after the activity is scheduled or actually begins or ends, whichever is longer (Florida Statute). However, it is the policy of the Hernando County School Board to not leave students unattended at any time.

Do Not Leave Your Class Unattended: Teachers are responsible for students in their class at all times. If it is necessary to leave class for any length of time or if an emergency arises, contact the main office, principal and/or designee so that arrangements can be made for classroom coverage. **Teachers are not to leave their classes unsupervised at any time. Only school personnel may supervise students.** This includes, but is not limited to, students being placed in the hallway unsupervised for testing purposes and/or disciplinary reasons. Whenever a class is moved, notify the office and post a note on the regular classroom door. **Never send a student back to an unsupervised classroom for any reason.**

SURVEYS OF STUDENTS

Students are not required to participate in any survey that concerns one or more of the following protected areas without prior written consent:

1. Political affiliations or beliefs of the student or the student's parents
2. Mental and psychological problems of the student or the student's family

3. Sexual behavior or attitudes
4. Illegal, antisocial, self-incriminating, or demeaning behavior
5. Critical appraisals of other individuals with whom the respondent has close family relationships
6. Legally recognized privileged relationships, such as those of lawyers, physicians, and ministers
7. Religious practices, affiliations, or beliefs of the student or the student's parent
8. Income (other than required by law to determine program eligibility)

Parents have the right to inspect any survey before it is administered or distributed by contacting the school and making an appointment during regular school hours.

Individuals have the right to file a complaint with the U.S. Department of Education concerning alleged failure by the District to comply with the requirements of Family Educational Rights Privacy Act (FERPA). The address of the office that administers Family Educational Rights Privacy Act is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue S.W., Washington, D.C. 20202.

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

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. 26-3492 6/9/2026

Title and Board Action Requested
Review and Tentative Approval of Neola Policy Volume 26 No. 1.

Executive Summary
The Assistant Superintendent of Business Services and Operations, 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 0000 - Bylaws
Section 1000 - Administration
Section 2000 - Program
Section 3000 - Instructional
Section 4000 - Support Staff
Section 5000 - Students
Section 6000 - Finances
Section 7000 - Property
Section 8000 - Operations
Section 9000 - Community Relations

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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	Vol 26 N 1 REVISED
Title	STANDARDS OF ETHICAL CONDUCT
Code	*po0124 fsj 1/19/26 mc 4/7/26
Status	
Adopted	June 13, 2017
Last Revised	June 11, 2024

0124 - **STANDARDS OF ETHICAL CONDUCT**

Members of the School Board recognize their individual duty to promote the best interests of the District. Public schools as a whole and each Board member shall adhere to the following educational and ethical standards.

Board members must have a sincere desire to serve the educational needs of the community. Decisions must be based on the best interests of students and not on political or personal interests.

Board members recognize their individual duty to promote the best interests of the District. In doing so, members of the Board shall be guided by the *Principles of Professional Conduct for the Education Profession in Florida*, F.A.C. 6A-10.081, which outlines the following ethical principles:

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

B. Board members share the primary professional concern for the student and for the development of the student's potential. Members of the Board will, therefore, strive for professional growth and will seek to exercise the best professional judgment and integrity.

C. Board members strive to achieve and sustain the highest degree of ethical conduct because they are aware of the importance of maintaining the respect and confidence of their colleagues, of students, of parents, and of other members of the community.

Members of the Board shall strive to fulfill the following obligations:

A. Obligation to the student requires that members of the Board do what is necessary and appropriate so that:

1. students are protected from conditions harmful to learning and/or to the students' mental and/or physical health and/or safety is protected as well.

2. students are not unreasonably restrained from independent action in pursuit of learning.

3. students are not unreasonably denied access to diverse points of view.

4. subject matter relevant to a student's academic program is not intentionally suppressed or distorted.

5. students are not intentionally exposed to unnecessary embarrassment or disparagement.

6. students are not intentionally provided classroom instruction in prekindergarten through grade 8 on sexual orientation or gender identity, except when required by F.S. 1003.42(2)(n)3. and 1003.46.

7. students are not intentionally provided classroom instruction to students in grades 9 through 12 on sexual orientation or gender identity unless such instruction is required by State academic standards as adopted by F.A.C. 6A-1.09401, or is part of a reproductive health course or health lesson for which a student's parent has the option to have their student not attend.

8. student's legal rights are not intentionally violated.

9. parents are not discouraged or prohibited parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being unless the individual reasonably believes that disclosure would result in abuse, abandonment, or neglect as defined in F.S. 39.01.

10. students are not harassed or discriminated against on the basis of race, color, nationality or ethnic 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, political beliefs, social and family background, military status, ancestry, or genetic information and each student is protected from harassment or discrimination.

11. District staff members, administrators, or officials do not exploit a relationship with a student for personal gain or advantage.

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

13. the Board member shall not violate F.S. 553.865(9)(b), which relates to entering restrooms and changing facilities designated for the opposite sex on the premises of an educational institution.

14. the Board member shall not violate F.S. 1000.071, which relates to the use of personal titles and pronouns in educational institutions.

B. Obligation to the public requires that the members of the Board do what is necessary and appropriate so that:

1. District staff members, administrators, and officials distinguish between personal views and those of the District.

2. facts concerning an educational matter are not intentionally distorted or misrepresented in direct or indirect public expression.

3. institutional privileges are not used for personal gain or advantage. (see also Bylaw 0141.2, *Conflict of Interest*)

4. District staff members, administrators, and officials do not accept a gratuity, gift, or favor that might influence professional judgment. (see also Bylaw 0141.2, *Conflict of Interest*)

5. District staff members, administrators, and official do not offer a gratuity, gift, or favor to obtain special advantages. (see also Bylaw 0141.2, *Conflict of Interest*)

C. Obligation to the profession of education requires that members of the Board do what is necessary and appropriate so that:

1. all District staff members, administrators, and official maintain honesty in all professional dealings.

2. a District staff member, administrator, or official is not denied professional benefits or advantages or participation in any professional organization not on the basis of race, color, national or ethnic 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, political beliefs, social and family background, military status, ancestry, or genetic information.

3. District staff members, administrators, or officials do not interfere with a District staff member's, administrator's, or official's exercise of political or civil rights and responsibilities.

4. a District staff member, administrator, or official does not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, so that each District staff member, administrator, or official is protected from such harassment or discrimination.

5. a District staff member, administrator, or official does not make malicious or intentionally false statements about another District staff member, administrator, or official.

6. a District staff member, administrator, or official does not use coercive means or promises of special treatment to influence professional judgments of a colleague.

7. a District staff member, administrator, or official does not misrepresent one's own professional qualifications.

8. District staff members, administrators, or officials do not submit fraudulent information on any document in connection with professional activities.

9. District staff members, administrators, or officials do not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.

10. District staff members, administrators, or officials do not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.

11. a District staff member, administrator, or official does not assist with entry into or continuance in the profession of any person known to be unqualified in accordance with the *Principles of Professional Conduct for the Education Profession in Florida*, other applicable Florida statutes, State Board of Education rules, and Board policies.

12. a District staff member, administrator, or official self-reports within forty-eight (48) hours ~~to appropriate authorities (as determined by the District)~~to a District authority, as determined by the Superintendent, any arrest for a felony or misdemeanor offense listed in F.S. 435.04, including any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such ~~notice shall~~self-report is not to be considered an admission of guilt nor shall such ~~notice~~self-report be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, Board members shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment.

13. a District staff member, administrator, or officials understand their duty to report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795(1).

14. a District staff member, administrator, or official does not seek reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795(1).

D. Members of the Board shall not have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature that is in substantial conflict with the proper discharge of his/her duties in the public interest. (see also Bylaw 0141.2, *Conflict of Interest*)

E. Each Board member must recognize that decisions must be made by the Board as a whole and that when made, these decisions must be supported by the entire Board.

F. All Board members shall adhere to the principles enumerated above.

Mandatory Training

Members of the Board shall complete four (4) hours of ethics training each calendar year that addresses, at a minimum, the constitutional "Sunshine Law" provisions (Article II, Section 8), the statutory *Code of Ethics for Public Officers and Employees* (F.S. Chapter 112, Part III), and the public records and public meetings laws. This requirement may be satisfied by completion of a continuing legal education class or other continuing professional education class, seminar, or presentation if the required subjects are covered.

Members of the Board are also required to complete training annually on the standards of ethical conduct established in this bylaw.

Gifts

Members of the Board may not solicit any gift or knowingly accept, directly or indirectly, a gift or an honorarium from a person, vendor, potential vendor or other entity doing business with the Board, from a political committee, or from a lobbyist (and related individuals and entities) who lobbies the reporting individual's agency (see F.S. 1001.421). "Vendor" is defined by F.S. 112.3148 relating to gifts and F.S. 112.3149 relating to honoraria to mean a business entity doing business directly with an agency, such as renting, leasing, or selling realty, goods, or services. The term "gift" has the same meaning as in F.S. 112.312(12). This prohibition applies as well to relatives, as defined in F.S. 112.312(21).

In addition to the foregoing, members of the Board shall not solicit or accept anything of value including a gift, loan, reward, promise of future employment, favor, or service, based upon any understanding that the vote, official action, or judgment of the Board member would be influenced thereby.

Board members are further required to follow all Florida laws applicable to the solicitation or acceptance of gifts, including F.S. 112.313 and 112.3148. Board members must review these laws upon taking office and are encouraged to do so periodically during the course of their term in office.

Stolen Valor

Candidates for, and members of the Board, the Superintendent, and Board employees shall not knowingly misrepresent military service for material gain as set forth in F.S. 112.3131. These prohibitions include, but are not necessarily limited to, the following:

A. misrepresenting by making false, fictitious, or fraudulent statements or representations, directly or indirectly, that they are or were:
    1. a service member or veteran of the Armed Forces of the United States;
    2. the recipient of a decoration, medal, title, or honor from the Armed Forces of the United States or otherwise related to military service, including, but not limited to those listed in F.S. 112.3131;
    3. a holder of an awarded qualification or military occupational specialty, including, but not limited to, any of those listed in F.S. 112.3131; or,
    4. that they actively served in the Armed Forces of the United States during a wartime era, regardless of whether there was a declared war, or served in combat operations in a warzone, or were a prisoner of war.
B. wearing the uniform or any medal or insignia authorized for use by members or veterans of the Armed Forces of the United States which they are not authorized to wear.

"Material gain" means any thing of value, regardless of whether the value is monetary, remunerative, or tangible, which is received by or given to, or is intended to be received by or given to, an individual. The term includes, but is not limited to, food, lodging, compensation, travel expenses, placards, public benefits, public relief, financial relief, obtaining or retaining employment or a promotion in such individual's current employment or public employment, including gaining a position in state or local government with authority over another person, regardless of whether the individual receives compensation or renumeration for their service in the position; obtaining or retaining State or local public office through election or appointment; or any thing in which or for which a tangible benefit was gained, even if the value of such benefit is de minimis.

Responsibilities Related to Allegations of Misconduct

Pursuant to F.S. 1001.42(7), a Board member may not knowingly sign and transmit to any State official a report of alleged misconduct by instructional personnel or school administrators which affects the health, safety, or welfare of a student which the Board member knows to be false or incorrect, or knowingly fail to adopt policies that require instructional personnel and school administrators to report alleged misconduct by other instructional personnel or school administrators,

or that require the investigation of all reports of alleged misconduct by instructional personnel and school administrators, if the misconduct affects the health, safety, or welfare of a student. Violation of this provision will result in the forfeit of the Board member's salary for one (1) year.

Appointment or Employment of Relative

Pursuant to F.S. 1012.23(2), Board members may not appoint or employ a relative, as defined in F.S. 112.3135, to work under their direct supervision. This limitation does not apply to employees appointed or employed before the election or appointment of the Board member.

F.S. 112.3131
F.S. 112.317
Revised 8/27/19
Revised 2/23/21
Revised 6/11/24

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Legal	F.S. 112.312
	F.S. 112.313
	F.S. 112.3131
	F.S. 112.3142
	F.S. 112.3148
	F.S. 112.3149
	F.S. 112.317
	F.S. 1001.42(6)
	F.S. 1001.421
	F.S. 1012.23
	F.A.C. 6A-10.081

Last Modified by Maria Cain on April 20, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	LEGISLATIVE/POLICYMAKING
Code	*po0131 fsj 2/27/26 mc4/7/26
Status	
Adopted	June 13, 2017
Last Revised	January 14, 2025

0131 - **LEGISLATIVE/POLICYMAKING**

The School Board is the policymaking body for the School District. After considering recommendations submitted by the Superintendent, the Board shall adopt bylaws and policies for the organization and operation of the Board and efficient operation and general improvement of the School District.

The term "rule" for ~~purpose~~purposes of this policy is defined in F.S. 120.52; it does not include "curricula by an educational unit". As used in this bylaw, the ~~term~~terms "rule" and "policy" shall have the same definition. The development or prescription of curriculum by the Board is removed from the procedural requirements for policymaking.

F.S. 1001.41

The Board may determine policy matters governed by permissive law, but not on matters governed by mandatory law. No policy can be in conflict with the operative law of the State or with State Board of Education rules. Any provision of a collective bargaining agreement which is ratified by the Board and affects collective bargaining members shall prevail over any Board policy conflicting with the agreement during the term of the agreement.

Board adoption of policies or revisions to policies shall be pursuant to Florida statutes.

F.S. 120.536(1), 120.54

Policy Development

The Superintendent shall publish notice of the development of a proposed policy at least seven (7) days before providing notice of a proposed policy as required below. The notice of policy development ~~shall~~must indicate the subject area to be addressed by the policy development; provide a short, plain explanation of the purpose and effect of the policy development; cite the grant of rulemaking authority for the proposed policy and the law being implemented ~~specific legal authority for the proposed policy~~; include the proposed policy number; and state how a person may obtain or access, without cost, a copy of any preliminary draft of the proposed policy or incorporated documents~~, if available~~.

The Board may hold workshops for the purpose of policy development or information gathering for the preparation of the statement of estimated regulatory costs after publication of the notice of policy development. Any affected person may request in writing that the Board hold a workshop for policy development, and the Board will then hold such workshop unless it explains in writing why a workshop is unnecessary.

F.S. 120.54(2)

Adopting Policies

The Superintendent shall present any proposal relating to a policy amendment, the repeal of any policy, or the adoption of a new policy in writing to the Board including a written explanation of the proposal in accordance with Florida law.

A. Notice of Proposed Policy: After the Board has determined that it will give due consideration to the proposal for adoption, amendment, or repeal of a policy, the Superintendent shall give immediate and proper written notice to the public pursuant to the provisions of Florida law. The notice shall include a brief and concise explanation of the proposed policy's purpose and effect, the proposed policy number, a concise summary of the estimate of economic impact to all individuals affected by the proposed new policy or revision of an existing policy and a website address where the estimated regulatory costs can be viewed if a summary has been prepared, the legal authority for the Board's action, the location where the text of the proposed revision to current policy or new policy may be obtained or accessed, ~~and~~ the procedure for requesting a public hearing on the proposed policy, and the name, email address, and telephone number of the employee who may be contacted regarding the intended action.

X **]** A notice of a proposed policy must be published within 180 days after the most recent notice of policy development, unless the Legislature expressly provides a different date.

B. Hearings: Any person, who is affected by a proposed policy, policy revision, or the repeal of a policy, may within twenty-one (21) days following notice of the proposal to adopt or repeal such policy, file a written request with the Board for a hearing on the proposed action.

   The Board may also, on its own initiative, schedule a public hearing for any proposed policy adoption, revision, or repeal.

C. Rulemaking Record: Any material pertinent to the issues under consideration submitted to the Board within twenty-one (21) days after the date of publication of the notice under paragraph B above or submitted to the Board between the date of publication of the notice and the end of the final public hearing shall be considered by the Board and made a part of the record of the rulemaking proceeding.

D. Board Action: The Board's final vote to adopt, amend, or repeal a policy will occur no sooner than twenty-eight (28) days following publication of the published notice in paragraph A above.

E. The Superintendent shall file immediately in his/her office a copy of any new policy, policy revision, or repealed policy adopted by the Board; policy handbooks and the Board's website shall be updated accordingly.

F. All policies shall become effective upon adoption by the Board, unless another time certain date is specified therein. The Board may adopt a policy authorized by law and necessary for the proper implementation of a statute prior to the effective date of the statute, but the policy may not be effective until the statute upon which it is based is effective.

F.S. 120.54

Notices

All notices pertaining to policymaking shall be published:

A. in a newspaper of general circulation in the District;

   Internet publication for School District notices under F.S. 50.0211(1)(b) may be made on the website of any newspaper in the county to which the legal notice pertains.

B. by mail to persons who have requested advance notice and to organizations representing persons affected by the policy; and

C. by posting on the District's website and in appropriate places.

~~**Incorporation by Reference**~~

~~A policy may incorporate material by reference, but only as the material exists on the date the policy is adopted. For purposes of the policy, changes in material are not effective unless the policy is amended to incorporate the changes. Material incorporated by reference in a policy may not incorporate additional material by reference unless the policy specifically identifies the additional material. The reference in the policy to the material being incorporated must include a date or other designation, so that the reader will know exactly what version of the material has been adopted and made part of the rule.~~

~~F.S. 120.54(1)(i)(1)~~

~~A District policy that incorporates by specific reference another policy of the District automatically incorporates subsequent amendments to the referenced policy, unless a contrary intent is clearly indicated in the referencing policy. Any notice of amendments to a policy that has been incorporated by specific reference in other policies of the District must explain the effect of the amendments on the referencing policies.~~

~~F.S. 120.54(1)(i)(2)~~

~~Material may not be incorporated into Board policies by reference unless:~~

A. ~~the material can be made available for free public access through electronic hyperlink from the Board's website listing the policy and making the reference; or,~~

B. ~~the District has determined that posting of the material on the internet for purposes of public examination and inspection would constitute a violation of Federal copyright law, in which case a statement to that effect, along with the addresses and locations of the District office at which the material is available for public inspection, is included in the notice required.~~

~~F.S. 120.54(1)(i)(3)(17)~~

Challenge to Existing Policy

Any person substantially affected by an existing Board policy may petition the Division of Administrative Hearings, Florida Department of Administration, to conduct a hearing on the validity of a policy pursuant to Florida statutes. Any hearing examiner's decision which is adverse to the Board or to the person substantially affected may be judicially reviewed.

F.S. 120.56(1)

Challenge to Proposed Policy

Any person who is substantially affected by a proposed policy, policy revision, or the repeal of a policy may, within twenty-one (21) days following notice of intent to adopt or repeal such policy, file a written request with the Board seeking an administrative determination as to the validity of the proposed action.

F.S. 120.56(2)

Emergency Policies

The Board may determine that the public health, safety, or welfare is endangered and that immediate action is required to protect the public interest. When this occurs, the Board, at any meeting in which a quorum is present, may adopt emergency policies, without complying with the waiting period as provided above. The Superintendent shall properly record the effective date for any such emergency policy. Any emergency policy shall not be valid in excess of ninety (90) days from the adoption or effective date.

Public Input and Access to Policies

Any Board employee, citizen, or agency may submit a policy proposal to the Superintendent's office.

A copy of the compiled policies shall be available for inspection in the Superintendent's office.

The Board policies shall also be accessible on the District's website.

Revised 3/8/22
Revised 1/14/25

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Legal	F.S. 120
	F.S. 120.536(1)
	F.S. 120.54
	F.S. 120.54(2)
	F.S. 120.54(1)(i)(1)
	F.S. 120.54(1)(i)(2)
	F.S. 120.54(1)(i)(3)(17)
	F.S. 120.56(1)
	F.S. 120.56(2)
	F.S. 1001.41

Last Modified by Maria Cain on April 20, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	TECHNICAL CORRECTIONS
Code	*po0131.1 fsj 2/27/26 mc4/7/26
Status	
Adopted	June 13, 2017

0131.1 - **TECHNICAL CORRECTIONS**

Periodically it may be deemed necessary to make technical ~~corrections~~changes to policies that have already been adopted through normal procedures. ~~These technical corrections may include~~Technical changes are corrections to citations or grammatical, typographical, or similar errors that do not affect the substance of the policy.

Should the School Board choose to make such technical changes~~corrections~~, it may be accomplished by resolution as part of the consent agenda without going through the normal policy adoption procedure.

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Legal	F.S. 11.242

Last Modified by Maria Cain on April 20, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	EMPLOYMENT OF ADMINISTRATORS
Code	*po1120 1/19/26 fsj AB4/7/26
Status	
Adopted	June 13, 2017
Last Revised	December 12, 2023

1120 - **EMPLOYMENT OF ADMINISTRATORS**

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

The Board shall approve the employment, determine the compensation, and establish the term of employment for each administrator employed by the Board. Approval shall be given only to those candidates for employment recommended by the Superintendent. Administrators shall recommend to the Superintendent the best qualified administrative applicant available.

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

A candidate shall be disqualified from employment in any administrative position that requires direct contact with students if the candidate is ineligible for such employment under F.S. 1012.315.

A person is ineligible for educator certification or employment in any position that requires direct contact with students if:

A. they are on the disqualification list maintained by the Florida Department of Education under F.S. 1001.10(4)(b);

B. they are registered as a sex offender as described in 42 U.S.C. 9858f(c)(1)(C);

C. they are ineligible based on a security background investigation under F.S.435.04;

~~Beginning January 1, 2025, or a later date as determined by the Agency for Health Care Administration, t~~The Agency for Health Care Administration shall determine the eligibility of employees in any position that requires direct contact with students in a District school.

D. they would be ineligible for an exemption under F.S. 435.07(4)(c); or

E. they have been convicted or found guilty of, have had adjudication withheld for, or have pled guilty or nolo contendere to any of the felony offenses listed in F.S. 1012.315 and (1) any criminal act in another state or under federal law which, if committed in Florida, constitutes a disqualifying offense under F.S. 435.04(2) or (2) any delinquent act committed in Florida or any delinquent or criminal act committed in another state or under Federal law which, if committed in Florida, qualifies an individual for inclusion on the Registered Juvenile Sex Offender List under F.S. 943.0435.

To be eligible for employment in an administrative position requiring certification, an individual must be of good moral character and hold a valid certificate issued pursuant to Florida law and the rules of the State Board of Education. A copy of the certificate shall be filed with the District.

Individuals who apply for employment are governed by the law and rules in effect at the time of application for employment, provided that continuity of employment is maintained.

In addition, the Board shall allow an individual with a temporary certificate in educational leadership to be eligible for administrative positions for which State certification in educational leadership is required. Pursuant to State law and rules adopted by the State Board of Education, an individual must earn a passing score on the Florida Educational Leadership Examination, document three (3) years of successful experience in an executive management or leadership position, and hold a bachelor's degree or higher from an accredited institution of higher learning to qualify for a temporary certificate in educational leadership. A person who is employed under a temporary certificate in educational leadership must be under the mentorship of a State-certificated school administrator during the term of the temporary certificate.

The employment of administrative staff members prior to approval by the Board is authorized when their employment is required to maintain continuity in District operations. Employment shall be recommended to the Board at a regular or special meeting.

The Superintendent shall also conduct employment history checks of those candidates selected for administrative positions. The employment history check shall include, but not be limited to, contacting any previous employer and screening the candidate through the use of the screening tools described in State law. If contact with (a) previous employer(s) cannot be made, the Superintendent shall document the efforts made to do so.

F.S. 1012.33 states that "the first ninety-seven (97) days of an initial principal's or supervisor's contract is a probationary period. During the probationary period, the employee may be dismissed without cause or may resign from the contractual position without breach of contract."

All administrators shall become familiar with the policies of the Board and other policies, regulations, memoranda, bulletins, and handbooks that pertain to their duties in the District. Any administrator employed by the Board who shall be guilty of any willful violation of the policies of the Board shall be guilty of gross insubordination and shall be subject to dismissal or other lesser penalty as the Superintendent or Board may prescribe.

Members of the administrative staff are required to have a cell phone, be able to be reached by cell phone, and provide updated contact information to their supervisor immediately.

General Knowledge Examination Assistance

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

Revised 2/11/20
Revised 3/8/22
Revised 12/13/22
Revised 12/12/23

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Legal F.S. 1001.10
F.S. 1012.01
F.S. 1012.23
F.S. 1012.315
F.S. 1012.32
F.S. 1012.33
F.S. 1012.55
F.S. 1012.56

42 U.S.C. 9858f

Last Modified by Maria Cain on April 20, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	BACKGROUND AND EMPLOYMENT HISTORY CHECKS
Code	*po1121.01 fsj 1/19/26 MG 04/07/26
Status	
Adopted	June 13, 2017
Last Revised	July 25, 2023

1121.01 - **BACKGROUND AND EMPLOYMENT HISTORY CHECKS**

The safety of its students is of paramount importance to the District. Consistent with this concern for student safety, and in compliance with Florida law, the District requires that, prior to initial employment, or re-employment if there has been a break in service, all candidates for all administrative positions shall be subject to a criminal background check to determine eligibility for employment. No individual, prior to receiving clearance to work from the Human Resources Department, shall receive any salary or other compensation or be allowed on School District property to provide services. Additionally, the Superintendent shall verify all new full-time and part-time employees' right to work in the United States according to Federal and State law.

The application for employment shall inform the applicants that they are subject to criminal background and employment history checks.

The cost of the background screening related to initial employment or re-employment after a break in service will be borne by the candidate for employment.

Background screenings, including all fingerprint requirements, shall be conducted in accordance with F.S. 435.12 and F.S. 1012.32.

The Board is a registered employer with the Care Provider Background Screening Clearinghouse. The District shall publish a clear and conspicuous link on its official website, and provide the link in all job vacancy advertisements and posts, to the Agency for Health Care Administration's (AHCA) webpage related to the Care Provider Background Clearinghouse. Fingerprints of candidates for employment or re-employment if there has been a break in service shall be submitted to the Florida Department of Law Enforcement (FDLE) for statewide criminal and juvenile records checks and to the Federal Bureau of Investigation (FBI) for Federal criminal records checks. Also a review of the Department of Education's (DOE) Certification and Professional Practices Disciplinary databases will be conducted. A person who is found ineligible for employment under F.S. 1012.315, or otherwise found through background screening to have been convicted of any crime involving moral turpitude as defined by rule of the State Board of Education, any crime related to fraud or theft, felony possession of a concealed weapon, misdemeanor drug and/or paraphernalia offenses, misdemeanor battery/assault or cruelty to or neglect of animals, shall not be employed in any position. All other offenses and those outside of the timelines will also be considered. A pattern of behavior or an extensive criminal record may also render the applicant ineligible. 3 DUIs in the last ten years or 4 DUIs in a lifetime will make the applicant ineligible. For purposes of this policy, "convicted" means that there has been a determination of guilt as a result of a trial or the entry of a plea of guilty or nolo contendere, regardless of whether adjudication is withheld, and includes an adjudication of delinquency of a juvenile as specified in F.S. 943.0435.

Individuals whose fingerprints have not been retained by the FDLE must be re-fingerprinted and re-screened upon re-employment or re-engagement to provide services as an administrative staff member in order to comply with the law.

Furthermore, before employing an administrator in any position that requires direct contact with students, the hiring administrator shall conduct employment history checks of each of the candidate's previous employer(s), review each affidavit of separation from previous employers pursuant to F.S. 1012.31, screen the candidate through use of the educator screening tools described in F.S. 1001.10(5), and document the findings. If unable to contact a previous employer, the hiring administrator shall document efforts to contact the employer (F.S. 1012.27(6)).

Pursuant to State law, all administrators employed by the District must self-report arrests for any and all offenses regardless of the level of the charges within forty-eight (48) hours. Failure to report arrests and/or convictions as required by this policy shall be grounds for termination of employment. (see AP 1121.01).

Applicants for employment are required to self-report any criminal history as required by the security portion of the School District's employment application. Failure to self-report criminal history as required is considered falsification of the application which may result in the termination of employment or the application to be denied. The application will be reviewed by the Superintendent. If termination occurs or the application is denied then applicants may re-apply under this section in one (1) year.

Additionally, the fingerprints of all administrators who are employed by the District and have no break in service must be re-submitted to the FDLE and to the FBI every five (5) years so that subsequent statewide criminal and juvenile records checks and Federal criminal records checks can be completed as required by law.

The cost of this subsequent background screening will be borne by the Board.

The information contained in reports received from the FDLE and the FBI is confidential.

Although permissible by State law, the District will not share information received as the result of the criminal background check with other school districts.

Furthermore, if information received as a result of the criminal history records check indicates that a certificated administrator has been convicted of certain crimes enumerated by law, the Superintendent must report this information to the Florida Department of Education per Policy 8141 - Mandatory Reporting of Misconduct.

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Revised 2/11/20
Revised 8/24/21
Revised 3/8/22
Revised 7/25/23

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Legal

F.S. 435.09
F.S. 943.0435
F.S. 943.0585(4)(a)
F.S. 943.059(4)(a)
F.S. 1001.41
F.S. 1001.42
F.S. 1012.23
F.S. 1012.27
F.S. 1012.315
F.S. 1012.32
F.S. 1012.56
F.A.C. 6A-10.083

Last Modified by Maria Cain on April 14, 2026

Book	Policy Manual
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Title	MISCONDUCT
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Adopted	June 13, 2017

1139 - **MISCONDUCT**

As required by the provisions of State Board of Education ~~Rule F.A.C. 6B-1.006(5)~~rules and the *Principles of Professional Conduct of the Education Profession in Florida*, an administrator is required to self-report within forty-eight (48) hours to a District authority, as determined by the Superintendent, any arrest for a felony or misdemeanor offense listed in F.S. 435.04, including any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such ~~notice~~self-report ~~shall~~is not to be considered an admission of guilt nor shall such ~~notice~~self-report be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, self-reporting shall also be required for any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering a plea of guilty or nolo contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this policy, the District shall comply with the confidentiality provisions in Florida statutes.

Furthermore, all legally sufficient complaints against an administrator shall be reported to the Department of Education within thirty (30) days after the date on which the subject matter of the complaint comes to the attention of the School Board or the office of the Superintendent. A complaint is legally sufficient for reporting if the subject matter of the complaint includes any of the grounds for discipline or dismissal set forth in Florida statutes.

The Superintendent shall require that all legally sufficient complaints are timely filed in writing with the Department of Education. The Superintendent shall file with the Department of Education all information relating to the complaint which is known to the Superintendent at the time of filing. Additionally, Policy 8141 sets forth the procedures for mandatory reporting of alleged misconduct by school administrators to the Florida Department of Education.

It is the responsibility of all employees of the Board to promptly report to the office of the Superintendent or the office of Professional Standards any complaint against an administrator that comes to the employee's attention and that includes grounds for the revocation or suspension of a teaching certificate. The willful failure by an employee of the Board to promptly report a complaint shall constitute cause for discipline of the employee as provided by law and Board policy.

F.S. 1012.22

F.S. 1012.799

F.A.C. 6A-10.081

~~F.A.C. 6B-1.006~~

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Legal	F.S. 943.059(4)(c)
	F.S. 943.0585(4)(c)
	F.S. 1012.799

F.S. 1012.22

F.S. 1012.795

F.S. 1012.796

F.A.C. 6A-10.081

Last Modified by Matthew Goldrick on April 7, 2026

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Title	STANDARDS OF ETHICAL CONDUCT
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Adopted	June 13, 2017
Last Revised	January 14, 2025

1210 - **STANDARDS OF ETHICAL CONDUCT**

Definitions

For purposes of this policy, the term "administrator" means those individuals identified in F.S. 1012.01(3). Administrative personnel typically perform management activities such as developing broad policies for the District and executing those policies through the direction of personnel at all levels within the District. Administrative personnel are generally high-level, responsible personnel who have been assigned the responsibilities of systemwide or schoolwide functions, including the following:

A. the superintendent;

B. District-based instructional administrators;

C. District-based noninstructional administrators;

D. school administrators;

E. others who perform management activities, such as assistant Directors, Supervisors, Coordinators, Managers, and those with supervisory responsibilities.

Standards of Ethical Conduct

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

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

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

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

II. Administrators shall comply with the following disciplinary principles. Violation of any of these principles shall subject the individual to revocation or suspension of the individual administrator's certificate, or the other penalties as deemed appropriate with the District's discipline policy up to and including termination.

A. Obligation to the student requires the administrator shall:

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

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

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

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

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

6. not intentionally provide classroom instruction to students in prekindergarten through grade 8 on sexual orientation or gender identity, except when required by F.S. 1003.42(2)(n)3. and 1003.46;

7. not intentionally provide classroom instruction to students in grades 9 through 12 on sexual orientation or gender identity unless such instruction is required by State academic standards as adopted in F.A.C. 6A-1.09401, as is part of a reproductive health course or health lesson for which a student's parent has the option to have their student not attend;

8. not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable efforts to assure that each student is protected from harassment or discrimination;

9. not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being unless the individual reasonably believes that disclosure would result in abuse, abandonment, or neglect as defined in F.S. 39.01;

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

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

12. not violate F.S. 553.865(9)(b), which relates to entering restrooms and changing facilities designated for the opposite sex on the premises of an educational institution; and

13. not violate F.S. 1000.071, which relates to the use of personal titles and pronouns in educational institutions.

B. Obligation to the public requires that the administrator shall:

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

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

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

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

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

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

C. Obligation to the profession of education requires that the administrator shall:

1. maintain honesty in all professional dealings;

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

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

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

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

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

7. not misrepresent one's own professional qualifications;

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

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

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

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

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

13. self-report within forty-eight (48) hours to ~~appropriate authorities (as determined by the District)~~a District authority, as determined by the Superintendent, any arrest for a felony or misdemeanor offense listed in F.S. 435.04, including any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance;

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

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

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

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

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

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

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

E. No administrator shall solicit or accept anything of value including a gift (See F.S. 112.312), loan, reward, promise of future employment, favor, or service, based upon an understanding that the vote, official action, or judgment of the administrator would be influenced thereby.

F. All administrative staff members shall adhere to the ethical and disciplinary principles enumerated above.

Stolen Valor

The Superintendent and Board employees shall not knowingly misrepresent military service for material gain as set forth in F.S. 112.3131. These prohibitions include, but are not necessarily limited to, the following:

A. misrepresenting by making false, fictitious, or fraudulent statements or representations, directly or indirectly, that they are or were:

1. a service member or veteran of the Armed Forces of the United States;
2. the recipient of a decoration, medal, title, or honor from the Armed Forces of the United States or otherwise related to military service, including, but not limited to those listed in F.S. 112.3131;
3. a holder of an awarded qualification or military occupational specialty, including, but not limited to, any of those listed in F.S. 112.3131; or,
4. that they actively served in the Armed Forces of the United States during a wartime era, regardless of whether there was a declared war, or served in combat operations in a warzone, or were a prisoner of war.

B. wearing the uniform or any medal or insignia authorized for use by members or veterans of the Armed Forces of the United States which they are not authorized to wear.

"Material gain" means any thing of value, regardless of whether the value is monetary, remunerative, or tangible, which is received by or given to, or is intended to be received by or given to, an individual. The term includes, but is not limited to, food, lodging, compensation, travel expenses, placards, public benefits, public relief, financial relief, obtaining or retaining employment or a promotion in such individual's current employment or public employment, including gaining a position in state or local government with authority over another person, regardless of whether the individual receives compensation or renumeration for their service in the position; obtaining or retaining state or local public office through election or appointment; or any thing in which or for which a tangible benefit was gained, even if the value of such benefit is de minimis.

Violations are subject to disciplinary action up to and including dismissal.

Certificate Holder Serving as Principal

Pursuant to the Principles of Professional Conduct for the Education Profession, a principal who is a certificate holder shall not prevent, direct school personnel to prevent, or allow school personnel to prevent students from accessing any material used in a classroom, made available in a school or classroom library, or included on a reading list, unless the certificate holder or his/her designee has reviewed the material and determines it violates the prohibitions in State law, or the material, is unavailable to students based upon Board policies adopted to implement the relevant provisions of State law.

Training

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

Responsibilities Related to Allegations of Misconduct

Pursuant to F.S. 1001.42(7), the superintendent may not knowingly sign and transmit to any State official a report of alleged misconduct by instructional personnel or school administrators which affects the health, safety, or welfare of a student which the superintendent knows to be false or incorrect, or knowingly fail to adopt policies that require instructional personnel and school administrators to report alleged misconduct by other instructional personnel and school administrators, or that require the investigation of all reports of alleged misconduct by instructional personnel and school administrators, if the misconduct affects the health, safety, or welfare of a student. Violation of these provisions will result in the forfeit of the superintendent's salary for one (1) year.

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Revised 8/27/19
Revised 6/11/24

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F.S. 112.312

F.S. 112.313

F.S. 112.3131

F.S. 112.317

F.S. 1001.42

F.S. 1001.42(6)

F.S. 1001.421

F.S. 1006.28

F.S. 1006.32

F.S. 1012.23

F.A.C. 6A-10.081

Last Modified by Matthew Goldrick on April 7, 2026

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Last Revised	July 25, 2023

1213 - **STUDENT SUPERVISION AND WELFARE**

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

A. An administrator shall report immediately any accidents or safety hazards, about which they are informed or detects to their supervisor as well as to other authorities or District staff members as may be required by established policies and procedures.

B. An administrator shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, in accordance with Policy 8406 - *Reports of Suspicious Activity and Potential Threats to Schools*.

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

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

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

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

Exception - Withholding of Information

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

Regardless of whether an administrator withholds information set forth herein, pursuant to State law and Policy 8462 (*Student Abuse, Abandonment, and Neglect*), any administrator who knows or has reasonable cause to suspect that a child or student has been abused, abandoned, or neglected by a parent, legal custodian, caregiver, adult, or other person responsible for the child's welfare, is required to report such knowledge or suspicion to the Florida Department of Children and Families via the central abuse hotline at 1-800-96-ABUSE (1-800-962-2873) or

via face, web-based chat, or web-based report.

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

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

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

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

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

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

M. Administrators shall not engage students in social media and online networking media, such as Facebook, X formerly known as Twitter, Instagram, etc.

Since most information concerning a child in school, other than directory information described in Policy 8330, is confidential under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State and School Board Policy 8462, each administrator shall report to the proper legal authorities immediately any sign of suspected child abuse, abandonment, or neglect.

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Revised 7/25/23

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F.S. 119.011
F.S. 847.012
F.S. 1001.42
F.S. 1001.51
F.S. 1002.22
F.S. 1003.32
F.S. 1006.07
20 U.S.C. 1232
34 C.F.R. Part 99

Last Modified by Maria Cain on May 5, 2026

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Last Revised	November 19, 2024

1242 - **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 in the workforce.

The District's comprehensive professional learning system will incorporate school improvement plans, align with the professional learning standards adopted by the State, and 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 must be linked to student learning, ~~and~~provide professional growth for administrative staff ~~will~~and meet the following criteria:

A. Utilize materials aligned to the ~~State's educational leadership standards~~Florida Educational Leadership Standards adopted in rule by the State Board of Education.

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.

J. Provide training, when such training is available, on the use of instructional materials included on the State-adopted instructional materials list pursuant to F.S. 1006.28, materials evaluated and identified pursuant to F.S. 1001.215(4), materials developed pursuant to F.S. 1006.39, and materials posted online by the FLDOE, including when and how to use intervention materials.

~~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.~~Annually by August 1, the Superintendent shall certify to the Commissioner of Education that the Board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs, including verification that training was provided, that the materials are being implemented as designed, and that core reading materials and reading intervention materials used in kindergarten through grade 5 meet the requirements of F.S. 1001.215.

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 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;

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 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 Tammy R Shroyer on May 5, 2026

Book	Policy Manual
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Status	
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Last Revised	January 14, 2025

2215 - **PROGRAM OF INSTRUCTION**

The School Board's program of instruction shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, computer science and technology, social studies, foreign languages, health and physical education, and the arts.

Development of Program of Instruction

A program of instruction shall be developed and implemented by the Superintendent as follows:

A. Elementary School

The primary purpose of the elementary school shall be to serve each individual student by promoting opportunities for optimum learning development. The program of instruction in the elementary school shall promote the language arts, mathematics, social studies, science, health and physical education, music, art, and other disciplines as shall be considered necessary to a well-rounded elementary school program. A procedure shall be established by which schools may recommend for approval courses or programs to meet the unique needs of students. Each subject field shall, insofar as practicable, embrace in the materials used and in the teaching procedures employed, instruction in study and work habits, career awareness, library usage, safety, thrift, conservation, health and hygiene, citizenship, the establishment of purpose, and the development of character and morality. Provision shall be made for the inculcation of ideals of group and individual behavior; to this end, organized play, intramural sports and games, hobby groups, and other organized student activities shall be fostered.

B. Middle School

The primary purpose of the middle school shall be to promote an expanded educational experience to meet the needs of the students in the seventh and eighth grades of school. The District-wide program of studies and services adopted by the School Board shall determine the specific offerings. An approval process shall be established by which schools may recommend courses or programs to meet the unique needs of students. Activities which offer desirable experience, such as band (or music), dance, visual arts, drama, creative writing, athletics, and student government, etc., shall be promoted.

C. Senior High School

The primary purpose of the senior high school shall be to promote education which fits the needs of all students. Courses shall be offered at a level which will challenge students to perform to their capacity. The District-wide studies adopted by the Board shall determine the specific offerings. Library and counseling services shall be provided to enable educational objectives to be met. Student government, publications, drama, music, visual arts, a broad

program of athletics, and social activities, etc., shall be promoted for the development of well-rounded citizens.

D. Instruction in Sexual Orientation/Gender Identity

Classroom instruction by school personnel or third parties on sexual orientation or gender identity may not occur in prekindergarten through grade 8, except when required by F.S. 1003.42 and F.S. 1003.46. If such instruction is provided in grades 9 through 12, the instruction must be or in other grades in a manner that is not age-appropriate or developmentally appropriate for students, in accordance with State standards.

Required Instruction

The District shall submit a Required Instruction Implementation Plan to the Commissioner of the Florida Department of Education. The plan will include, at a minimum, the following:

A. the methods in which instruction will be delivered for each grade level;

B. the professional qualifications of the District's instructional personnel; and

C. a description of the District's instructional materials.

The implementation plan will also be posted on the District's website.

Instructional staff members, subject to Board policy and State Board of Education rules, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards of professionalism and historic accuracy, following the prescribed courses of study, and employ approved methods of instruction, the following:

A. The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.

B. The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the ten (10) amendments that make up the Bill of Rights and how the constitution provides the structure of our government.

C. The arguments in support of adopting our republican form of government as they are embodied in the most important of the Federalist Papers.

D. Flag education including proper flag display and flag salute.

E. The elements of civil government, including the primary functions of and interrelationships between the Federal government, the State, and its counties, municipalities, school districts, and special districts.

F. The history of the United States, including the period of discovery, early colonies, the war for independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

G. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in F.S. 1000.05(7), and the prevention of anti-Semitism.

The Superintendent will annually certify and provide evidence to the Florida Department of Education, in a manner prescribed by the Department, that the requirements of this paragraph have been met.

H. The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Instructional materials shall include the contributions of African Americans to American society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful

person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in F.S. 1003.42 or the State academic standards.

The Superintendent will annually certify and provide evidence to the Florida Department of Education, in a manner prescribed by the Department, that the requirements of this paragraph have been met.

I. The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society.

J. The elementary principles of agriculture.

K. The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.

L. Kindness to animals.

M. The history of the State.

N. The conservation of natural resources.

O. Comprehensive age-appropriate and developmentally appropriate K-12 instruction on:

1. health education that addresses concepts of community health; consumer health; environmental health; and family life, including:

    a. injury prevention and safety;

    b. Internet safety;

    c. nutrition;

    d. personal health;

    e. prevention and control of disease;

    f. substance use and abuse; and

    g. prevention of child sexual abuse, exploitation, and human trafficking.

2. For students in grades 7 through 12 teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

3. For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

4. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

a. self-awareness and self-management;

b. responsible decision-making;

c. resiliency;

d. relationship skills and conflict resolution;

e. understanding and respecting other viewpoints and backgrounds; and

f. for grades 9 through 12, developing leadership skills, interpersonal skills, organizational skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using State career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

Health education and life skills instruction and materials will not contradict the principles enumerated in F.S. 1003.42.
The health education curriculum will include basic training in first aid, including ~~at least one (1) hour of~~ cardiopulmonary resuscitation (CPR), ~~instruction for students in grades 9 and 11~~once in middle school in a physical education or health class and once in high school in a physical education or health class. Instruction in the use of cardiopulmonary resuscitation must allow students to practice the psychomotor skills associated with performing cardiopulmonary resuscitation and include the use of an automated external defibrillator (AED).

See also Board Policy 2280 and Policy 2417.

P. Personal financial literacy and money management.

Each student must earn one-half (1/2) credit. Instruction must include discussion or instruction in all of the following: types of bank accounts offered, opening and managing a bank account, and assessing the quality of a depository institution's services; balancing a checkbook; basic principles of money management, such as spending, credit, credit scores, and managing debt, including retail and credit card debt; completing a loan application; receiving an inheritance and related implications; basic principles of personal insurance policies; computing Federal income taxes; local tax assessments; computing interest rates by various mechanisms; simple contracts; contesting an incorrect billing statement; types of savings and investments; State and Federal laws concerning finance; and, costs of postsecondary education, including cost of attendance, completion of the Free Application for Federal Student Aid (FAFSA), scholarships and grants, and student loans.

Q. Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the Board in fulfilling the requirements of law.

R. The study of Hispanic contributions to the United States.

S. The study of women contributions to the United States.

T. The nature and importance of free enterprise to the United States economy.

U. Civic and character education on the qualities and responsibilities of patriotism and citizenship including, kindness, respect for authority, life, liberty, personal property, honesty, charity, racial, ethnic, and religious tolerance and cooperation. Additionally, for grades 11 and 12, the education shall include the topic of voting using the uniform primary and general election ballot described in F.S. 101.151. An integrated civic education curricula shall meet the requirements of F.S. 1003.44(6)(a).

V. In order to encourage patriotism:

1. the sacrifices that Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.

2. The history and importance of Veterans' Day and Memorial Day. Such instruction may include two (2) forty-five (45) minute lessons that occur on or before the respective holidays.

W. This history of communism (beginning in the 2026-2027 school year). Such instruction must be age and developmentally appropriate and include:

1. The history of communism in the United States and domestic communist movements, including their histories and tactics.

2. Atrocities committed in foreign countries under the guidance of communism.

3. Comparative discussion of political ideologies, such as communism and totalitarianism, which conflict with the principles of freedom and democracy essential to the founding principles of the United States.

4. The increasing threat of communism in the United States and to our allies through the 20th century, including the events of the Cultural Revolution in the People's Republic of China and other mass killings from communist regimes.

5. The economic, industrial, and political events that have preceded and anticipated communist revolutions.

6. The communist policies of Cuba and the spread of communist ideologies throughout Latin America, including the roots of the Communist Party of Cuba and guerilla forces throughout Latin America.

Efficient and faithful teaching of the required topics must be consistent with the State academic standards, the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards, and the principles stated in F.S. 1003.42. Efficient and faithful teaching further means that any discussion is appropriate for the age and maturity level of the students, and teachers serve as facilitators for student discussion and do not share their personal views or attempt to indoctrinate or persuade students to a particular point of view that is inconsistent with the State academic standards and the B.E.S.T. Standards.

Instruction on the required topics must be factual and objective, and may not suppress or distort significant historical events, such as the Holocaust, and may not define American history as something other than the creation of a new nation based largely on universal principles stated in the Declaration of Independence.

X Disability History and Awareness Instruction

The District may~~shall~~ provide disability history and awareness instruction in all K-12 schools during the first two (2) weeks in October each year during "Disability History and Awareness Weeks". During this two (2) week period, students will be provided intensive instruction to expand their knowledge, understanding, and awareness of individuals with disabilities, the history of disabilities, and the disability rights movement. Disability history may include the events and timelines of the development and evolution of services to, and the civil rights of, individuals with disabilities. Disability history may also include the contributions of specific individuals with disabilities, including the contributions of acknowledged national leaders.

The instruction must include the following material:

A. For kindergarten through grade 3:

   1. Conversations on bullying. Such conversations may address what students should do if they are being bullied; what they should do if they see someone being bullied; why bullying is not the victim's fault; what different types of bullying look like; the possibility that a friend could be a bully; or the school's antibullying policy.

   2. Activities to teach about physical disabilities.

B. For grades 4 through 6, information about autism spectrum disorder.

C. For grades 7 through 9, information about hearing impairments.

D. For grades 10 through 12, information on different types of learning and intellectual disabilities. Instructional materials will be developed and made available by the FLDOE.

Instruction in Operation of Motor Vehicles

See Board Policy 2432.

Computer Science and Technology Instruction

"Computer science" is the study of computers and algorithmic process, including their principles, hardware, and software designs, applications, and their impact on society, and includes computer coding and computer programming.

The Board shall provide students in grades K-12 opportunities for learning computer science including, but not limited to, computer coding and computer programming. Computer science courses offered in middle and high schools shall include the opportunity to earn industry certifications, when possible. Coding instruction may be provided in elementary and middle schools. Instruction to develop students' computer usage and digital literacy skills may be provided in middle school.

Exemptions from Certain Instruction

Any student whose parent makes a written request to the Principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted will not be penalized by reason of that exemption.

F.S. 1003.453
Revised 10/25/22
Revised 7/25/23
Revised 12/12/23
Revised 1/14/25

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Legal

F.S. 1001.51

F.S. 1003.42

F.S. 1003.4205

F.S. 1003.44

F.S. 1003.453

F.S. 1003.48

F.S. 1007.2616

F.A.C. 6A-1.094124

Last Modified by Maria Cain on May 7, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY
Code	*po2260 NEW POLICY for Hernando. jfk 3/13/26 MG 4/07/2026
Status	

2260 - **NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY**

I. General Statement

Any form of discrimination or harassment can be devastating to an individual's academic progress, social relationship and/or personal sense of self-worth. As such, the School Board will not discriminate nor tolerate harassment in its educational programs or activities 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").

The Board does not, as a condition of employment, membership, certification, licensing, credentialing, or passing an examination, subject individuals to training, instruction or any other required activity that is prohibited under F.S. 760.10 and F.S. 1000.05. Prohibited discrimination also occurs when any student or employee is subjected to training or instruction that is unlawful under F.S. 1000.05.

The Board also does not discriminate on the basis of protected classes in its employment policies and practices as they relate to students.

Equal educational opportunities shall be available to all students, without regard to the protected classes, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District. Educational programs shall be designed to meet the varying needs of all students.

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.

In order to achieve the aforesaid goal, the Superintendent shall:

A. Curriculum Content

review current and proposed courses of study and textbooks to detect any bias based upon the protected classes; ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both genders, various races, ethnic groups, etc., toward the development of human society;

B. Staff Training

develop ~~an ongoing program of in-service training~~professional learning and training opportunities for school personnel designed to identify and solve problems of bias based upon the protected classes in all aspects of

the program;

C. Student Access

1. review current and proposed programs, activities, facilities, and practices to verify that all students have equal access thereto and are not segregated on the basis of the protected classes in any duty, work, play, classroom, or school practice, except as may be permitted under State and Federal laws and regulations;

2. verify that facilities are made available for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group that is officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society, pursuant to Board Policy 7510 - *Use of District Facilities*;

D. District Support

verify that like aspects of the District's program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;

E. Student Assessment

verify that tests, procedures, or guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of the protected classes.

II. **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 discrimination/retaliation, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged discrimination/retaliation.

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

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).

III. **District Compliance Officer(s)**

A. Compliance Officers

The Board designates the following individuals to serve as the District's "Compliance Officers" (also known as "Civil Rights Coordinators"; hereinafter referred to as the "COs").

[x] The COs shall also serve as the District's Section 504 Compliance Officer/ADA Coordinator and Title IX Coordinator.

B.

Jill Kolasa
(Name)

Director of Student Services
(School District Title)

352 797 7008
(Telephone Number)

kolasa_j@hcsb.k12.fl.us
(E-mail Address)

Matthew Goldrick
(Name)

Director of Labor Relations & Professional Standards
(School District Title)

352-797-7000
(Telephone Number)

goldrick_m@hcsb.k12.fl.us
(E-mail Address)

C.

1. Title IX Coordinator

The Board designates the following individuals to serve as the District's Title IX Coordinator.

Matthew Goldrick
(Name)

Director of Labor Relations & Professional Standards
(School District Title)

352-797-7000
(Telephone Number)

goldrick_m@hcsb.k12.fl.us
(E-mail Address)

Jill Kolasa
(Name)

Director of Student Services
(School District Title)

352 797 7008
(Telephone Number)

kolasa_j@hcsb.k12.fl.us
(E-mail Address)

D. Publication

The name(s), title(s), and contact information of this/these individual(s) will be published annually:

1. **(x)** in the staff handbooks.

E. Duties and Responsibilities

The CO(s), Section 504 Compliance Officer/ADA Coordinator(s), and Title IX Coordinator(s) are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints

regarding discrimination or denial of equal access. The CO(s) shall also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), the Age Discrimination Act of 1975, the Florida Civil Rights Act of 1992, the Florida Educational Equity Act, and/or their implementing regulations is provided to students, their parents, staff members, and the general public. A copy of each of the acts and regulations on which this notice is based may be found in the CO's office.

F. Students with Disabilities, Limited English Proficiency, or Other Needing Additional Services

The Superintendent shall annually attempt to identify children with disabilities, ages 3-22, who reside in the District but do not receive a public education. In addition, s/he shall establish procedures to identify students who are Limited English Proficient (LEP), including immigrant children and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit procedures and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading, and writing, on an annual basis (see AP 2260F). The Superintendent is responsible for verifying that a concentration of students who are Limited English Proficient (LEP) in one or more programs is not the result of discrimination.

G. The Board is committed to educating (or providing for the education of) each qualified person with a disability with persons who are not disabled to the maximum extent appropriate. Generally, the District will place a person with a disability in the regular educational environment unless it is demonstrated that the education of the person in the regular environment, even with the use of supplementary aids and services cannot be achieved satisfactorily. If the Board operates a separate class or facility that is identifiable as being for persons with disabilities, the facility, program, and activities and services must be comparable to the facilities, programs, and activities and services offered to students without a disability.

IV. Reports and Complaints of Unlawful Discrimination and Retaliation

Students and Board employees are required, and all other members of the School District community and Third Parties are encouraged to promptly report incidents of unlawful discrimination and/or retaliation to a teacher, administrator, supervisor, or other District official so that the Board may address the conduct. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the CO within two (2) days.

Members of the School District community, which includes students or Third Parties, who believe they have been unlawfully discriminated/retaliated against are entitled to utilize the complaint process set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the Complainant's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints 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.

If, during an investigation of alleged bullying, aggressive behavior and/or harassment in accordance with Policy 5517.01 – *Bullying and Harassment*, the Principal believes that the reported misconduct may constitute unlawful discrimination based on a protected class, the Principal shall report the act to one of the COs who shall investigate the allegation in accordance with this policy. While the CO investigates the allegation, the Principal shall suspend the Policy 5517.01 investigation to await the CO's written report. The CO shall keep the Principal informed of the status of the Policy 2260 investigation and provide the Principal with a copy of the resulting written report.

The COs will be available during regular school/work hours to discuss concerns related to unlawful discrimination/retaliation. COs shall accept reports of unlawful discrimination/retaliation directly from any member of the School District community or a Third Party, or receive reports that are initially filed with another Board employee. Upon receipt of a report of alleged discrimination/retaliation, the CO will contact the Complainant and begin either an informal or formal complaint process (depending on the Complainant's request and the nature of the alleged discrimination/retaliation), or the CO will designate a specific individual to conduct such a process. The CO will provide a copy of this policy to the Complainant and the Respondent. In the case of a formal complaint, the CO will prepare recommendations for the Superintendent or oversee the preparation of such recommendations by a designee. All members of the School District community must report incidents of discrimination/retaliation that are reported to them to the CO within two (2) business days of learning of the incident/conduct.

Any Board employee who directly observes unlawful discrimination/retaliation of a student is obligated, in

accordance with this policy, to report such observations to one of the COs within two (2) business days. Additionally, any Board employee who observes an act of unlawful discrimination/retaliation is expected to intervene to stop the misconduct, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the CO or designee must contact the Complainant, if age eighteen (18) or older, or the Complainant's parents/guardians if the Complainant is under the age eighteen (18), within two (2) days to advise s/he/them of the Board's intent to investigate the alleged wrongdoing.

Nothing contained in this policy is intended to interfere with the rights of any individual to pursue a complaint of unlawful discrimination or retaliation with the U.S. Department of Education's Office for Civil Rights ("OCR"), the Florida Commission on Human Relations ("FCHR"), or the Equal Employment Opportunity Commission ("EEOC").

V. Investigation and Complaint Procedure

Except for sex discrimination and/or Sexual Harassment that is covered by Policy 2264 – *Nondiscrimination on the Basis of Sex in Education Programs and Activities* or Policy 2266 - *Nondiscrimination on the Basis of Sex in Education Programs or Activities (The Board's Policy and Grievance Procedures for Responding to Sexual Harassment Alleged to Have Occurred Prior to 8/1/2024)*, any student who alleges to have been subjected to unlawful discrimination or retaliation may seek resolution of the complaint through the procedures described below. The formal complaint procedures involve an investigation of the individual's claims of discrimination/retaliation and a process for rendering a decision regarding whether the charges are substantiated.

Due to the sensitivity surrounding complaints of unlawful discrimination or retaliation, timelines are flexible for initiating the complaint process; however, individuals are encouraged to file a complaint within thirty (30) days after the conduct occurs. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

A. Informal Complaint Procedure

The goal of the informal complaint procedure is to promptly stop inappropriate behavior and facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for a student who alleges unlawful discrimination/retaliation. This informal procedure is not required as a precursor to the filing of a formal complaint.

The informal process is only available in those circumstances where the Complainant and the Respondent mutually agree to participate in it.

Students who believe that they have been unlawfully discriminated/retaliated against may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

All complaints involving a District employee or any other adult member of the School District community and a student will be formally investigated.

As an initial course of action, if a Complainant feels comfortable and safe doing so, the individual should tell or otherwise inform the Respondent that the allegedly discriminatory/retaliatory conduct is inappropriate and must stop. The Complainant should address the alleged misconduct as soon after it occurs as possible. The COs are available to support and counsel the Complainant when taking this initial step or to intervene on behalf of the individual if requested to do so. A Complainant who is uncomfortable or unwilling to directly approach the Respondent about the inappropriate conduct may file an informal or a formal complaint. In addition, with regard to certain types of unlawful discrimination (e.g., sex discrimination), the CO may advise against the use of the informal complaint process.

A Complainant who alleges unlawful discrimination/retaliation may make an informal complaint, either orally or in writing: (1) to a teacher, other employee, or building administrator in the school the student attends; (2) to the Superintendent or other District-level employee; and/or (3) directly to one of the COs.

All informal complaints must be reported to one of the COs who will either facilitate an informal resolution as described below or appoint another individual to facilitate an informal resolution.

The School District's informal complaint procedure is designed to provide the Complainant with a range of options aimed at bringing about a prompt resolution of their concerns. Depending upon the nature of the

Complainant's wishes informal resolution may involve, but not be limited to, one (1) or more of the following:

1. Advising the Complainant about how to communicate concerns to the Respondent.

2. Distributing a copy of Policy 2260 – *Nondiscrimination and Access to Equal Educational Opportunity* to the individuals in the school building or office where the Respondent works or attends.

3. If both parties agree, the CO may arrange and facilitate a meeting or mediation between the Complainant and the Respondent to work out a mutual resolution.

While there are no set time limits within which an informal complaint must be resolved, the CO or designee is directed to attempt to resolve all informal complaints within fifteen (15) days of receiving the informal complaint. If the Complainant is dissatisfied with the informal complaint process, the Complainant may proceed to file a formal complaint. And, as stated above, either party may request that the informal process be terminated at any time to move to the formal complaint process.

B. Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, if one (1) of the parties requested that the informal complaint process be terminated to move to the formal complaint process, or if the Complainant, from the outset, elects to file a formal complaint, or the Compliance Officer(s) determines the allegations are not appropriate for resolution through the informal process, the formal complaint process shall be implemented.

The Complainant may file a formal complaint, either orally or in writing, with a teacher, Principal, or other District official at the student's school, the CO, Superintendent, or another District official who works at another school or at the District level. Due to the sensitivity surrounding complaints of unlawful discrimination, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a formal complaint within thirty (30) days after the conduct occurs. If a Complainant informs a teacher, Principal, or other District official at the student's school, Superintendent, or other District employee, either orally or in writing, about any complaint of discrimination/retaliation, that employee must report such information to the CO within two (2) days.

Throughout the course of the process, the CO should keep the parties reasonably informed of the status of the investigation and the decision-making process.

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 (i.e., when where, and what occurred); 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 CO shall ask for such details in an oral interview. Thereafter, the CO 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 CO will consider whether any action should be taken in the investigatory phase to protect the complainant from further discrimination 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 CO should consult the Complainant to assess whether the individual agrees with the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still take whatever actions deemed appropriate in consultation with the Superintendent.

Simultaneously, the CO will inform the Respondent that a formal complaint has been received. The respondent will be informed about the nature of the allegations and provided with a copy of any relevant policies and/or administrative guidelines, including Policy 2260 - *Nondiscrimination and Access to Equal Educational Opportunity*. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Although certain cases may require additional time, the CO or designee will attempt to complete an investigation into the allegations of discrimination/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:

1. interviews with the complainant;

2. interviews with the respondent;

3. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;

4. consideration of any documentation or other information presented by the complainant, respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the CO or designee shall prepare and deliver a written report to the Superintendent that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Respondent has engaged in unlawful discrimination/retaliation of the Complainant. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if unlawful discrimination or retaliation occurred, a preponderance of evidence standard will be used.

Absent extenuating circumstances, within five (5) business days of receiving the report of the CO or designee, the Superintendent must either issue a written decision regarding whether the charges have 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) days. At the conclusion of the additional investigation, the Superintendent shall issue a final written decision as described above.

If the Superintendent determines the Respondent engaged in unlawful discrimination/retaliation toward the Complainant, the Superintendent must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, age-appropriate and effective, and tailored to the specific situation.

x The decision of the Superintendent shall be final.

The Board reserves the right to investigate and resolve a complaint or report of unlawful discrimination/retaliation regardless of whether the student alleging the unlawful discrimination/retaliation pursues the complaint. The Board 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 Board or its designee.

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(s), 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 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 CO or designee will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that is learned or provided during the course of the investigation.

All records created as a part of an investigation of a complaint of discrimination/retaliation will be maintained by the CO in accordance with the Board's records retention policy. Any records that are considered student education records in accordance with the Family Educational Rights and Privacy Act or under Florida’s student records law will be maintained in a manner consistent with the provisions of the Federal and State law.

VII. **Sanctions and Monitoring**

The Board shall vigorously enforce its prohibitions against unlawful discrimination/retaliation by taking appropriate action reasonably calculated to stop and prevent further misconduct. 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 or the suspension/expulsion of a student. 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 discrimination/retaliation is not substantiated, the Board 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 Board 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 discrimination/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. **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. All training, as well as all information, provided regarding the Board's policy and discrimination in general, will be age and content appropriate.

X. **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 related to the investigation and/or the District’s response to the alleged violation of this policy;

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. written documentation of any interim measures offered and/or provided to complainants, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt;

N. 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;

O. 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;

P. 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 Codes of Conduct and/or Employee Handbooks);

Q. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination, harassment, or retaliation;

R. 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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Legal

F.S. 553.501 et seq., Florida Americans with Disabilities Accessibility Implementation Act

F.S. 760.021

F.S. 760.08

F.S. 1000.05, Florida Educational Equity Act

F.A.C. 6A-19.001

Fourteenth Amendment, U.S. Constitution

20 U.S.C. Section 1681, Title IX of Education Amendment Act

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974

20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act

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

29 U.S.C. Section 794, Rehabilitation Act of 1973, as amended

42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964

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

42 U.S.C. 6101 et seq., Age Discrimination Act of 1975

34 C.F.R. Part 110 (7/27/93)

29 C.F.R. Part 1635

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, March 1979

Last Modified by Maria Cain on May 5, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	PHYSICAL EDUCATION
Code	*po2280 fsj 2/27/26 JCM 3/25/2026
Status	
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Last Revised	February 27, 2018

2280 - **PHYSICAL EDUCATION**

The School Board recognizes the value of physical education to the maintenance of the health and vitality of all students, as well as to the development of life-long habits that will enhance personal fitness and wellness and has available to students one-on-one counseling concerning the benefits of physical education.

Therefore, it shall be the policy of the Board that opportunities for physical education that are consistent with the Florida Early Learning Services Birth to Five standards for physical development, be available to all students in Pre-Kindergarten. Students in kindergarten through grade five (5) shall be provided 150 minutes of physical education, as defined in State law, each week. Students in grade six who are enrolled in a school with students in Kindergarten through grade five shall also be provided 150 minutes of physical education as defined in State law each week.

In addition to the requirements for physical education, the Board will provide at least one hundred (100) minutes of supervised, safe, and unstructured free-play recess each week for students in kindergarten through grade 5 so that there are at least twenty (20) consecutive minutes of free-play recess per day.

For students in a middle school, which has enrolled students in grades six through eight, each student is required to complete one (1) class period for one (1) semester per school year of physical education.

Students in grades nine (9) through twelve (12) shall be required to earn a minimum of one (1) credit in physical education.

The physical education curriculum in this District shall be in accord with standards established by the Department of Education, as well as those recommended by the National Association of Health, Physical Education, and Recreation.

Physical education instruction shall include activities requiring at least a moderate level of physical exertion and duration sufficient to provide a health benefit for the participants. When planning the required activities, the instructor shall consider the different capabilities of the students and adapt the plans accordingly.

Furthermore, the outcomes of the physical education program in this District shall stress physical fitness and encourage the development of a healthy, active lifestyle. Specific grade level outcomes shall be established annually in each school's school improvement plan.

Each student's parents shall be notified by the Student Progression Plan of the options available to waive participation in physical education prior to the placement of physical education on a student's schedule. A student must meet one (1) of the following criteria to be available for a waiver from the required physical education class:

A. the student is enrolled or required to enroll in a remedial course;

B. the student's parent indicates in writing to the school that:

1. the parent requests that the student enroll in another course from among those courses offered as options by the School District; or

2. the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Provision shall be made at all levels to excuse individual students from specific activities if the direction to do so is received, in writing, from the student's physician.

Students may be excused from specific activities if those activities are contrary to their religious beliefs. A request to excuse a student from such activities must be received in writing from the student's parent or from the eligible student.

If one (1) of the above criteria is met and the parent has notified the District, the student will not have physical education placed on their schedule for that ensuing school year.

Additionally, each student's parents will be notified by the Student Progression Plan as follows:

A. A student can fulfill one (1) unit of credit in physical education by participating in interscholastic sports at the junior varsity or varsity level for two (2) full seasons and passing the State-developed competency test on physical fitness with a score of "C" or better.

B. Completion of two (2) years of marching band shall satisfy the one (1) credit requirement in physical education or the one (1) credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an Individualized Education Program (IEP) or 504 Plan. Completion of one (1) semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extra-curricular activity, or in a dance class shall satisfy one-half (1/2) credit in physical education or one-half (1/2) credit in performing arts.

C. Completion of two (2) years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one (1) credit requirement in physical education and the one (1) credit requirement in performing arts.

D. Taking a marching band class, a physical activity class, or a dance class or by completing two (2) years of JROTC will not be a substitute for the personal fitness or adaptive physical education requirements required by Florida law.

Revised 2/27/18

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Legal F.S. 1003.4282
F.S. 1003.453
F.S. 1003.455

Last Modified by Maria Cain on April 20, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	SCHOOL HEALTH SERVICES
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Last Revised	December 12, 2023

2410 - **SCHOOL HEALTH SERVICES**

School Health Services

The School Board shall cooperate with the Hernando County Health Department to address all school health matters as required by the School Health Services Act (F.S. 381.0056). The District, including the school health advisory committee, and the Hernando County Health Department shall jointly develop a school health services plan approved by the Board.

The "school health services plan" will describe the services to be provided, the responsibility for the provision of the services, the anticipated expenditures to provide the services, and evidence of cooperative planning by the District, including the school health advisory committee, and the Hernando County Health Department. Each school health advisory committee must, at a minimum, include members who represent the eight (8) component areas of the Coordinated School Health model as defined by the Centers for Disease Control and Prevention.

The Superintendent, in addition to the school health advisory committee, shall develop the school health services plan jointly with the Hernando County Health Department and submit it to the Board for approval.

The school health services plan will be completed biennially and approved and signed by the Superintendent, Board Chairperson, Hernando County Health Department medical director or administrator, and the Department of Health's district administrator. The school health services plan shall be reviewed each year for the purpose of updating the plan. Amendments shall be signed by the Superintendent and the Hernando County Health Department medical director or administrator.

The school health services plan is to include, at a minimum, provisions for all of the following at the appropriate age:

A. health appraisal;

B. records review;

C. nurse assessment;

D. nutrition assessment;

E. a preventive dental program;

F. vision screening;

G. hearing screening;

H. scoliosis screening;

I. growth and development screening;

J. health counseling;

K. referral and follow-up of suspected or confirmed health problems by the Hernando County Health Department;

L. meeting emergency health needs in each school;

M. county health department personnel to assist school personnel in health education curriculum development;

N. referral of students to appropriate health treatment, in cooperation with the private health community whenever possible;

O. consultation with a student's parent or guardian regarding the need for health attention by the family physician, dentist, or other specialist when definitive diagnosis or treatment is indicated;

P. maintenance of records on incidents of health problems, corrective measures taken, and such other information as may be needed to plan and evaluate health programs; except, however, that provisions in the plan for maintenance of health records of individual students must be in accordance with F.S. 1002.22;

Q. health information which will be provided by the school health nurses, when necessary, regarding the placement of students in exceptional student programs and the reevaluation at periodic intervals of students placed in such programs;

R. notification to the local nonpublic schools of the school health services program and the opportunity for representatives of the local nonpublic schools to participate in the development of the cooperative health services plan;

S. a reasonable attempt to notify a student's parent, guardian, or caregiver if the student is removed from school, school transportation, or a school-sponsored activity to be taken to a receiving facility for an involuntary examination pursuant to F.S. 394.463; including and subject to the requirements and exceptions established under F.S. 1002.20 (3) and F.S. 1002.33 (9), as applicable.

Reasonable attempt to notify means the exercise of reasonable diligence and care by the principal to make contact with the student's parent, guardian, or other known emergency contact whom the student's parent or guardian has authorized to receive notification of an involuntary examination. At a minimum, the principal must take the following actions:

1. Use available methods of communication to contact the student's parent, guardian, or other known emergency contact including, but not limited to, telephone calls, text messages, e-mails, and voicemail messages following the decision to initiate an involuntary examination of the student;

2. Document the method and number of attempts made to contact the student's parent, guardian, or other known emergency contact, and the outcome of each attempt.

The principal who successfully notifies any other known emergency contact may share only the information necessary to alert such contact that the parent or caregiver must be contacted. All such information must be in compliance with Federal and State law.

T. budget and staffing information;

U. number and levels of public and nonpublic schools and number of student served;

V. communicable disease policies;

W. immunization policies;

X. initial school entry health examination policy;

Y. health services reporting procedure;

Z. advisory committee activities and membership; and

AA. School District and county public health unit personnel responsible for coordinating health services.

The school health services plan will describe employing or contracting for all health-related staff and the supervision of all school health services personnel regardless of funding source.

Protocols for supervision of school health services personnel shall be described in the school health services plan to assure that such services are provided in accordance with statutory and regulatory requirements and professional standards. These shall be kept on file at the District and the Hernando County Health Department.

Decisions regarding medical protocols or standing orders in the delivery of school health services are the responsibility of the Hernando County Health Department medical director in conjunction with the Board, school health advisory committee, the District medical consultant, or the student's private physician.

Notice to Parents

At the beginning of the school year, the District will notify parents of each healthcare service offered at their student's school and of the option to withhold consent or decline any specific service in accordance with F.S. 1014.06.

COVID-19 Prohibitions

Neither the Board nor any Board agent or employee may:

A. impose a COVID-19 vaccination mandate for students; or

B. prohibit a student from attending school or school-sponsored activities, prohibit a student from being on school property, or subject a student to restrictions or disparate treatment, based on an exposure to COVID-19, so long as the student remains asymptomatic and has not received a positive test for COVID-19.

Anaphylaxis Training and Emergency Action Plans for Kindergarten Through Grade 8 Schools

Each school in the District that serves students in kindergarten through grade 8 shall provide training to an adequate number of school personnel and contracted personnel in preventing and responding to allergic reactions, including anaphylaxis. The School Administrator shall be responsible for determining the number of personnel to be trained at each school site. The training must comply with State Board of Education Rules and include recognizing the signs of an anaphylactic reaction and administering an FDA-approved epinephrine delivery device that has a pre-measured, appropriate weight-based dose.

For each student in kindergarten through grade 8 who has an emergency action plan for anaphylaxis, such plan must be in effect and accessible at all times when the student is on school grounds during the school day or participating in school-sponsored activities. This includes extra-curricular activities, athletics, school dances, and contracted before school or after-school programs at the student's school.

Safety and Swimming Certification

Beginning with the 2022-2023 school year, each school shall provide information on the important role water safety education courses and swimming lessons play in saving lives to a parent who initially enrolls their child in the school, or the student if the student is eighteen (18) years of age or older. The information will be provided electronically or in hard copy and must include local options for age-appropriate water safety courses and swimming lessons that result in a certificate indicating successful completion, including courses and lessons offered for free or at a reduced price.

Revised 2/11/20
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Revised 3/8/22
Revised 10/25/22
Revised 12/12/23

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Legal	F.S. 39.201
	F.S. 381.0056
	F.S. 349.495(7)
	F.S. 394.463
	F.S. 1002.22
	F.S. 1003.22
	F.S. 1003.225
	F.S. 1003.453
	F.S. 1006.064
	F.S. 1011.62
	F.A.C. 64F-6.002

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Last Revised	December 12, 2023

2417 - **COMPREHENSIVE HEALTH EDUCATION**

Pursuant to State law, the School Board shall provide an evidence-based, medically accurate comprehensive instruction on:

A. health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

1. injury prevention and safety;
2. internet safety;
3. nutrition;
4. personal health;
5. prevention and control of disease;
6. substance use and abuse; and
7. prevention of child sexual abuse, exploitation, and human trafficking.

B. life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

1. self-awareness and self-management;
2. responsible decision-making;
3. resiliency;
4. relationship skills and conflict resolution;
5. understanding and respecting other viewpoints and backgrounds;
6. for students in grades 9 through 12, developing leadership skills, interpersonal skills, organizational skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using State career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

C. for students in grades 7 through 12, teen dating violence and abuse. This component will include, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

D. for students in grades 6 through 12, an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

E. for students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet.

Additionally, the District shall notify parents of students of the availability of the Florida Department of Education's online instructional material.

The health education and life skills instruction and materials may not contradict the principles enumerated in F.S. 1003.42.

However, classroom instruction by school personnel or third parties on sexual orientation or gender identity may not occur in kindergarten through grade 3 or in other grades in a manner that is not age-appropriate or developmentally appropriate for students in accordance with State standards.

Instruction in Acquired Immune Deficiency Syndrome, Sexually Transmitted Diseases, or Health Education

The Board shall provide instruction in acquired immune deficiency syndrome education as a specific area of health education in accordance with the requirements of F.S. 1003.46. Such instruction may include, but is not limited to, the known modes of transmission, signs and symptoms, risk factors associated with acquired immune deficiency syndrome, and means used to control the spread of acquired immune deficiency syndrome. The instruction shall be appropriate for the grade and age of the student and shall reflect current theory, knowledge, and practice regarding acquired immune deficiency syndrome and its prevention.

Throughout instruction in acquired immune deficiency syndrome, sexually transmitted diseases, or health education, when such instruction and course material contains instruction in human sexuality, schools shall:

A. classify males and females as provided in F.S. 1000.21 and teach that biological males impregnate biological females by fertilizing the female egg with male sperm; that the female then gestates the offspring; and that these reproductive roles are binary, stable, and unchangeable;

B. teach abstinence from sexual activity outside of marriage as the expected standard for all school-age students while teaching the benefits of monogamous heterosexual marriage;

C. emphasize that abstinence from sexual activity is a certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, including acquired immune deficiency syndrome, and other associated health problems;

D. teach that each student has the power to control personal behavior and encourage students to base actions on reasoning, self-esteem, and respect for others; and,

E. provide instruction and material that is appropriate for the grade and age of the student.

This instruction shall enable students to master the standards set forth in the academic standards.

~~The health education instruction~~Instruction will include basic training in first aid, including ~~at least one (1) hour of~~ cardiopulmonary resuscitation (CPR), once in middle school in a physical education or health class and once in high school in a physical education or health class. Instruction in the use of cardiopulmonary resuscitation must allow students to practice the psychomotor skills associated with performing cardiopulmonary resuscitation and include the use of an automated external defibrillator (AED). ~~instruction for students in grades 9 and 11. The CPR training will be based on a nationally recognized program that uses current evidence-based emergency cardiovascular care guidelines. The instruction will allow students to practice the psychomotor skills associated with performing CPR. Students will be provided instruction in the use of automated external defibrillator when available.~~

Health education materials shall, at all times, reflect current theory, knowledge, and practice, and shall be evidence-based and proven effective. The materials shall be available for review at each school site.

Parent Opt-Out

Any student whose parent makes a written request to the school principal shall be permitted to opt-out from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption and shall be given alternative assignments during this time.

Parents shall be notified of their right and the process to request an exemption. The District's website homepage includes a link for a student's parent to access and review the instructional materials, as defined in F.S. 1006.29, to teach the curriculum.

The District shall annually review and confirm that the information provided on the District's website homepage is accurate and up to date and shall notify parents by physical or electronic means any time revisions are made to such information.

Florida Department of Education Approved Materials

The Florida Department of Education shall approve all materials used by the Board to teach reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment, as part of the courses referenced in F.S. 1003.42

Instructional Personnel Training

Personnel providing instruction in human sexuality shall receive training based on District approved standards, prior to presenting such instruction.

Revised 3/8/22
Revised 10/25/22
Revised 12/12/23

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Legal	F.S. 1003.42
	F.S. 1003.453
	F.S. 1003.46

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Book	Policy Manual
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2421 - **CAREER AND TECHNICAL EDUCATION**

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.

The Superintendent shall annually submit a list of the career and technical education courses available in the District to the Board for approval. If required, the course list and any other related information 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 or the Florida Gold Seal CAPE Scholars award, and the opportunity to earn postsecondary credit.

The Board further provides the opportunity for middle school students who successfully complete the curriculum of the career and 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. Students who complete such courses at the middle school level 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 April 30:

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. timesheets, 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;

Within thirty (30) school days 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 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 consists 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.

X] Workforce Education Money-Back Guarantee Program

The District has established a Money-Back Guarantee Program to help students achieve self-sufficiency. Through the Money-Back Guarantee Program, the District will refund the cost of tuition to students who are unable to find a job in the field in which the student was trained within six (6) months of successful completion of select workforce education programs that prepare students for in-demand, middle-level to high-level wage occupations. The Money-Back Guarantee Program is only available for students enrolled in the following three (3) programs: (1)Welding(2) Florida Law Enforcement Academy and (3)_Heating, Ventilation, Air-Conditioning, and Refrigeration 1 (HVAC 1).

Beginning July 1, 2026, the tuition refund will also be available to students enrolled in the following three (3) additional programs: (1)Crossover from Correctional Officer to Law Enforcement Officer (2)CNC Production Specialist and (3)Applied Cybersecurity. The District shall notify the FLDOE of these programs.

Student eligibility for the reimbursement of tuition under the Money-Back Guarantee Program includes:

A. student attendance;

B. student program performance;

C. career service or career day attendance;

D. participation in internship or work-study program;

E. job search documentation; and,

F. development of a student career plan with the **[** X] Career Services Department.

The eligibility criteria established by the District regarding participation in an internship or work-study program, and the job search documentation cannot exceed the work search requirements in F.S. 443.091 (i.e., same standards as those for seeking reemployment assistance). Eligibility for a refund will be determined by meeting Wilton Simpson Technical College's Money Back Guarantee Criteria.

Information about the Money-Back Guarantee Program shall be made available on the District’s website.

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 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 First Responder Scholarship Program

The District offers a Florida First Responder training program that is approved by the Criminal Justice Standards Commission within the Florida Department of Law Enforcement ("Commission"). The program is open to those individuals interested in a career as a law enforcement officer. 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: for law enforcement trainees - the District's 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; or

C. the trainee must not be: for law enforcement trainees - sponsored by an employing agency under F.S. 943.10(4) to pay the cost of a basic recruit training program; or

D. for emergency medical technician trainees, paramedic trainees, and firefighter trainees - sponsored by an employer that is already covering the cost of the training program.

The amount of the FFR 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 FFR 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 FFR Scholarship, trainees must contact the Administrative Office to obtain an FFR 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.

FFR Scholarship award notices will be provided to selected trainees no later than fifteen (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. 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.

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 FFR 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 FFR 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 6/24/25

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Legal

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. 1003.41

F.S. 1003.4156

F.S. 1003.4282

F.S. 1003.491

F.S. 1003.492

F.S. 1003.493

F.S. 1003.4935

F.S. 1004.096

F.S. 1004.91

F.S. 1004.92

F.S. 1004.933

F.S. 1007.271

F.S. 1009.21

F.S. 1009.22

F.S. 1009.26

F.S. 1009.536

F.S. 1009.711

F.S. 1011.62

F.S. 1011.80

F.S. 1011.803

F.A.C. 6A-1.09442

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29 U.S.C. 219

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2431 - **EXTRA-CURRICULAR AND INTERSCHOLASTIC ATHLETICS**

Extra-curricular and interscholastic programs are an essential part of the total school program and provide students the privilege of participating on a voluntary basis. The extra-curricular program shall be defined as the planned school-sponsored activities at each school. Interscholastic activities shall be defined as planned secondary school-sponsored competitive activities, which exist or are performed between students representing schools, school districts, regions, and State. These programs shall be under the principal's direction and general supervision. The principal shall select the personnel to direct and act as advisors for the various extra-curricular and interscholastic activities. Care shall be exercised to limit the load assigned to any one (1) teacher.

All extra-curricular and interscholastic program activities shall be self-supporting, when possible. Admission may be charged for students or others who are spectators of interscholastic program activities.

Fees may be charged to participants in extra-curricular and interscholastic programs for dues, materials, uniforms, or other lawful purposes. In the event that any student desires to participate in a voluntary extra-curricular activity but is financially unable to provide payment of the required fee, the student and parent shall first speak with the activity sponsor and administrator of the school to request a waiver of the applicable fee. In the event the student and parent establish a verified financial inability to pay, not the result of the student's choice or actions, the school principal may offer one (1) of the following options:

A. The applicable fees may be deferred and paid over a period of one (1) year upon execution of a contract agreeing to repay the school by the student and parent.

B. The applicable fees may be paid through the student's voluntary participation in fundraisers, volunteer service hours or other assistance to the school.

C. The applicable fees may be paid through a school support organization.

Funds derived from extracurricular activities shall be processed according to the District's accounting procedures.

Students may be suspended from extracurricular activities based upon procedures approved by the Superintendent for disciplinary problems, failure to cooperate, failure to participate in accordance with activity requirements or any other approved reason.

Appropriate adult supervision consistent with Florida law shall be provided to all students. All athletic coaches and sponsors of extra-curricular activities involving outdoor practices or events shall complete annual training in exertional heat stroke (EHS) identification, prevention, and response, including effective administration of cooling zones.

Eligibility and Regulation

All middle schools and high schools shall be members of the FHSAA and governed by its rules and regulations. All District students (including transfer students) shall satisfy the eligibility requirements established by the FHSAA, Florida law, School Board Policy 2431.01 and Policy 5610.05.

Students enrolled in a private school, charter school (including full-time virtual charter schools), Florida Virtual School (FLVS), home education students enrolled in a full-time virtual instruction program under F.S. 1002.45, or educated at home are permitted to participate in a District interscholastic or intrascholastic sport and must fulfill the same academic and nonacademic requirements as any other participant.

A student who participates in an interscholastic or intrascholastic activity at a District public school and who transfers from that school during the school year must be allowed to continue to participate in the activity at that school for the remainder of the school year if:

A. during the period of participation in the activity, the student continues to meet the requirements specified in F.S. 1006.15.

B. the student continues to meet the same standards of acceptance, behavior, and performance which are required of other students participating in the activity, except for enrollment requirements at the school at which the student participates.

C. the parents of the student participating in the activity provide for the transportation of the student to and from the school at which the student participates. The school the student attends, the school at which the student participates in the activity, and the Board are exempt from civil liability arising from any injury that occurs to the student during such transportation.

The Principal of each District school shall be responsible for determining each participant's eligibility pursuant to State law, the rules of this Board, and the bylaws of the FHSAA. Any school that allows an ineligible student to participate shall be subject to the penalties set forth in Florida law and the bylaws of the FHSAA. (see also Policy 2431.01)

~~The Superintendent shall develop appropriate administrative procedures for the operation of the interscholastic athletics program. Such regulations should provide for the following safeguards:~~
The interscholastic athletics program requires as follows:

A. Prior to enrolling in the sport, each participant shall submit to a thorough physical examination by a District-approved physician; and parents shall report any past or current health problems along with a physician's statement that any such problems have or are being treated and pose no threat to the student's participation. Physicals must be dated June 1st or later of the current school year. ~~and~~ Bbeginning in the 2026-2027 school year and thereafter, the first time a student who is in grades 9 through 12 participates in an interscholastic athletic competition or is a candidate for an interscholastic athletic team, the student shall complete at least one (1) electrocardiogram screening that meets the requirements of F.S. 1006.165. A student shall be granted an exception to the electrocardiogram requirement if the parent of the student objects in writing to the student receiving an electrocardiogram because the electrocardiogram is contrary to the student's religious tenets or practices or if a physician licensed under F.S. Chapter 458 or Chapter 459 in good standing with the Board of Medicine or Board of Osteopathic Medicine, as applicable, provides a certificate of medical exception.
    1.
B. The District must pursue public and private partnerships to provide low-cost electrocardiograms to the student. A student athlete is exempt from the requirements in F.S. 1006.20 if the student resides in a school district that is unable to obtain a public or private partnership to provide an electrocardiogram at a rate of less than $50 per student.
C. In order to minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches, athletic trainers, and lay coaches should never dispense, supply, recommend, or permit the use of any drug, medication, or food supplement solely for performance-enhancing purposes.

D. The Superintendent and District school Principals will require that sportsmanship, ethics, and integrity characterize the manner in which the athletic program is conducted and the actions of students who participate.

In order to support the FHSAA's program to strengthen sportsmanship, ethics, and integrity, the Board commits itself to:

A. adopt policies (upon recommendation of the administration) which reflect the District's educational objectives and promote the ideals of good sportsmanship, ethics, and integrity;

B. reinforce the concept that participation in athletic activities are a privilege, not a right;

C. recognize the value of school athletic activities as a vital part of education.

Participation by Agreement

An individual District public school student who is otherwise eligible to participate in interscholastic ~~extracurricular~~ extra-curricular activities may either participate in any such activity at any public school in the District in which the student resides or develop an agreement to participate in such activity at a private school, unless the activity is provided by the student's traditional public school. Such student must:

A. meet the same standards of acceptance, behavior, and performance that are required of other students in extra-curricular activities at the school at which the student wishes to participate.

B. before participation, register with the school the student's intent to participate in interscholastic extra-curricular activities as a representative of the school. The student must be able to participate in curricular activities if that is a requirement for an extra-curricular activity.

Recruiting Prohibited/Penalties

The Board recognizes that the recruitment of student athletes is strictly prohibited by F.S. 1006.20. The FHSAA, through its bylaws, has prescribed penalties, sanctions and an appeals process for athletic recruiting violations. These penalties and sanctions may be applied by the FHSAA against a member school, student athletes, and coaches. In addition to FHSAA penalties and sanctions, District employees found to have engaged in the improper recruitment of a student athlete may be subject to disciplinary action, up to and including termination.

A student may not be declared ineligible based on violation of recruiting rules unless the student or parent has falsified any enrollment or eligibility document or accepted any benefit or any promise of benefit if such benefit is not generally available to the school's students or family members or is based in any way on athletic interest, potential, or performance.

Eligibility Appeals

If the Principal determines that a transfer student is ineligible to participate in interscholastic athletics, a student may submit an appeal in accordance with Florida law and the FHSAA's Bylaws.
F.S. 1006.165
Revised 2/27/18
Revised 2/23/21
Revised 12/12/23

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Legal F.S. 1002.20
F.S. 1006.15
F.S. 1006.165
F.S. 1006.195
F.S. 1006.20

Last Modified by Frankie St James on May 11, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	PARTICIPATION BY TRANSFER STUDENTS
Code	*po2431.01 fsj 1/19/26 JCM 4/20/2026
Status	
Adopted	June 13, 2017

2431.01 - **PARTICIPATION BY TRANSFER STUDENTS**

The School Board recognizes the value of interscholastic athletics and the positive impact sports have on students. The Board shall comply with the rules and regulations promulgated by the Florida High School Athletic Association, Inc. (FHSAA), Florida law, and this policy when determining the eligibility of a transfer student to participate in the District's interscholastic athletic program.

Pursuant to the bylaws of the FHSAA, a "transfer" occurs when a student makes any change in schools after ~~s/he establishes~~establishing residency at a school each year. A student who transfers from one school to another will be eligible at the new school provided the student qualifies under one of transfer eligibility categories set forth in the Florida High School Athletic Association's (FHSAA's) bylaws and meets all other eligibility requirements.

A student who transfers to a school during the school year may seek to immediately join an existing team if the roster for the specific interscholastic or intrascholastic extra-curricular activity has not reached the identified maximum size for the particular activity and if the coach for the activity determines that the student has the requisite skill and ability to participate. The FHSAA and District may not declare such a student ineligible because the student did not have the opportunity to comply with qualifying requirements.

However, a student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets one (1) of the following criteria:

A. Dependent children of active duty military personnel whose move resulted from military orders.

B. Children who have been relocated due to a foster care placement in a different school zone.

C. Children who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.

D. Authorized for good cause.

For purposes of this policy, "authorized for good cause" means the student is able to satisfactorily demonstrate to the Principal that one (1) of the following applies:

A. The student moves to a new home address due to a move by the student and a person or person(s) with whom ~~s/he~~the student has been previously living that makes it necessary for the student to attend a different school.

B. The student moves to a new residence following marriage of the student. The student must ~~immediately~~immediately establish a new residence that makes it necessary to attend a different school.

C. The student is reassigned to a new school pursuant to Board policy.

D. The student transfers from ~~his/her~~the current school within the first twenty (20) school days to a new school (i.e., acceptance into a previously applied for magnet program, charter, or private school).

E. Special ~~assginment~~assignment by the Superintendent.
F. Undue hardship.

The Principal of each school in the District shall be responsible for enforcing the FHSAA's bylaws and policies in~~his/her~~their school. The Principal shall review and determine whether a transfer student qualifies under one of the transfer eligibility categories set forth in the FHSAA's bylaws and meets all other eligibility requirements. Upon approval of the transfer student's eligibility, a Notice of Transfer form prescribed by the FHSAA shall be submitted to the FHSAA prior to the student participating in any sport season.

The Principal or designee must annually submit all eligibility reports electronically and sign all eligibility correspondence. The principal or designee shall certify that the information provided to the FHSAA is accurate and that the students named in the report are eligible to participate in accordance with the FHSAA's bylaws.

Recruiting Prohibited/Penalties

The Board recognizes that the recruitment of student athletes is strictly prohibited by F.S. 1006.20. The FHSAA, through its bylaws, has prescribed penalties, sanctions and an appeals process for athletic recruiting violations. A student may not be declared ineligible based on violation of recruiting rules unless the student or parent has falsified any enrollment or eligibility document or accepted any benefit or any promise of benefit if such benefit is not generally available to the school's students or family members or is based in any way on athletic interest, potential, or performance.

Eligibility Appeals

If the Principal determines that a transfer student is ineligible to participate in interscholastic athletics, a student may submit an appeal in accordance with Florida law and the FHSAA's bylaws.

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Handbook and Bylaws of the Florida High School Athletic Association

F.S. 1002.20

F.S. 1006.15

F.S. 1006.195

F.S. 1006.20

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Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	NAME, IMAGE, AND LIKENESS (NIL) IN ATHLETICS
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Status	
Adopted	June 24, 2025

2431.06 - **NAME, IMAGE, AND LIKENESS (NIL) IN ATHLETICS**

The School Board recognizes the rights of student-athletes to use and benefit from their name, image, and likeness (NIL) in various activities. However, students are still required to comply with Florida law, the rules of the State Board of Education, and the policies of the Board as they relate to the conduct of student athletes and the administration and financial control of the athletic program. Likewise, student athletes must comply with all applicable bylaws of the Florida High School Athletics Association (FHSAA). Failure to adhere to any of these laws, rules, and/or regulations may, among other things, impact the amateur status of a student athlete.

Prohibited NIL Activities

In accordance with FHSAA bylaws, student athletes:

A. are prohibited from making any reference to and will not otherwise use or authorize others to use the uniforms, logos, mascots, insignia, or identifying marks of a District or FHSAA member school, the FHSAA, the National Federation of State High School Athletic Associations (NFHS), and/or any FHSAA, NFHS, or member school event, game, or championship when engaging in any NIL activity. Student athletes are prohibited from monetizing their NIL with the use of their school's uniform, equipment, logo, name, proprietary patents, products, and/or copyrights associated with a District or FHSAA member school, NFHS, and/or School District, either in public, print, or social media platforms, unless granted authorization by prior written consent from **[X]** the school, District or governing body of the school ~~**[ ] the Board**~~, or association, respectively;

B. may not endorse or promote any third-party entities, goods, or services during school-/District-sponsored activities or FHSAA activities;

C. may not make any reference to FHSAA, NFHS, school, or District accolades or championships in NIL activities for which they are compensated;

D. are prohibited from engaging in any NIL activities involving the following categories of products and services:

1. adult entertainment products and services;
2. alcohol, tobacco, vaping, and nicotine products;
3. cannabis products;
4. controlled substances;
5. prescription pharmaceuticals;

6. gambling, including sports betting, the lottery, and betting in connection with video games, online games, and mobile devices;

7. weapons, firearms, and ammunition;

8. political or social activism; and

9. NIL collectives.

NIL activities and agreements shall not be used to recruit student athletes to attend a particular school in order to participate in interscholastic athletics.

NIL Collectives

NIL collectives are independent entities, organizations, and groups that seek to direct or provide, either directly or indirectly, incentives to student athletes based on the student athletes' NIL. NIL collectives are independent from, and not affiliated with, the Board or District.

District Personnel

No District employee, athletic department staff member, or representative of a school's athletic interests as defined in FHSAA bylaws may form, direct, offer, provide, or otherwise engage in any activity outlined in FHSAA bylaws related to NILs and are subject to all prohibitions set forth therein.

Amateur Status and Other Implications

Student athletes engaging in NIL activities or entering into NIL agreements under FHSAA bylaws are solely responsible for determining whether their actions may impact their eligibility under the rules and regulations of the National Collegiate Athletic Association (NCAA), National Association of Intercollegiate Athletics (NAIA), National Junior College Athletic Association (NJCAA), and/or the governing body of the sport in which they may participate, and are encouraged to contact such organizations. Compliance with this policy does not ensure that a student athlete's amateur status or eligibility to participate under the rules of the governing body of their sport will not be impacted.

Student athletes are further encouraged to seek legal counsel and tax advice when contemplating their participation in an NIL activity or whether to enter into an NIL agreement.

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Legal F.S. 1001.41
F.S. 1001.42
F.S. 1006.20
FHSAA Bylaws

Last Modified by Maria Cain on April 20, 2026

Book	Policy Manual
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Title	DROPOUT PREVENTION AND ACADEMIC INTERVENTION PROGRAMS
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Status	
Adopted	May 14, 2024
Last Revised	January 14, 2025

2455 - **DROPOUT PREVENTION AND ACADEMIC INTERVENTION PROGRAMS**

"Dropout prevention and academic intervention programs" is defined as a variety of programs designed to lead to improved academic achievement, attendance and discipline for a student who has been identified as academically unsuccessful, having a pattern of excessive absenteeism or truancy, a history of disruptive behavior, or identified by a school's early warning system. Such programs shall use instructional teaching methods and student services to address the specific needs of each student and lead to improved student behavior. The District shall establish and implement program eligibility for students in grades 1-12 based on academic achievement, attendance, and discipline criteria in accordance with F.S. 1003.53. An Academic Intervention Plan (AIP) must be developed no more than thirty (30) days after each student's entry into the program and to provide individualized student goals and progress monitoring procedures. An Exceptional Student Education (ESE) student's AIP must be consistent with their Individualized Education Program (IEP). The AIP must include measurable objectives and related services to address the student's needs and transition goals to support the student's next educational placement or postsecondary option.

Eligibility

District shall establish course standards, including credit recovery course procedures, as defined by F.A.C. 6A-6.0521, and requirements for assigning teachers to these programs that are certified in accordance with F.S. 1012.55 and possess the necessary effective, pedagogical, and content-related skills to meet the needs of the students.

Academic Intervention Plan

An Academic Intervention Plan (AIP) must be developed no more than thirty (30) days after each student's entry into the program and to provide individualized student goals and progress monitoring procedures. An Exceptional Student Education (ESE) student's AIP must be consistent with their Individualized Education Program (IEP). The AIP must include, at a minimum, the following:

A. measurable objectives, strategies, supports, and related services that support the program's goals to improve academic achievement, attendance, and discipline, as appropriate;

B. progress monitoring procedures; and,

C. transition goals to support the next educational placement or postsecondary options.

The District shall establish course standards, including credit recovery course procedures, as defined by F.A.C. 6A-6.0521, and requirements for assigning teachers to these programs that are certified in accordance with F.S. 1012.55 and possess the necessary effective, pedagogical, and content-related skills to meet the needs of the students.

The parent of a student has the right to receive written notice by certified mail or other method agreed to by the parent before placement of the student in a dropout prevention and academic intervention program. The parent will be notified in writing and entitled to an administrative review of any action by school personnel relating to the student's placement. Thereafter, the parent must be notified annually. The notification must be in the parent's primary language or other mode of communication commonly used by the parent unless clearly not feasible pursuant to F.A.C. 6A-6.0908.

Report to the Florida Department of Education (FLDOE)

The Board shall submit information through an annual report to the ~~Florida Department of Education's~~FLDOE's database documenting the extent to which each of the dropout and prevention and academic intervention programs has been successful in the areas of graduation rate, dropout rate, attendance rate, and retention/promotion/rate.

~~**[ ] Dropout Retrieval**~~

~~A "Dropout Retrieval Program" serves students who have officially withdrawn from high school before graduation and who are not engaged in the education system at the time of enrollment.~~

The Board shall submit information through an annual report to the Florida Department of Education's database documenting the extent to which each of the dropout and prevention and academic intervention programs has been successful in the areas of graduation rate, dropout rate, attendance rate, and retention/promotion/rate.

Revised 1/14/25

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Legal F.S. 1003.53

F.A.C. 6A-6.0521

Last Modified by Maria Cain on April 20, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	EMPLOYMENT OF INSTRUCTIONAL STAFF
Code	*po3120 fsj 1/19/26 AB 4/7/26
Status	
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Last Revised	December 12, 2023

3120 - **EMPLOYMENT OF INSTRUCTIONAL STAFF**

The School Board recognizes that it is vital to the successful operation of the District that positions created by the Board be filled with highly qualified and competent personnel. Any person employed in an instructional position requiring certification shall possess a valid certificate issued pursuant to Florida law and shall file the certificate with the District.

For purposes of this policy, instructional staff includes: any staff member whose function includes the provision of direct instructional services to students including those whose function provides direct support in the learning of students, not including education paraprofessionals.

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

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

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

A person is ineligible for educator certification or employment in any position that requires direct contact with students if:

A. they are is on the disqualification list maintained by the department pursuant to Florida Department of Education under F.S. 1001.10(4)(b);

B. they are is registered as a sex offender as described in 42 U.S.C. 9858f(c)(1)(C);

C. they are ineligible based on a security background investigation under F.S.435.04;

~~Beginning January 1, 2025, or a later date as determined by the Agency for Health Care Administration, the~~ The Agency for Health Care Administration shall determine the eligibility of employees in any position that requires direct contact with students in a District school.

D. they would be ineligible for an exemption under F.S. 435.07(4)(c); or

E. they have or has been convicted or found guilty of, have had adjudication withheld for, or have pled guilty or nolo contendere to any of the felony offenses listed in F.S. 1012.315 and (1) any criminal act in another state or under federal law which, if committed in Florida, constitutes a disqualifying offense under F.S. 435.04(2) or (2) any delinquent act committed in Florida or any delinquent or criminal act committed in another state or under Federal law which, if committed in Florida, qualifies an individual for inclusion on the Registered Juvenile Sex Offender List under F.S. 943.0435.

The Board shall act upon written recommendations submitted by the Superintendent for positions to be filled. The Board may reject for good cause any candidate nominated. (F.S. 1012.22[1, a, 1])
Individuals who apply for employment are governed by the law and rules in effect at the time of application for employment, provided that continuity of employment is maintained.

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

INSTRUCTIONAL PERSONNEL

Qualifications of instructional personnel shall be as required by the law and the Florida Administrative Code. To be eligible for appointment in any position in the District, a person must be of good moral character; must have attained the age of eighteen (18) years; and must, when required by law, hold a certificate or license issued under rules of the state Board of Education, except when employed pursuant to F.S. 1012.55 or under the emergency provisions of F.S. 1012.24.

All core area teachers employed by the District shall be "highly qualified". Core area teachers are defined in State and Federal law to include English, reading or language arts, mathematics, science, foreign languages, civic and government, economics, arts, history, and geography. This also includes exception student education teachers who teach core area subjects.

Pursuant to Federal law, the specific requirements to attain "highly qualified" status are established by the Florida Department of Education and are set forth in State Board Rules.

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

CERTIFICATION

A. State Certification

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

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

B. In-Field

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

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

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

F.S. 1012.42

C. District Certification

It is the intent of the Board that vocational instructional personnel possess the credentials, knowledge, and/or expertise necessary to provide quality education in the School District. The purpose of District certification is to provide evidence of instructional qualifications in order to protect the interest of students, parents, and the public. The requirements for District certification may be found in the Standard Operating Procedures for the District Human Resources Department.

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

D. District Adjunct Teaching Certification

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

Annually, the District will report to the FLDOE the number of adjunct teaching certificates issued for part-time and full-time teaching positions pursuant to this provision.

CERTIFICATED PERSONNEL

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

LICENSED PERSONNEL

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

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Revised 8/27/19
Revised 2/11/20
Revised 3/8/22
Revised 12/13/22
Revised 7/25/23
Revised 12/12/23

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F.S. 1012.01
F.S. 1012.22
F.S. 1012.24
F.S. 1012.27
F.S. 1012.315
F.S. 1012.32
F.S. 1012.33
F.S. 1021.42
F.S. 1012.55
F.S. 1012.56
F.S. 1012.57
F.S. 1012.575
F.A.C. 6A-1.0502
F.A.C. 6A-1.0503
20 U.S.C. 6301
20 U.S.C. 7801

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Book	Policy Manual
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Last Revised	July 25, 2023

3121.01 - **BACKGROUND AND EMPLOYMENT HISTORY CHECKS**

The safety of its students is of paramount importance to the District. Consistent with this concern for student safety, and in compliance with Florida law, the District requires that, prior to initial employment or re-employment if there has been a break in service, all candidates for all positions shall be subject to a criminal background check to determine eligibility for employment. No individuals, prior to receiving clearance to work from the Human Resources Department, shall receive any salary or other compensation or be allowed on School District property to provide services. Additionally, the Superintendent shall verify all new full-time and part-time employees' right to work in the United States according to Federal and State law.

The application for employment shall inform the applicants that they are subject to criminal background and employment history checks.

The cost of the background screening related to initial employment or re-employment after a break in service will be borne by the candidate for employment.

The Board is a registered employer with the Care Provider Background Screening Clearinghouse. The District shall publish a clear and conspicuous link on its official website, and provide the link in all job vacancy advertisements and posts, to the Agency for Health Care Administration's webpage related to the Care Provider Background Clearinghouse.
Background screenings, including all fingerprint requirements, shall be conducted in accordance with F.S. 435.12 and F.S. 1012.32.

Fingerprints of candidates for employment or re-employment if there has been a break in service shall be submitted to the Florida Department of Law Enforcement (FDLE) for Statewide criminal and juvenile records checks and to the Federal Bureau of Investigation (FBI) for Federal criminal records checks. Also a review of the Department of Education's (DOE) Certification and Professional Practices Disciplinary databases will be conducted. A person who is found ineligible for employment under F.S. 1012.315, or otherwise found through background screening to have been convicted of any crime involving moral turpitude as defined by rule of the State Board of Education, any crime related to fraud or theft, felony possession of a concealed weapon, misdemeanor drug and/or paraphernalia offenses, misdemeanor battery/assault or cruelty to or neglect of animals, shall not be employed in any position. All other offenses and those outside of the timelines will also be considered. A pattern of behavior or an extensive criminal record may also render the applicant ineligible. 3 DUIs in the last ten years or 4 DUIs in a lifetime will make the applicant ineligible. For purposes of this policy, "convicted" means that there has been a determination of guilt as a result of a trial or the entry of a plea of guilty or nolo contendere, regardless of whether adjudication is withheld, and includes an adjudication of delinquency of a juvenile as specified in F.S. 943.0435.

Individuals whose fingerprints have not been retained by the FDLE must be re-fingerprinted and re-screened upon re-employment or re-engagement to provide services as an instructional staff member in order to comply with the law.

Furthermore, before employing instructional personnel in any position that requires direct contact with students, the hiring administrator shall conduct employment history checks of each of the candidate's previous employer(s), review each affidavit of separation from previous employers pursuant to F.S. 1012.31, screen the candidate through use of the educator screening tools described in F.S. 1001.10(5), and document the findings. If unable to contact a previous employer, the hiring administrator shall document efforts to contact the employer (F.S. 1012.27(6)).

Pursuant to State law, all instructional staff members employed by the District must self-report arrests for any and all offenses regardless of the level of the charges within forty-eight (48) hours. Failure to report arrests and/or convictions as required by this policy shall be grounds for termination of employment (see AP 3121.01).

Applicants for employment are required to self-report any criminal history as required by the security portion of the School District's employment application. Failure to self-report criminal history as required is considered falsification of the application which will result in the termination of employment or otherwise cause the application to be denied. Applicants may re-apply under this section in one year.

Additionally, the fingerprints of all instructional staff members who are employed by the District and have no break in service must be re-submitted to the FDLE and to the FBI every five (5) years so that subsequent Statewide criminal and juvenile records checks and Federal criminal records checks can be completed as required by law.

The cost of this subsequent background screening will be borne by the Board.

The information contained in reports received from the FDLE and the FBI is confidential.

Although permissible by State law, the District will not share information received as the result of the criminal history background check with other school districts.

Furthermore, if information received as a result of the criminal history records check indicates that a certificated instructional staff member has been convicted of certain crimes enumerated by law, the Superintendent must report this information to the Florida Department of Education per Policy 8141 - Mandatory Reporting of Misconduct.

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Revised 2/11/20
Revised 8/24/21
Revised 3/8/22
Revised 7/25/23

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F.S. 435.09
F.S. 943.0435
F.S. 943.0585(4)(a)
F.S. 943.059(4)(a)
F.S. 1001.10(5)
F.S. 1001.41
F.S. 1001.42
F.S. 1012.23
F.S. 1012.27(6)
F.S. 1012.315
F.S. 1012.32
F.S. 1012.56
F.A.C. 6A-10.083

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Last Revised	January 14, 2025

3130 - **APPOINTMENT, ASSIGNMENT, TRANSFER, AND PROMOTION OF INSTRUCTIONAL STAFF**

The School Board believes that the appropriate placement of qualified and competent staff is essential to the successful functioning of the District.

Appointment and Assignment

When developing ~~his/her recommendation~~their recommendations for appointments of instructional staff, the Superintendent shall consider nominations for staff appointments submitted by the principals. Further, if the Superintendent intends to recommend placement of a staff member in a school who was not nominated by the principal, the Superintendent will consult with that principal. In accordance with State law, a principal may refuse to accept the Superintendent's proposed assignment of an instructional staff member to ~~his/her~~the principal's school unless that instructional staff member has a performance rating of effective or highly effective under F.S. 1012.34.

After such required consideration and consultation, the Superintendent shall submit written recommendations with regard to the appointment and assignment of instructional staff for Board action.

The Board shall act not later than three (3) weeks following the receipt of State-mandated testing scores and data, including school grades, or June 30th, whichever is later, on the Superintendent's nominations of supervisors, principals, and members of the instructional staff.

In accordance with State law, the Board may reject the Superintendent's recommendation for initial appointment and assignment, or re-appointment and assignment, for good cause.

The Board authorizes the Superintendent to temporarily reassign employees when the Superintendent determines that it is in the employee’s and/or School District’s best interest(s).

The Superintendent shall seek Board approval for any temporary reassignment that will exceed thirty (30) school days.

Assignment to Schools Graded “D” or “F”

Pursuant to statutory requirements, the percentage of inexperienced teachers, teachers in need of improvement, or out-of-field teachers assigned to schools graded “D” or “F” under State law shall not be greater than the District average. As used in this policy, "inexperienced teacher" means a teacher who has been teaching for three (3) years or less. Such assignments shall be consistent with the collective bargaining agreement.

A newly hired instructional staff member may be assigned to a school that has earned a grade of "F' in the previous year, or any combination of three (3) consecutive grades of "D" or "F" in the previous years, if the individual:

A. has received an "effective" or "highly effective" rating in the immediate prior year's performance evaluation;

B. has successfully completed or is enrolled in a teacher preparation program, is provided with high-quality mentoring during the first two (2) years of employment, holds a professional certificate and holds a probationary contract; or

C. holds a probationary contract, holds a professional certificate and has successful teaching experience, and if, in the judgment of the school principal students would benefit from the placement of that individual.

The Superintendent will annually certify to the Commission of Education that these requirements are being met.

Assignment to Teacher Preparation Programs

All instructional personnel who supervise or direct teacher preparation students during field experience courses or internships in which candidates demonstrate an impact on student learning growth must have evidence of "clinical educator" training, a valid professional certificate and at least three (3) years K-12 teaching experience and must have earned an "effective" or "highly effective" rating on the prior year's performance evaluation or be a peer evaluator under the District's evaluation system. All instructional personnel who supervise or direct teacher preparation students during internships in kindergarten through third grade or who are enrolled in a teacher preparation program for a certificate area identified pursuant to F.S. 1012.585(3)(f) must have a certificate or endorsement in reading.

All instructional personnel who supervise or direct teacher preparation students during field experience courses or internships in another state, in which a candidate demonstrates an impact on student learning growth, through a Florida online or distance program must have received "clinical educator" training or its equivalent in that state, hold a valid professional certificate issued by the state in which the field experience takes place, and have at least three (3) years of PreK-12 teaching experience.

All instructional personnel who supervise or direct teacher preparation students during field experience courses or internships, in which a candidate demonstrates an impact on student learning growth, on a United States military base in another country through a Florida online or distance program must have received "clinical educator" training or its equivalent, hold a valid professional certificate issued by the United States Department of Defense or a state or territory of the United States, and have at least three (3) years of PreK- 12 teaching experience.

Teachers Teaching Out-of-Field

"Out-of-field" means a teacher is assigned to a course covering subject matter outside the field for which the teacher holds a certificate pursuant to F.S. 1012.55 or for which the teacher has not demonstrated sufficient subject matter expertise pursuant to F.S. 1012.42 and as determined by F.A.C. 6A-1.0503, (2)(a)-(h).

A. Out-of-Field Teacher Plan

The Superintendent shall prepare a plan to assist any teacher teaching out-of-field with priority consideration to be given in professional development activities.

The plan must include provisions that require out-of-field teachers to participate in a certification or staff development program designed to provide the teachers with the competencies required for their assigned duties.

The plan must also include duties of administrative personnel and other instructional personnel to provide students with instructional services.

The plan shall be reviewed and considered for adoption by the Board during a publicly-noticed meeting.

B. Approval of Out-of-Field Teachers

A teacher considered out-of-field per F.A.C. 6A-1.0503, (1)(c), shall be approved by the Board to teach out-of-field after a determination that a teacher with appropriate certification coverage is not available. All evidence of such qualifications and approval must be reflected in the individual's official personnel record; however, such approval may be granted by the Board only under one (1) of the conditions listed in F.A.C. 6A-1.0503, (3) (a)-(c).

C. Notification Requirements and Transfer Requests

When a teacher is assigned instructional duties in a class containing subject matter outside the field in which the teacher is certified, outside the field that was the applicant's minor field of study, or outside the field in which the

applicant has demonstrated sufficient subject area expertise, as determined by the State Board of Education rule (F.A.C. 6A-1.0503), the parents of all students in the class shall be notified in writing of such assignment.

The Board shall report out-of-field teachers on the District's website within thirty (30) days before the beginning of each semester.

A parent whose student is assigned an out-of-field teacher may request that their child be transferred to an in-field classroom teacher within the school and grade in which the student is currently enrolled through the process set forth in Policy 5780.

Promotion and Transfer

Pursuant to State law, the Superintendent's primary consideration in recommending an individual for promotion must be the individual's demonstrated effectiveness pursuant to State law.

Before transferring an instructional staff member from one (1) school to another, the Superintendent shall consult with the principal of the school to which the teacher will be assigned and allow the principal the opportunity to review the teacher's records, including student performance demonstrated under F.S. 1012.34, and interview the teacher. If, in the judgment of the principal, students would not benefit from the placement, an alternative placement may be sought. A principal may refuse to accept the Superintendent's assignment or transfer of an instructional staff member who holds a professional teaching certificate to his/her school, unless that instructional staff member has a performance rating of effective or highly effective under F.S. 1012.34.

After the required considerations and consultations, the Superintendent shall submit written recommendations with regard to the promotion or transfer of instructional staff for Board action.

In accordance with State law, the Board may reject the Superintendent's recommendation for the transfer or promotion of an instructional staff member for good cause.

Required Reporting

The Superintendent must annually notify the parent of any student who is assigned to classroom with a teacher having two (2) consecutive annual performance evaluation ratings of unsatisfactory, two (2) annual performance evaluation ratings of unsatisfactory within a three (3) year period, or three (3) consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory.

Duties, Days, and Hours

The Superintendent shall make known through administrative channels the duties, days, and hours of the various classes of instructional personnel.

A. Instructional staff members shall perform the duties required by Florida statutes, Board policy, and the collective bargaining agreement, as well as other reasonable duties as may be assigned by their immediate supervisor. Failure to perform such duties in an acceptable manner shall constitute a violation of the instructional staff member's contract and just cause for disciplinary action.

B. Instructional staff members are responsible for student control and supervision at any location on campus or during school-sponsored activities.

C. Instructional staff members shall not permit their family members or friends by their presence to interfere with performance of their duties during working hours.

Employment and Supervision of Relatives (Nepotism)

For purposes of this policy, a "relative" is an individual included within the definition of "relative" set forth in F.S. 112.3135, which includes the following individuals: father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.

Neither the superintendent nor a Board member may appoint or employ a relative to work under their direct supervision. These limitations do not apply to employees appointed or employed before the election or appointment of the superintendent or a Board member.

A. A relative may be employed in the same school/department when specifically recommended by the principal and approved by the Superintendent on the grounds that it is to the educational advantage of the school.

B. Under no circumstances shall a person supervise the work of a relative.

All employees shall disclose to the Superintendent, the names of all relatives working at the same work location. Failure to immediately make such disclosures shall be grounds for disciplinary action, up to and including termination.

Work location is defined to include payroll cost center or any administrative unit under the direct supervision of a permanent employee of the District.

Revised 2/11/20
Revised 1/14/25

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Legal

F.S. 112.3135
F.S. 1001.32
F.S. 1004.04
F.S. 1012.22
F.S. 1012.23
F.S. 1012.2315
F.S. 1012.27
F.S. 1012.28
F.S. 1012.42
F.S. 1012.795
F.S. 1012.796
F.A.C. 6A-1.0503

Last Modified by Maria Cain on May 11, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	EDUCATOR MISCONDUCT
Code	*po3139 1/19/26 fsj MG 04/07/2026
Status	
Adopted	June 13, 2017

3139 - **EDUCATOR MISCONDUCT**

As required by the provisions of State Board of Education ~~Rule F.A.C. 6B-1.006(5)~~rules and the *Principles of Professional Conduct of the Education Profession in Florida*, an instructional employee is required to self-report within forty-eight (48) hours to a District authority, as determined by the Superintendent, any arrest for a felony or a misdemeanor offense listed in F.S. 435.04, including any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such ~~notice shall~~self-report is not to be considered an admission of guilt nor shall such ~~notice~~self-report be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, self-reporting shall also be required for any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering a plea of guilty or nolo contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this policy, the District shall comply with the confidentiality provisions in Florida statutes.

The School Board shall temporarily remove instructional personnel from the classroom within twenty-four (24) hours after a notification by law enforcement or a self-reporting employee of their arrest for a felony or misdemeanor offense listed in F.S. 435.04.

~~Furthermore, all~~All legally sufficient complaints against a member of the instructional staff shall be reported to the Department of Education within thirty (30) days after the date on which the subject matter of the complaint comes to the attention of the ~~School~~ Board or the office of the Superintendent. A complaint is legally sufficient for reporting if the subject matter of the complaint includes any of the grounds for discipline or dismissal set forth in Florida statutes.

The Superintendent shall require that all legally sufficient complaints are timely filed in writing with the Department of Education. The Superintendent shall file with the Department of Education all information relating to the complaint which is known to the Superintendent at the time of filing. Additionally, Policy 8141 sets forth the procedures for mandatory reporting of alleged misconduct by instructional personnel to the Florida Department of Education.

It is the responsibility of all employees of the Board to promptly report to the office of the Superintendent or the office of Professional Standards any complaint against a member of the instructional staff that comes to the employee's attention and that includes grounds for the revocation or suspension of a teaching certificate. The willful failure by an employee of the Board to promptly report a complaint shall constitute cause for discipline of the employee as provided by law and Board policy.
F.S. 1012.22

F.S. 1012.799

F.A.C. 6A-10.081

~~F.A.C. 6B-1.006~~

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Legal	F.S. 943.0585(4)(c)
	F.S. 943.059(4)(c) F.S. 1012.795
	F.S. 1012.799
	F.S. 1012.22
	F.S. 1012.796
	F.A.C. 6A-10.081

Last Modified by Matthew Goldrick on April 7, 2026

Book	Policy Manual
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Title	STANDARDS OF ETHICAL CONDUCT
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Adopted	March 8, 2022
Last Revised	February 10, 2026

3210 - **STANDARDS OF ETHICAL CONDUCT**

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

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

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

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

II. District instructional staff members shall comply with the following disciplinary principles. Violation of any of these principles shall subject the individual to revocation or suspension of the individual instructional staff member's certificate, or the other penalties as deemed appropriate with the District discipline policy up to and including termination.

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

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

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

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

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

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

6. not intentionally provide classroom instruction to students in prekindergarten through grade 8 on sexual orientation or gender identity, except when required by F.S. 1003.42(2)(n)3. and 1003.46.

7. not intentionally provide classroom instruction to students in grades 9 through 12 on sexual orientation or gender identity unless such instruction is required by state academic standards as adopted in F.A.C. 6A-1.09401, or is part of a reproductive health course or health lesson for which a student's parent has the

option to have their student not attend.

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

9. not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being unless the individual reasonably believes that disclosure would result in abuse, abandonment, or neglect as defined in F.S. 39.01;

10. not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation or social and family background and shall make reasonable efforts to assure that each student is protected from harassment or discrimination;

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

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

13. not violate F.S. 553.865(9)(b), which relates to entering restrooms and changing facilities designated for the opposite sex on the premises of an educational institution;

14. not violate F.S. 1000.071, which relates to the use of personal titles and pronouns in educational institutions.

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

1. maintain honesty in all professional dealings.

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

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

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

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

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

7. not misrepresent one's own professional qualifications.

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

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

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

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

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

13. self-report within forty-eight (48) hours to a District authority, as determined by the Superintendent, any arrest for a felony or misdemeanor offense listed in F.S. 435.04, including ~~to appropriate authorities (as determined by the District)~~ any arrests/charges involving the abuse of a child or the sale and/or possession

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

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

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

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

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

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

D. All instructional staff members shall adhere to the principles enumerated above.

Stolen Valor

Board employees shall not knowingly misrepresent military service for material gain as set forth in F.S. 112.3131. These prohibitions include, but are not necessarily limited to, the following:

A. misrepresenting by making false, fictitious, or fraudulent statements or representations, directly or indirectly, that they are or were:

1. a service member or veteran of the Armed Forces of the United States;

2. the recipient of a decoration, medal, title, or honor from the Armed Forces of the United States or otherwise related to military service, including, but not limited to those listed in F.S. 112.3131;

3. a holder of an awarded qualification or military occupational specialty, including, but not limited to, any of those listed in F.S. 112.3131; or,

4. that they actively served in the Armed Forces of the United States during a wartime era, regardless of whether there was a declared war, or served in combat operations in a warzone, or were a prisoner of war.

B. wearing the uniform or any medal or insignia authorized for use by members or veterans of the Armed Forces of the United States which they are not authorized to wear.

"Material gain" means anything of value, regardless of whether the value is monetary, remunerative, or tangible, which is received by or given to, or is intended to be received by or given to, an individual. The term includes, but is not limited to, food, lodging, compensation, travel expenses, placards, public benefits, public relief, financial relief, obtaining or retaining employment or a promotion in such individual's current employment or public employment, including gaining a position in state or local government with authority over another person, regardless of whether the individual receives compensation or renumeration for their service in the position; obtaining or retaining state or local public office through election or appointment; or any thing in which or for which a tangible benefit was gained, even if the value of such benefit is de minimis.

Violations are subject to disciplinary action up to and including dismissal.

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

Revised 2/5/19
Revised 6/11/24
Revised 2/10/26

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Legal	F.S. 112.312
	F.S. 112.313
	F.S. 112.3131
	F.S. 112.317
	F.S. 1001.42(6)
	F.S. 1001.421
	F.S. 1006.32
	F.S. 1012.23
	F.A.C. 6A-10.081

Last Modified by Matthew Goldrick on April 7, 2026

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Title	STUDENT SUPERVISION AND WELFARE
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Adopted	June 13, 2017
Last Revised	October 25, 2022

3213 - **STUDENT SUPERVISION AND WELFARE**

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

A. An instructional staff member shall report immediately to a building administrator any accidents or safety hazards they detect.

B. An instructional staff member shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, in accordance with Policy 8406 - *Reports of Suspicious Activity and Potential Threats to Schools*.

C. An instructional staff member shall provide proper instruction in safety matters as presented in assigned course guides.

D. An instructional staff member shall not send students on any errands.

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

F. An instructional staff member shall advise and consult with the principal if there is a change in a student's services or monitoring related to a student's mental, emotional or physical health or well-being and the school's ability to provide a safe and supportive learning environment for the student. The staff member shall assist the principal in notifying the parent of any such change.

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

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

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

J. An instructional staff member shall not transport students in a private vehicle without the approval of the principal.

K. A student shall not be required to perform work or services that may be detrimental to their health.

L. Staff members shall not engage students in social media and online networking media, such as Facebook, X (formerly known as Twitter, Instagram, etc.)

Since most information concerning a child in school, other than directory information described in Policy 8330, is confidential under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State and School Board Policy 8462, each instructional staff member shall report to the proper legal authorities immediately any sign of suspected child abuse, abandonment, or neglect.

Revised 8/28/18
Revised 10/25/22

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Legal F.S. 119.011
F.S. 847.012
F.S. 1001.42
F.S. 1001.51
F.S. 1002.22
F.S. 1003.32
20 U.S.C. 1232
34 C.F.R. Part 99

Last Modified by Maria Cain on May 11, 2026

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Adopted	June 13, 2017
Last Revised	November 19, 2024

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 align with the professional learning standards adopted by the State, 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 mater 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 must be linked to student learning, ~~and~~ provide professional growth for instructional staff and meet the following criteria:

A. For instructional personnel, ~~U~~utilize materials aligned to the state's academic standards (BEST). ~~State's educational leadership standards Florida Educational Leadership Standards adopted in rule by the State Board of Education.~~

A.

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.

J. Provide training, when such training is available, on the use of instructional materials included on the State-adopted instructional materials list pursuant to F.S. 1006.28, materials evaluated and identified pursuant to F.S. 101.215 (4), materials developed pursuant to F.S. 1006.39, and materials posted online by the FLDOE, including when and how to use intervention materials.

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.~~Annually by August 1, the Superintendent shall certify to the Commissioner of Education that the Board has approved a comprehensive professional learning plan that supports fidelity of implementation of instructional materials programs, including verification that training was provided, that the materials are being implemented as designed, and that core reading materials and reading intervention materials used in kindergarten through grade 5 meet the requirements of F.S. 1001.215.

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 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
Revised 11/19/24

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Legal

F.S. 1001.42
F.S. 1011.62
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 April 20, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	EMPLOYMENT OF SUPPORT STAFF
Code	*po4120 fsj 1/20/26 AB 4/7/26
Status	
Adopted	June 13, 2017
Last Revised	December 12, 2023

4120 - **EMPLOYMENT OF SUPPORT STAFF**

Support employees include all those employees who work in noninstructional, confidential, or professional/technical/supervisory roles and serve at the pleasure of the School Board subject to dismissal, transfer, promotion, or resignation and the provisions of the collective bargaining agreement.

A regular employee is a person employed in a continuing position on a daily schedule after having completed a sixty (60) workday probationary period. The sixty (60) work days excludes weekends, paid and unpaid holidays. Employees who have not completed such period of employment may be discharged without recourse and shall not be subject to the provisions of the grievance procedure for bargaining unit employees.

Support positions are those listed in the applicable bargaining unit agreement as well as some nonbargaining positions.

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

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

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

A person is ineligible for employment in any position that requires direct contact with students if:

A. they are on the disqualification list maintained by the Florida Department of Education under F.S. 1001.10(4)(b);

B. they are registered as a sex offender as described in 42 U.S.C. 9858f(c)(1)(C);

C. they are ineligible based on a security background investigation under F.S.435.04;

D. ~~Beginning January 1, 2025, or a later date as determined by the Agency for Health Care Administration, the~~ The Agency for Health Care Administration shall determine the eligibility of employees in any position that requires direct contact with students in a District school.

E. they would be ineligible for an exemption under F.S. 435.07(4)(c); or,

F. they have been convicted or found guilty of, have had adjudication withheld for, or have pled guilty or nolo contendere to (1) any criminal act in another state or under Federal law which, if committed in Florida, constitutes a disqualifying offense under F.S. 435.04(2) or (2) any delinquent act committed in Florida or any delinquent or criminal act committed in another state or under Federal law which, if committed in Florida, qualifies an individual for inclusion on the Registered Juvenile Sex Offender List under F.S. 943.0435

G. Individuals who apply for employment are governed by the law and rules in effect at the time of application for employment, provided that continuity of employment is maintained.

The employment of support staff members prior to approval by the Board is authorized when their employment is required to maintain continuity in District operations. Employment shall be recommended to the Board at a regular or special meeting.

A candidate shall be disqualified from employment in any position that requires direct contact with students if the candidate is ineligible for such employment under F.S. 1012.315.

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

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

All support personnel shall become familiar with the policies of the Board and other such policies, regulations, memoranda, bulletins, and handbooks that pertain to their duties in the District. Any support staff member employed by the Board who shall be guilty of any willful violation of the policies of the Board shall be guilty of gross insubordination and shall be subject to dismissal or such other lesser penalty as the Superintendent or Board may prescribe.

REQUIREMENTS FOR PARAPROFESSIONALS

All paraprofessionals employed by the District to provide instructional support services in Title I schoolwide programs and instructional paraprofessionals paid with Title I, Part A funds in targeted assistance programs shall be "highly qualified".

The requirements to be considered a "highly qualified" instructional paraprofessional are established by the Florida Department of Education. Accordingly, one of the following requirements must be met:

A. an associate's or higher degree;

B. two (2) years of study at an institution of higher education, sixty (60) college credits; or

C. a passing score on the ParaPro Assessment Exam

1. assist in instruction in reading, writing, and mathematics or reading, writing, and mathematics; or

2. assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.

General Knowledge Examination Assistance

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

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Revised 2/11/20
Revised 3/8/22
Revised 12/13/22
Revised 12/12/23

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Legal F.S. 1001.10
F.S. 1012.01

F.S. 1012.315

F.S. 1012.37

F.S. 1012.40

F.S. 1012.56

F.A.C. 6A-1.0502(11)

20 U.S.C. 6301

42 U.S.C. 9858f

Last Modified by Maria Cain on April 20, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	BACKGROUND AND EMPLOYMENT HISTORY CHECKS
Code	*po4121.01 fsj 1/20/26 MG 4/07/2026
Status	
Adopted	June 13, 2017
Last Revised	July 25, 2023

4121.01 - **BACKGROUND AND EMPLOYMENT HISTORY CHECKS**

The safety of its students is of paramount importance to the District. Consistent with this concern for student safety, and in compliance with Florida law, the District requires that, prior to initial employment or re-employment if there has been a break in service, all candidates for all positions shall be subject to a criminal background check to determine eligibility for employment. No individual, prior to receiving clearance to work from the Human Resources Department shall receive any salary or other compensation or be allowed on School District property to provide services. Additionally, the Superintendent shall verify all new full-time and part-time employees' right to work in the United States according to Federal and State law.

The application for employment shall inform the applicants that they are subject to criminal background and employment history checks.

The cost of the background screening related to initial employment or re-employment after a break in service will be borne by the candidate for employment.

The Board is a registered employer with the Care Provider Background Screening Clearinghouse. The District shall publish a clear and conspicuous link on its official website, and provide the link in all job vacancy advertisements and posts, to the Agency for Health Care Administration's webpage related to the Care Provider Background Clearinghouse.
Background screenings, including all fingerprint requirements, shall be conducted in accordance with F.S. 435.12 and F.S. 1012.32.

Fingerprints of candidates for employment or re-employment if there has been a break in service shall be submitted to the Florida Department of Law Enforcement (FDLE) for Statewide criminal and juvenile records checks and to the Federal Bureau of Investigation (FBI) for Federal criminal records checks.

A person who is found ineligible for employment under F.S. 1012.315, or otherwise found through background screening to have been convicted of any crime involving moral turpitude as defined by rule of the State Board of Education, any crime related to fraud or theft, felony possession of a concealed weapon, misdemeanor drug and/or paraphernalia offenses, misdemeanor battery/assault or cruelty to or neglect of animals, or otherwise found ineligible for employment under F.S. 1012.315, shall not be employed in any position. All other offenses and those outside of the timelines will also be considered. A pattern of behavior or an extensive criminal record may also render the applicant ineligible. 3 DUIs in the last ten years or 4 DUIs in a lifetime will make the applicant ineligible. For purposes of this policy, "convicted" means that there has been a determination of guilt as a result of a trial or the entry of a plea of guilty or nolo contendere, regardless of whether adjudication is withheld, and includes an adjudication of delinquency of a juvenile as specified in F.S. 943.0435.

Individuals whose fingerprints have not been retained by the FDLE must be re-fingerprinted and re-screened upon re-employment or re-engagement to provide service as a support staff member.

Furthermore, before employment of support staff in any position, the hiring administrator shall conduct employment history checks of each of the candidate's previous employer(s), review each affidavit of separation from previous employers pursuant to F.S. 1012.31, and document the findings.

All support staff members employed by the District must self-report arrests for any and all offenses regardless of the level of the charges within forty-eight (48) hours (see AP 4121.01). Failure to report arrests or convictions as required by this policy shall be grounds for termination of employment.

Applicants for employment are required to self-report any criminal history as required by the security portion of the School District's employment application. Failure to self-report criminal history as required is considered falsification of the application which may result in the termination of employment or the application to be denied. The application will be reviewed by the Superintendent. If termination occurs or the application is denied then applicants may re-apply under this section in one (1) year.

Additionally, the fingerprints of all support staff members who are employed by the District and have no break in service must be re-submitted to the FDLE and to the FBI every five (5) years so that subsequent Statewide criminal and juvenile records checks and Federal criminal records checks can be completed as required by law.

The cost of this subsequent background screening will be borne by the Board.

The information contained in reports received from the FDLE and the FBI is confidential.

Although permissible by State law, the District will not share information received as the result of the criminal history background check with other school districts.

Revised 8/28/18
Revised 2/11/20
Revised 8/24/21
Revised 3/8/22
Revised 7/25/23

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Legal

F.S. 435.09
F.S. 943.0435
F.S. 943.0585(4)(a)
F.S. 943.059(4)(a)
F.S. 1001.10(5)
F.S. 1001.41
F.S. 1001.42
F.S. 1012.27(6)
F.S. 1012.315
F.S. 1012.32
F.S. 1012.56
F.A.C. 6A-10.083

Last Modified by Maria Cain on April 15, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	STANDARDS OF ETHICAL CONDUCT
Code	*po4210 fsj 2/27/26 MG 04/04/2026
Status	
Adopted	June 13, 2017
Last Revised	June 11, 2024

4210 - **STANDARDS OF ETHICAL CONDUCT**

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

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

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

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

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

Individuals who violate any of these principles shall be subject to disciplinary action, as well as other penalties as may be provided by law.

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

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

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

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

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

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

6. not intentionally provide classroom instruction to students in prekindergarten through grade 8 on sexual orientation or gender identity, except when required by F.S. 1003.42(2)(n)3. and 1003.46;

7. not intentionally provide classroom instruction to students in grades 9 through 12 on sexual orientation or gender identity unless such instruction is required by state academic standards as adopted in F.A.C. Rule 6A-

1.09401, or is part of a reproductive health course or health lesson for which a student's parent has the option to have their student not attend;

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

9. not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being unless the individual reasonably believes that disclosure would result in abuse, abandonment, or neglect as defined in F.S. 39.01;

10. not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable efforts to assure that each student is protected from harassment or discrimination;

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

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

13. not violate F.S. 553.865(9)(b), which relates to entering restrooms and changing facilities designated for the opposite sex on the premises of an educational institution; and

14. not violate F.S. 1000.071, which relates to the use of personal titles and pronouns in educational institutions.

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

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

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

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

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

5. not misrepresent one's own professional qualifications;

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

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

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

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

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

11. self-report within forty-eight (48) hours to a District authority, as determined by the Superintendent, any arrest for a felony or misdemeanor offense listed in F.S. 435.04, including ~~to appropriate authorities (as determined by the District)~~ any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance;
12. report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795(1);

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

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

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

Stolen Valor

Board employees shall not knowingly misrepresent military service for material gain as set forth in F.S. 112.3131. These prohibitions include, but are not necessarily limited to, the following:

A. misrepresenting by making false, fictitious, or fraudulent statements or representations, directly or indirectly, that they are or were:

1. a service member or veteran of the Armed Forces of the United States;
2. the recipient of a decoration, medal, title, or honor from the Armed Forces of the United States or otherwise related to military service, including, but not limited to those listed in F.S. 112.3131;
3. a holder of an awarded qualification or military occupational specialty, including, but not limited to, any of those listed in F.S. 112.3131; or,
4. that they actively served in the Armed Forces of the United States during a wartime era, regardless of whether there was a declared war, or served in combat operations in a warzone, or were a prisoner of war.

B. wearing the uniform or any medal or insignia authorized for use by members or veterans of the Armed Forces of the United States which they are not authorized to wear.

"Material gain" means anything of value, regardless of whether the value is monetary, remunerative, or tangible, which is received by or given to, or is intended to be received by or given to, an individual. The term includes, but is not limited to, food, lodging, compensation, travel expenses, placards, public benefits, public relief, financial relief, obtaining or retaining employment or a promotion in such individual's current employment or public employment, including gaining a position in state or local government with authority over another person, regardless of whether the individual receives compensation or renumeration for their service in the position; obtaining or retaining state or local public office through election or appointment; or any thing in which or for which a tangible benefit was gained, even if the value of such benefit is de minimis.

Violations are subject to disciplinary action up to and including dismissal.

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

Revised 2/5/19
Technical Change 12/11/19
Revised 6/11/24

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Legal

F.S. 112.312
F.S. 112.313
F.S. 112.3131
F.S. 112.317
F.S. 1001.42(6)
F.S. 1001.421
F.S. 1006.32
F.S. 1012.23

F.A.C. 6A-10.081

Last Modified by Matthew Goldrick on April 7, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	STUDENT SUPERVISION AND WELFARE
Code	*po4213 fsj 1/20/26 jfk3/13/26
Status	
Adopted	June 13, 2017
Last Revised	October 25, 2022

4213 - **STUDENT SUPERVISION AND WELFARE**

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

A. A support staff member shall report immediately to a building administrator any accidents or safety hazards they detect.

B. A support staff member shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, in accordance with Policy 8406 - *Reports of Suspicious Activity and Potential Threats to Schools*.

C. A support staff member shall not send students on any non-school related errands.

D. A support staff member shall encourage a student to discuss issues relating to the student's well-being with the student's parent, or shall facilitate the student's discussion of the issue with the parent.

E. A support staff member shall advise and consult with the principal if there is a change in a student's services or monitoring related to a student's mental, emotional or physical health or well-being and the school's ability to provide a safe and supportive learning environment for the student. The support staff member may assist the principal in notifying the parent of any such change.

F. A support staff member shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being.

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

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

I. A support staff member shall not transport students in a private vehicle without the approval of a building administrator.

J. A student shall not be required to perform work or services that may be detrimental to their health.

K. Staff members shall not engage students in social media and online networking media, such as Facebook, (formerly known as Twitter, Instagram, etc.)

Since most information concerning a child in school, other than directory information described in Policy 8330, is confidential under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State and School Board Policy 8462, each support staff member shall report to the proper legal authorities, immediately, any sign of suspected child abuse, abandonment, or neglect.

Revised 8/28/18
Revised 10/25/22

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Legal F.S. 119.011
F.S. 847.012
F.S. 1001.42
F.S. 1001.51
F.S. 1002.22
F.S. 1003.32
20 U.S.C. 1232
34 C.F.R. Part 99

Last Modified by Maria Cain on May 11, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	STAFF DEVELOPMENT
Code	*po4242 PC 3.10.2026
Status	
Adopted	June 13, 2017
Last Revised	November 19, 2024

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.

~~-~~Annually by August 1, the Superintendent shall certify to the Commissioner of Education that the Board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs, including verification that training was provided, that the materials are being implemented as designed, and that core reading materials and reading intervention materials used in kindergarten through grade 5 meet the requirements of F.S. 1001.215.

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 of 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 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 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;

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.

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Revised 11/19/24

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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 April 20, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	WIRELESS COMMUNICATION DEVICES
Code	*po5136 fsj 1/20/26 JGA jfk4/20/26 - JD 4/21/26
Status	
Adopted	June 13, 2017
Last Revised	December 12, 2023

5136 - **WIRELESS COMMUNICATION DEVICES**

"Wireless communication device" (WCDs) as used in this policy are defined in Bylaw 0100.

The School Board is aware that WCDs are used by students and parents to communicate with each other. However, the use of WCDs on school grounds must be appropriately regulated to protect students, staff, and the learning environment. This policy sets forth the District's policy with respect to WCDs.

Pursuant to State law, students shall not operate a motor vehicle owned or leased by the District on or off school property, or personal motor vehicle on District property, while manually typing or entering multiple letters, numbers, symbols, or other characters into a personal communication device or while sending or reading messages on such a device, for the purpose of non-voice interpersonal communication, including, but not limited to, communication methods known as texting, e-mailing, instant messaging, and snap chatting.

Students may not use WCDs during instructional time and are prohibited from accessing social media platforms through the use of Internet access provided by the District, except when expressly directed by a teacher solely for educational purposes. Teachers shall designate an area for WCDs to be stored during instructional time.

X- Students may use WCDs before and after school, ~~**( ) during their lunch break,** **( ) in between classes as long as they do not create a distraction, disruption, or otherwise interfere with the educational environment,~~ (**X**-)during after-school activities (e.g., extra-curricular activities), (**X**-) or at school-related functions. High school students may use WCDs **(** x**)** during their lunch break, **(**x **)** and in between classes, as long as they do not create a distraction, disruption, or otherwise interfere with the educational environment

WCDs intended and actually used for instructional purposes (e.g., taking notes, recording classroom lectures, writing papers) will be permitted in high school, as expressly directed by the classroom teacher. **(X-)** However, the use of a WCD to engage in non-education-related communications is expressly prohibited.

Students may not use WCDs on school property or at a school-sponsored activity to access and/or view Internet websites that are otherwise blocked to students at school and shall not download or access prohibited applications using Internet access provided by the District.

Students may use WCDs while riding to and from school on a school bus or other Board-provided vehicles, or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the bus driver, classroom teacher, and/or sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated.

During after-school activities, WCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight when directed by the administrator or sponsor.

Under certain circumstances, a student may keep his/her WCD "on" with prior approval from the building principal.

Except as authorized by a teacher, administrator, or IEP Team, students are prohibited from using WCDs during the school day, including while off-campus on a field trip, to capture, record, or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member, or other person. Using a WCD to capture, record, and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use a WCD to violate the privacy rights of another person may have their WCD confiscated and held until the end of the school day, and/or a parent/guardian picks it up, and may be directed to delete the audio and/or picture/video file while the parent/guardian is present. If the violation involves potentially illegal activity, the confiscated WCD may be turned over to law enforcement. The prohibitions herein also include using a WCD or any other device to covertly listen-in or make a recording (audio or video) of any meeting or activity in school. This include placing a WCD or other device with one- or two-way audio and video communication technology (i.e., technology that allows a person to listen to live conversations and sounds taking place in the location where the device is located), within a student's book bag or other property of the student or on the student's person without express written consent from an administrator, IEP Team, or Section 504 Team.

"Sexting" is prohibited at any time on school property or at school functions. As set forth in State law, sexting is the knowing transmission or distribution to another minor by a computer or similar device any photograph or video of any person that depicts nudity and is harmful to minors. Sexting also includes possessing a photo of any person that was transmitted or distributed by another minor that depicts nudity. Such conduct not only is potentially dangerous for the involved students, but can lead to unwanted exposure of the messages and images to others, and could result in criminal violations related to the transmission or possession of child pornography. Such conduct will be subject to discipline and possible confiscation of the WCD.

WCDs, including but not limited to those with cameras, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include, but are not limited to classrooms, gymnasiums, locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The Superintendent and building principals are authorized to determine other specific locations and situations where use of a WCD is absolutely prohibited.

Students shall have no expectation of confidentiality with respect to their use of WCDs on school premises/property.

Students may not use a WCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed, or intimidated. See Policy 5517.01 – Bullying and Harassment. In particular, students are prohibited from using WCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, national origin, sex (including sexual orientation/transgender identity), disability, age, religion, ancestry, or political beliefs; and (2) engage in "sexting" - i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails, or other materials of a sexual nature (i.e., sexting) in electronic or any other form. As set forth in State law, sexting is the knowing transmission or distribution to another minor by a computer or similar device any photograph or video of any person that depicts nudity and is harmful to minors. Sexting also includes possessing a photo of any person that was transmitted or distributed by another minor that depicts nudity and is harmful to minors. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a WCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using WCDs to receive such information.

Possession of a WCD by a student at school during school hours and/or during extra-curricular activities is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise abuses this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the WCD. The building principal may also refer the matter to law enforcement or child services if the violation involves an illegal activity (e.g., child pornography, sexting). Discipline will be imposed on the number of previous violations and/or the nature of or circumstances surrounding a particular violation.

Exceptions

~~With permission of a school administrator, students may use a WCD in the following locations in the school building: _____ _____.~~
A student may use a WCD during the school day in accordance with the student's individualized education plan (IEP), the student's 504 accommodation plan, or a doctor's note from a physician licensed under F.S. Chapter 458 or 459 certifying in writing that the student requires the use of a WCD based on valid clinical reasoning or evidence.

Duty to Report

A person who discovers a student using a WCD in violation of this policy is required to report the violation to the building principal.

Students Responsible for Their WCD

Students are personally and solely responsible for the care and security of their WCDs. The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of WCDs brought onto its property.

Parents/Guardians are advised that the best way to get in touch with their child during the school day is by calling the school office. Students may use school phones to contact parents/guardians during the school day.

Students attending schools that participate in the BYOD program will adhere to the District BYOD guidelines.

~~**[NOTE: F.S. 1006.07(2)(f) permits a student to possess a WCD while the student is on school property or in attendance at a school function. This policy provides a framework for the school boards if it desires to allow high school students to use have WCDs in their possession during school hours and all students while riding in a school vehicle. Your policy may be less restrictive (such as allowing their use during certain times in the school day) or more restrictive (no WCD uses allowed at all) to meet District needs.]**~~

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Revised 8/28/18
Revised 12/12/23

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Legal F.S. 316.305
F.S. 847.0141
F.S. 1003.02
F.S. 1003.32
F.S. 1006.07

Last Modified by Maria Cain on May 11, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	ABSENCES FOR RELIGIOUS INSTRUCTION
Code	*po5223 fsj 1/20/26 gm3/9/26
Status	
Adopted	June 13, 2017

5223 - **ABSENCES FOR RELIGIOUS INSTRUCTION**

It is the policy of the School Board to cooperate with those parents who wish to provide for religious instruction for their children but also recognizes its responsibility to enforce the attendance requirements set forth in the State-mandated Student Progression Plan.

Upon receipt of a signed, written request (Form 5223 F1) from the parent/guardian or adult student, the Board will grant permission and allow exceptions to the student's attendance at school for religious instruction outside the school building by a religious group, church, or denomination. The signed, written request shall include the following:

A. a statement attesting that the religious instruction is not provided at a time that ~~does not conflict~~conflicts with the student's attendance at school;

B. a statement of acceptance by the parent/guardian or adult student for any liability that might arise as a result of the student's conduct while on this release; and,

C. a statement of acknowledgement by the parent/guardian that the~~indemnifying and holding harmless the District and~~ District is not responsible for any harm to the student or student's property~~personnel for any liability arising from conduct by the student~~ that ~~does not occur~~occurs while the student is away from Board property during the release. ~~on property under the District's control~~

Upon receipt of the signed, written request and provided the religious group, church, or denomination responsible for the religious instruction submits evidence, in writing, of the student's registration for religious instruction, as well as written weekly records documenting the student's attendance at such instruction for each day of release, the student shall be considered to have an excused absence during such release for religious instruction.

Prior to approving the request, the Principal shall confirm that the student is enrolled in sufficient courses to allow for promotion or graduation and that the student's grades are adequate for promotion or graduation.

The Principal may terminate the student's permission for non-attendance. The parent/guardian or adult student may appeal the Principal's decisions to terminate permission for the student to be released for religious instruction to the Superintendent.

The religious instruction shall be the responsibility of the religious group, church, or denomination and transportation shall be the responsibility of the parent/guardian, adult student, or the religious institution.

No solicitation for attendance at religious instruction shall be permitted on District premises. No staff member shall encourage or discourage participation in any religious instructional program.

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Legal F.S. 1003.21
F.A.C. 6A-1.09514

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Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	SELF-ADMINISTERED MEDICATION AND EPINEPHRINE USE
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Status	
Adopted	June 13, 2017
Last Revised	January 14, 2025

5330.01 - **SELF-ADMINISTERED MEDICATION AND EPINEPHRINE USE**

A student may carry and self-administer a short-acting bronchodilator, epinephrine auto-injector, prescribed pancreatic enzyme supplement and/or may carry diabetic supplies and equipment to manage and care for their diabetes provided the student's parent or guardian provides the following:

A. For self-administration of a short-acting bronchodilator, the parent or guardian must provide the District with a written authorization that is signed and dated by both the parent or guardian and physician. The written approval by the physician must include the following:

1. name of the medication in the metered dose inhaler;

2. the prescribed dosage;

3. the times or the special circumstances under which the medication is to be administered; and

4. any other special related information regarding the administration of the metered dose inhaler.

B. For self-administration of an epinephrine auto-injector, the parent or guardian must provide the District with a written authorization and contract to carry that are both signed and dated by the student (if applicable), parent or guardian, and the physician. The written approval by the physician must include:

1. the times or the special circumstances under which the medication is to be administered; and

2. any other special related information regarding the administration of the epinephrine auto-injected.

C. For self-administration of prescribed pancreatic enzyme supplements, the parent or guardian must provide the District with a written authorization and contract to carry that are both signed and dated by the student if applicable, parent or guardian, and physician and provide the prescription label containing the following:

1. name of the medication;

2. the prescribed dosage;

3. the times or the special circumstances under which the medication is to be administered; and

4. any other special related information regarding the administration of the medication.

D. For the use of a diabetic supplies and equipment, the parent or guardian must submit written authorization from the student's physician, containing the following:

1. an identification of the diabetic supplies and equipment the student is authorized to carry;

2. a description of which activities the child is capable of performing without assistance;

3. the times or the special circumstances under which the medication is to be administered;

4. any other special related information regarding the administration of the medication.

When providing the District with written authorization that is signed and dated by both the parent or guardian and the physician as required by State law and this policy, that written authorization must also include indemnification by the parent or guardian of the District, county health department, public-private partner, and their employees and volunteers for any and all liability for a student who does any of the following:

A. self-administer an epinephrine auto-injector;

B. carries diabetic supplies and equipment on their person and attends to the management and care of their diabetes while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities to the extent authorized by the parent and physician and within the parameters set forth by State Board of Education; or

C. use prescribed pancreatic enzyme supplements.

Emergency Allergy Treatment Educational Training Programs

Educational training programs in the District pertaining to emergency allergy treatment required by State law must be conducted by a nationally recognized organization experienced in training laypersons in emergency health treatment or an entity or individual approved by the Department of Health. The curriculum must include at a minimum:

A. recognition of the symptoms of systemic reactions to food, insect stings, and other allergens; and

B. the proper administration of an epinephrine auto-injector.

The School Board and its employees and agents, including the physician who provides the standing protocol for school epinephrine auto-injectors, are not liable for any injury arising from the use of an epinephrine auto-injector administered by trained school personnel who follow the adopted protocol and whose professional opinion is that the student is having an anaphylactic reaction:

A. unless the trained school personnel's action is willful and wanton;

B. notwithstanding that the parents or guardians of the student to whom the epinephrine is administered have not been provided notice or have not signed a statement acknowledging that the District is not liable; and

C. regardless of whether authorization has been given by the student's parents or guardians or by the student's physician, physician's assistant, or advanced registered nurse practitioner.

(see also Policy 5780 - *Student/Parent Rights*)

Revised 1/14/25

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Legal F.S. 381.88

F.S. 1002.20

F.A.C. 6A-6.0251, Use of Epinephrine Auto-Injectors

F.A.C. 6A-6.0252, Use of Prescribed Pancreatic Enzyme Supplements

F.A.C. 6A-6.0253, Diabetes Management

Last Modified by Maria Cain on April 20, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	PROMOTION, ACCELERATION, PLACEMENT, AND RETENTION
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Status	
Adopted	June 13, 2017
Last Revised	November 19, 2024

5410.01 - **PROMOTION, ACCELERATION, PLACEMENT, AND RETENTION**

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~~Federally required student plan, such as an IEP or an individualized progress monitoring plan, or both, as necessary. The individualized progress monitoring plan 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 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~~F.S. 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~~the student 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 F.S. 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~~.~~; and,

E. information about the student's eligibility for the New Worlds Scholarship Accounts under F.S. 1002.411 and the District's tutoring services provided by the New Worlds Tutoring Program under F.S. 1008.366.

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 ~~much~~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 of a student with disability will 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

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5500 - **STUDENT CONDUCT**

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law affecting students. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community.

Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty shall be maintained in the schools of this District.

The Principal shall notify all school personnel as to their obligation to report to the Principal those acts and/or crimes which pose a threat to school safety. School personnel must also properly document the disposition of any such incident.

The School Board has zero tolerance for conduct that poses a threat to school safety. Zero-tolerance policies must apply equally to all students and are not intended to be rigorously applied to petty acts of misconduct. This policy minimizes the victimization of students, staff, and volunteers and requires that necessary steps be taken to protect the victim of any violent act from any further victimization. In a disciplinary action, there is a rebuttable presumption that the actions of a student who intervened, using only the amount of force necessary, to stop a violent act against a student, staff, or volunteer were necessary to restore or maintain the safety of others.

Florida law requires that students found to have committed one of the following offenses:

A. bringing a firearm or weapon, as defined in F.S. Chapter 790, to school, to any school function, or onto any school-sponsored transportation, or possessing a firearm at school; or

B. making a threat or false report, as defined by F.S. 790.162 and 790.163, involving school or school personnel's property, school transportation, or a school-sponsored activity;

shall be expelled, with or without continuing educational services, from the student's regular school for a period of not less than one (1) full year, and shall be referred to mental health services identified by the District and, to the criminal justice or juvenile justice system.

Before the expiration of an expulsion period, the Superintendent shall determine, based upon the determination of the threat management team, whether the expulsion period should be extended and, if the expulsion period is extended, what educational services will be provided. A recommendation to extend the expulsion period must be provided to the student and their parents in accordance with F.S. 1006.08.

The pre-expulsion committee may consider the one (1) year expulsion requirement on a case-by-case basis. A student may be assigned to a disciplinary program or second chance school in lieu of expulsion. If a student committing either of the offenses enumerated above is a student who has a disability, the Board shall comply with applicable State Board of Education rules for discipline of such students.

The District shall enter into agreements with local law enforcement specifying procedures so that acts that pose a threat to school safety, whether committed by a student or adult, are reported to a law enforcement agency having jurisdiction.

The school's threat management team will consult with law enforcement when a student exhibits a pattern of behavior, based on previous acts or the severity of an act that would pose a threat to school safety.

School Environmental Safety Incident Reporting

The following acts are required to be reported to the Department of Education (FLDOE) as school environmental safety incidents (SESIR):

A. Alcohol (Level IV): possession, sale, purchase, distribution or use of alcoholic beverages. "Use" means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation.

B. Aggravated Battery (Level I) - A battery where the attacker intentionally or knowingly causes more serious injury, such as: great bodily harm, permanent disability, or permanent disfigurement; uses a deadly weapon; or, where the attacker knew or should have known the victim was pregnant.

C. Arson (Level I) - To intentionally damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents.

D. Burglary (Level II) - Unlawful entry into or remaining in a dwelling, structure, or conveyance with the intent to commit a crime therein.

E. Bullying (Level IV) - Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. Bullying includes instances of cyberbullying, as defined in Policy 5517.01, Bullying and Harassment. Bullying may include, but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property.

F. Criminal Mischief (Felony Vandalism - $1,000 threshold) - Willfully and maliciously injuring or damaging by any means any real or personal property belonging to another, including, but not limited to, the placement of graffiti or other acts of vandalism on the property.

G. Disruption on Campus - Major (Level III) - Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others, such as, but not limited to, bomb threats, inciting a riot, or initiating a false fire alarm.

H. Drug Sale or Distribution (Level II) - The manufacture, cultivation, purchase, sale, or distribution of any drug, narcotic, controlled substance, or substance represented to be a drug, narcotic, or controlled substance.

I. Drug Use or Possession (Level III) - The use or possession of any drug, narcotic, controlled substance, or any substance when used for chemical intoxication. "Use" means the person is caught in the act of using, admits to use, or is discovered to have used in the course of an investigation.

J. Fighting (Level III) - When two (2) or more persons mutually participate in use of force or physical violence that requires either physical intervention or results in injury requiring first aid or medical attention.

K. Grand Theft ($750 threshold) (Level III) - The unauthorized taking of the property of another person or organization, including motor vehicles, valued at $750 or more, without threat, violence, or bodily harm.

L. Harassment (Level IV) -- as defined in Policy 5517, Anti-Harassment.

M. Hazing (Level III) - as defined in Policy 5516, Student Hazing.

N. Homicide (Level I) - The unjustified killing of one human being by another.

O. Kidnapping (Level I) - Forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against their ~~his/her~~ will and without lawful authority.

P. Other Major Incidents (Level III) - Any serious, harmful incident resulting in the need for law enforcement consultation not previously classified. This includes any drug or weapon found unattended and not linked to any individual.

Q. Robbery (Level II) -- The taking or attempted taking of money or other property from the person or custody of another with the intent to permanently or temporarily deprive the person or owner of the money or other property under the confrontational circumstances of force, or threat of force or violence, and/or by putting the victim in fear.

R. Sexual Assault (Level II), Sexual Battery (Rape) (Level I), Sexual Harassment (Level III), and Sexual Offenses (Other) (Level III) -- as defined in Policy 2266, Nondiscrimination on the Basis of Sex in Educational Programs and Activities.

S. Simple Battery (Level II) -- An actual and intentional touching or striking of another person against theirhis/her will, or the intentional causing of bodily harm to an individual.

T. Threat/Intimidation (Level III) - An incident where there was no physical contact between the offender and victim, but the victim reasonably believed that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats and verbal threats of physical harm which are made in person, electronically, or through any other means.

U. Tobacco (Level IV) -- as defined in Policy 5512, Smoking and Tobacco-Free Environment.

V. Trespassing (Level III) - To enter or remain on school grounds, school transportation, or at a school-sponsored event, without authorization or invitation and with no lawful purpose for entry, if involves a student currently under suspension or expulsion, an offender who was previously issued an official trespass warning by school officials, or an offender who was arrested for trespass.

W. Weapons Possession (Level II) - as defined in Policy 5772, Weapons.

Acts that Pose a Threat to School Safety

Acts that pose a threat to school safety include, but are not limited to:

A. possession of firearms or other weapons

B. placing, discharging, or throwing an explosive item or noxious substance or making threats to do so

C. arson

D. felony assault

E. threats of unsafe and potentially harmful, dangerous, violent, or criminal activities

Petty Acts of Misconduct

Petty acts of misconduct that are not a threat to school safety do not require consultation with law enforcement.

The following are typically considered petty acts of misconduct, although each act must be examined on a case-by-case basis to determine whether or not the act constitutes a threat to school safety requiring consultation with law enforcement:

A. disorderly conduct

B. disrupting a school function (Level IV)

C. simple assault or battery

D. verbal abuse or use of profanity

E. cheating

theft of less than, $750 trespassing,(incidents without prior official warning, not resulting in arrest, or not involving students under suspension or expulsion), and vandalism of less than $1,000

Assault or Battery on School District Personnel

Notwithstanding any other provision of Board policy, pursuant to F.S. 1006.13(5), any student found to have committed an act of assault or aggravated assault, or battery or aggravated battery, on any elected official of the School District, teacher, administrator, or other School District personnel, shall be recommended for expulsion or placement in an alternative school setting, as appropriate.

Further, upon being charged with such offense, the student shall be removed from the classroom immediately and placed in an alternative school setting pending disposition.

Code of Student Conduct

The Student Code of Conduct that is adopted annually shall provide for review of a decision to suspend or expel a student pursuant to this policy and the Code, consistent with F.S. 1006.07.

The Code shall also include the following:

A. criteria for recommending to law enforcement that a student who commits a criminal offense be allowed to participate in a civil citation or similar prearrest diversion program as an alternative to expulsion or arrest;

   All civil citation or similar prearrest diversion programs must comply with F.S. 985.12.

B. criteria for assigning a student who commits a petty act of misconduct to a school-based intervention program. If a student's assignment is based on a noncriminal offense, the student's participation in a school-based intervention program may not be entered into the Juvenile Justice Information System Prevention Web.

Furthermore, if the Board receives notice from the Department of Juvenile Justice, as required by law, that a student enrolled in the District has been adjudicated guilty of or delinquent for, or is found to have committed, regardless of whether adjudication is withheld, or pleads guilty or nolo contendere to, a felony violation as set forth in F.S. 1006.13(6, a), the Board shall, pursuant to State law and the adopted cooperative agreement with the Department of Juvenile Justice, require that any no contact order entered by a court be enforced and that all of the necessary steps be taken to protect the victim of the offense, or a sibling of the victim.

Students may be subject to discipline for violation of the Student Code of Conduct even if that conduct occurs on property not owned or controlled by the Board but that is connected to activities or incidents that have occurred on property owned or controlled by the Board, or conduct that, regardless of where it occurs, is directed at a Board official or employee, or the property of such official or employee.

Student conduct shall be governed by the rules and provisions set forth in the Student Code of Conduct which is reviewed and adopted annually in accordance with F.S. Chapter 120 and is incorporated in the policy by reference.

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Revised 8/27/19
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5530 - **DRUG PREVENTION**

The School Board recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the whole school community.

For purposes of this policy, "drugs" shall mean:

A. all dangerous controlled substances as so designated and prohibited by Florida statute;

B. all chemicals which release toxic vapors;

C. all alcoholic beverages;

D. any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;

E. anabolic steroids;

F. any substance that is a "look-alike" to any of the above **x** fentanyl.

The Board prohibits the use, possession, concealment, or distribution of any drug or any drug-related paraphernalia as the term is defined by law, or the misuse of a product containing a substance that can provide an intoxicating or mood-altering effect on school grounds, on school vehicles, and/or at any school-sponsored event.

The Superintendent shall prepare procedures for the identification, amelioration, and regulation of drug use in the schools. Such procedures shall:

A. emphasize the prevention of drug use;

B. provide for a comprehensive, age-appropriate, developmentally-based drug and alcohol education and prevention program which:

1. addresses the legal, social, psychological, and health consequences of drug and alcohol use;

2. provides information about effective techniques for resisting peer pressure to use illicit drugs and alcohol;

3. assists students to develop skills to make responsible decisions about substance abuse and other important health issues;

4. promotes positive emotional health, self-esteem, and respect for one's body;

5. meets the minimal objectives as stated in the essential performance objectives for health education as established by the State Department of Education;

C. include a statement to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful;

D. provide standards of conduct that are applicable to all students and which clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises or as a part of any school activity;

E. include a clear statement that disciplinary sanctions, up to and including expulsion and referral for prosecution, will be imposed on students who violate the school standards of conduct and a description of those sanctions;

F. provide information about any drug and alcohol counseling and rehabilitation and reentry programs available to students and provide procedures to direct students and their parents to the appropriate programs;

G. require that all parents and students be given a copy of the standards of conduct regarding the unlawful possession, use, or distribution of illicit drugs and alcohol by students;

H. require the notification to parents and students that compliance with the standards of conduct is mandatory;

I. provide a biennial review of the School District's program to determine its effectiveness and implement changes as needed and to ensure that disciplinary sanctions are consistently enforced.

Fentanyl Awareness and Education Day

The Superintendent will recognize Fentanyl Awareness and Education Day on August 21 of each year by encouraging schools to sponsor events to promote awareness of the dangers of fentanyl and potential overdoses, including, but, not limited to, education on the prevention of fentanyl abuse and addiction; the availability of local school and community resources for drug prevention and any processes involved in accessing those resources; and health issues, including information about substance use and abuse, specifically youth substance use and abuse.

F.S. 683.3343

20 U.S.C. 3224A, as amended

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Legal

F.S. 1001.43

F.S. 1006.07

Public Law 101 - Drug-Free Schools and Communities Act of 1986

20 U.S.C. 3171 et seq.

20 U.S.C. 3224A

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5600 - **STUDENT DISCIPLINE**

The School Board acknowledges that conduct is closely related to learning - an effective instructional program requires an orderly school environment and the effectiveness of the educational program is, in part, reflected in the behavior of students.

The Board believes that the best discipline is self-imposed and that students should learn to assume responsibility for their own behavior and the consequences of their actions.

All school personnel shall be informed and responsible for all Board administrative procedures concerning discipline. All school personnel shall become involved in the discipline process anywhere on campus or at school functions off campus. A good faith effort shall be made by the principal to employ parental assistance or other alternative measures prior to suspension.

Students are under the control and direction of the principal and under the immediate control and direction of the teacher or other member of the instructional staff or bus driver to whom such responsibility may be assigned by the principal:

A. when they are being transported to or from school at public expense;

B. when they are attending school;

C. when they are engaged in a school-sponsored activity, and on the school premises; and

D. during a reasonable time before and after a student is on the premises for attendance at school or for authorized participation in a school-sponsored activity, and only when on the premises. A "reasonable time" means thirty (30) minutes before or after the school day or school-sponsored activity is scheduled or actually begins or ends, whichever period is longer.

The Board shall also require each student of this District to:

A. conform to reasonable standards of socially-acceptable behavior;

B. respect the person and property of others;

C. preserve the degree of order necessary to the educational program in which they are engaged;

D. respect the rights of others.

The Board will not tolerate any form of violence, disruptive, or inappropriate behavior, nor excessive truancy which it defines as more than fifteen (15) unexcused absences within a ninety (90) calendar day period. In addition to disciplinary action specified in the parent/student handbooks, the Superintendent shall develop strategies that will help prevent

students from demonstrating any of these unacceptable behaviors.

Each school principal shall fully support the authority of their teachers and school bus drivers to remove disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students from the classroom and the school bus and, when appropriate and available, place such students in an alternative educational setting. The principal or designee must give full consideration to the recommendation for discipline made by a teacher, other member of the instructional staff, or a bus driver when making a decision regarding student referral for discipline.

A. If the disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive behavior continues, the principal must refer the case to the school's child study team to schedule a meeting with the parent to identify potential remedies.

B. If an initial meeting with the student's parent does not resolve the behavioral issues, the child study team must implement the following:

1. Frequent attempts by the school, including the student's teacher and a school administrator, at communicating with the student's family. The attempts may be made in writing or by telephone, but must be documented.

2. A student evaluation for alternative education programs.

3. Behavior contracts.

The child study team may, but is not required to, implement other interventions, including referral to other agencies for family services or a recommendation for filing a petition for a child in need of services pursuant to F.S. 984.15

The Superintendent shall promulgate administrative procedures for student conduct which carry out the purposes of this policy and:

A. are not arbitrary but bear a reasonable relationship to the need to maintain a school environment conducive to learning;

B. do not discriminate among students;

C. do not demean students;

D. do not tend to violate any individual rights constitutionally guaranteed to students.

The Superintendent shall designate sanctions for the infractions of rules, excluding corporal punishment, which shall:

A. relate in kind and degree to the infraction;

B. help the student learn to take responsibility for their~~his/her~~ actions;

C. be directed, where possible, to reduce the effects of any harm which may have been caused by the student's misconduct.

The Superintendent shall publish to all students and their parents the rules of this District regarding student conduct and the sanctions which may be imposed for breach of those rules.

The Superintendent shall inform the Board periodically of the methods of discipline imposed by this District and the incidence of student misconduct in such degree of specificity as shall be required by the Board.

Principals shall have the authority to assign discipline to students, subject to Board policy, the administrative procedures of the Superintendent and to the student's due process right to notice, hearing, and appeal.

Teachers, school bus drivers, and other employees of this Board having authority over students shall have the authority to take such means as may be necessary to control the disorderly conduct of students in all situations and in all places where such students are within the jurisdiction of this Board and when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

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Legal	F.S. 1001.43
	F.S. 1002.20
	F.S. 1003.31
	F.S. 1003.32
	F.S. 1006.07
	F.S. 1006.08
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5630 - **CORPORAL PUNISHMENT AND USE OF REASONABLE FORCE AND RESTRAINT**

A teacher or other member of the staff shall assume such authority for the control of students who are assigned to him/her by the principal or designee and shall keep good order in the classroom.

Each school principal shall fully support the authority of their teachers and school bus drivers to remove disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students from the classroom and the school bus and, when appropriate and available, place such students in an alternative educational setting. The principal or designee must give full consideration to the recommendation for discipline made by a teacher, other member of the instructional staff, or a bus driver when making a decision regarding student referral for discipline.

A. If the disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive behavior continues, the principal must refer the case to the school's child study team to schedule a meeting with the parent to identify potential remedies.

B. If an initial meeting with the student's parent does not resolve the behavioral issues, the child study team must implement the following:

    1. Frequent attempts by the school, including the student's teacher and a school administrator, at communicating with the student's family. The attempts may be made in writing or by telephone, but must be documented.

    2. A student evaluation for alternative education programs.

    3. Behavior contracts.

The child study team may, but is not required to, implement other interventions, including referral to other agencies for family services or a recommendation for filing a petition for a child in need of services pursuant to F.S. 984.15.

Corporal Punishment

The use of corporal punishment is prohibited. Alternative disciplinary procedures, which may include timeout, peer review, or other forms of positive reinforcement should be used to bring about appropriate student classroom behavior.

Reasonable Force and Restraint

Instructional staff as well as support staff, within the scope of their employment, may use and apply reasonable force and restraint to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon or within the control of the student, in self-defense, or for the protection of persons or property.

Furthermore, administrators, instructional staff members, and support staff members shall not be criminally or civilly liable for any action carried out in conformity with State Board rule and/or Board policies regarding the control, discipline, suspension, and expulsion of students, including, but not limited to, any exercise of authority granted by this policy.

Technical Correction 6/24/25

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	F.S. 1003.02
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	F.S. 1006.11

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5780 - **STUDENT/PARENT RIGHTS**

The School Board recognizes that students possess not only the right to an education but the rights of citizenship as well. Federal and State law prohibits the Board from adopting any policy or rule, or from entering into any agreement, that infringes upon or waives the rights of freedoms afforded to students by the United States Constitution.

In providing students the opportunity for an education to which they are entitled, the District shall attempt to offer nurture, counsel, and custodial care appropriate to their age and maturity. The District shall, at the same time, guarantee that no student is deprived of the basic right to equal treatment and equal access to the educational program, due process, a presumption of innocence, free expression and association, and the privacy of his/her own thoughts.

Attendant to the rights guaranteed to each student, however, are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the procedures and rules of the District.

The Board realizes that as students differ in age and maturity, so they differ in ability to handle both the rights of citizens and the concomitant responsibilities. The exercise of each right shall be granted, therefore, with due regard for the degree of responsibility possessed by the student and the student's need for the continuing guidance and control of those responsible for his/her education.

Since a student who has reached the age of majority possesses the full rights of an adult, they may authorize those school matters previously handled by their parents, but the student also assumes the responsibility for their performance in school, attendance, and compliance with school rules.

All K-12 students in Florida are entitled to a uniform, safe, secure, efficient, and high-quality system of education, one that allows students the opportunity to obtain a high-quality education. Parents are responsible to ready their children for school; however, neither the State of Florida nor the District can be a guarantor of any individual student’s success.

Parental Access at School

Each parent has the right to pick-up, visit, and meet with their student at school, without the interference of or the need for consent from the other parent, unless the school has received a certified copy of an enforceable court order that provides to the contrary. The Principal may restrict the times, location, frequency, and length of parent visitations at school, based on legitimate pedagogical or scheduling reasons. The District will abide by enforceable 'no contact orders' which have been provided to the school.

Educational Decisions

Both natural parents have an equal right to make decisions about the education and welfare of their student, unless an enforceable court order provides otherwise. Schools will attempt to follow the language of an enforceable court order that specifies that one of the parents or someone else, has the sole or ultimate right to make educational and/or general welfare decisions for the student. If parent directives conflict with each other regarding an educational decision about the student not addressed by court order, the school will defer to the enrolling parent's authority, unless emergent circumstances affecting the health, safety, or welfare of the student require the school to act based on what it considers to be in the best interests of the child.

Parental Notice

Parents normally receive notice by U.S. Mail of the school's suspension of their student or intended placement of their student in a dropout prevention/academic intervention program. A parent may agree to receive such notices by an alternative method other than U.S. Mail. Such agreement may be made before the need for notice arises or at the time the notice becomes required.

Attendance

A. Termination of Enrollment

A student who attains the age of sixteen (16) years during the school year has the right to file a formal declaration of intent to terminate school enrollment if the declaration is signed by the parent. The parent has the right to be notified by the District of its receipt of the student's declaration of intent to terminate school enrollment. (see also Policy 5130 - *Withdrawal from School*)

B. Married or Pregnant

Students who become or have become married or who are pregnant and parenting have the right to attend school and receive the same or equivalent educational instruction as other students. (see also Policy 5751 - *Parental Married Status of Students*)

C. Compulsory Attendance

Parents of students who have attained the age of six (6) years by February 1st of any school year but who have not attained the age of sixteen (16) years must comply with the compulsory school attendance laws. Parents have the option to comply with the school attendance laws by the attendance of the student in a public school; a parochial, religious, or denominational school; a private school; a home education program; or a private tutoring program. (see also Policy 5112 - *Entrance Requirements* and Policy 5200 - *Attendance*)

D. Absence for Religious Purposes

A parent of a student may request and be granted permission for the absence of the student from school for religious instruction or religious holidays. (see also Policy 5223 - *Absences for Religious Instruction* and Policy 5225 - *Absences for Religious Holidays*)

E. Dropout Prevention and Academic Intervention Programs

The parent of a student has the right to receive written notice by certified mail or other method agreed to by the parent before a student initially receives services under a dropout prevention and academic intervention program. The parent will be notified in writing and entitled to an administrative review of any action by school personnel relating to the student's placement. Thereafter, the parent must be notified annually. The notification must be in the parent's primary language or other mode of communication commonly used by the parent unless clearly not feasible pursuant to F.A.C. 6A-6.0908.

F. Absence for Treatment of Autism Spectrum Disorder

A parent of a student may request and be granted permission for absence of the student from school for an appointment scheduled to receive a therapy service provided by a licensed health care practitioner or behavior analyst certified pursuant to Florida law for the treatment of autism spectrum disorder including, but not limited to, applied behavioral analysis, speech therapy, and occupational therapy.

Health Issues

A. Notice of Health Care Services

At the beginning of the school year, the District will provide notice to parents of all health care services offered at their student's school and of the option to withhold consent to or decline any specific service. Before administering a student well-being questionnaire or health screening form to a student in kindergarten through grade 3, the District will provide the questionnaire or form to the parent and obtain the permission of the parent.

B. School-Entry Health Examinations

The parent of any student shall be exempt from the requirement of a health examination upon written request stating objections on religious grounds. (see also Policy 5112 - *Entrance Requirements*)

C. Immunizations

The parent of any student shall be exempt from the school immunization requirements upon meeting any of the specified exemptions. (see also Policy 5320 - *Immunizations* and Policy 5112 - *Entrance Requirements*)

D. Biological Experiments

Parents may request that their child be excused from performing dissection in biological science classes. Alternate assignments will be given to students who do not participate in the dissection activities.

E. Reproductive Health and Disease Education

A public school student whose parent makes written request to the school Principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS. (see also Policy 2417 - *Comprehensive Health Education*)

F. Contraceptive Services to Students

Students may not be referred to or offered contraceptive services at school facilities without the parent’s consent.

G. Career Education Courses Involving Hazardous Substances

High school students must be given plano safety glasses or devices in career education courses involving the use of hazardous substances likely to cause eye injury.

H. Substance Abuse Reports

The parent of a student must be timely notified of any verified report of a substance abuse violation by the student.

I. Short-Acting Bronchodilator Use

Asthmatic students whose parent and physician provide their approval to the Principal may carry a metered dose inhaler short-acting bronchodilator and components on their person while in school. The Principal shall be provided a copy of the parent’s and physician’s approval. (see also Policy 5330.01 - *Self-Administered Medication and Epinephrine Use*)

Asthmatic students may carry a short-acting bronchodilator and components inhaler on their person while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities if the school has been provided with written parental and physician authorization. The parent or guardian must provide the District with a written authority and contract to carry that are both signed and dated by the student (if applicable), parent or guardian, and the physician. The written approval by the physician must include;

1. name of the medication in the metered dose inhaler;
2. the prescribed dosage;
3. the times or the special circumstances under which the medication is to be administered; and
4. any other special related information regarding the administration of the metered dose inhaler.

(see also Policy 5330.01 - *Self-Administered Medication and Epinephrine Use*)

J. Epinephrine Use and Supply

A student who has experienced or is at risk for life-threatening allergic reactions may carry an epinephrine auto-injector and self-administer epinephrine by auto-injector while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities if the school has been provided with written parental and physician authorization. The parent or guardian must provide the District with a written authorization and contract to carry that are both signed and dated by the student (if applicable), parent or guardian, and the physician. The written approval by the physician must include:

1. the times or the special circumstances under which the medication is to be administered; and

2. any other special related information regarding the administration of the epinephrine auto-injected.

The School District shall be indemnified by the parent of a student who is authorized to carry an epinephrine auto-injector for any and all liability with respect to the student's use of an epinephrine auto-injector pursuant to this policy.

The District and its employees and agents, including the physician who provides the standing protocol for school epinephrine auto-injectors, are not liable for any injury arising from the use of an epinephrine auto-injector administered by trained school personnel who follow the adopted protocol and whose professional opinion is that the student is having an anaphylactic reaction:

1. unless the trained school personnel's action is willful and wanton;

2. notwithstanding that the parents or guardians of the student to whom the epinephrine is administered have not been provided notice or have not signed a statement acknowledging that the School District is not liable; and

3. regardless of whether authorization has been given by the student's parents or guardians or by the student's physician, physician's assistant, or advanced registered nurse practitioner.

(see also Policy 5330.01 - *Self-Administered Medication and Epinephrine Use*)

K. Diabetes Management

Diabetic students whose parent and physician provide their written authorization to the school Principal may carry diabetic supplies and equipment on their person and attend to the management and care of their diabetes while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities, to the extent authorized by the parent and physician and within the parameters set forth by State Board of Education rule. The written authorization shall identify the diabetic supplies and equipment that the student is authorized to carry and shall describe the activities the child is capable of performing without assistance, such as performing blood-glucose level checks and urine ketone testing, administering insulin through the insulin-delivery system used by the student, and treating hypoglycemia and hyperglycemia.

The District and its employees and volunteers shall be indemnified by the parent of a student who is authorized to carry diabetic supplies or equipment for any and all liability with respect to the student's use of such supplies and equipment pursuant to this policy.
(see also Policy 5330.01 - *Self-Administered Medication and Epinephrine Use*)

L. Use of Prescribed Pancreatic Enzyme Supplements

A student who has experienced or is at risk for pancreatic insufficiency or who has been diagnosed as having cystic fibrosis may carry and self-administer a prescribed pancreatic enzyme supplement while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities, if the school has been provided a written authorization and contract to carry that are both signed and dated by the student (if applicable), parent or guardian, and physician, and provide the prescription label containing the following:

1. name of the medication;

2. the prescribed dosage;

3. the times or the special circumstances under which the medication is to be administered; and

4. any other special related information regarding the administration of the medication.

The District and its employees and volunteers shall be indemnified by the parent of a student who is authorized to use prescribed pancreatic enzyme supplements for any and all liability with respect to the student's use of the supplements under this policy.

(see also Policy 5330.01 - *Self-Administered Medication and Epinephrine Use*)

M. Involuntary Examinations of Students

Before a Principal contacts a law enforcement officer for possible removal of a student from school for involuntary examination, the Principal must verify that the school has used de-escalation strategies and initiated outreach to a mobile response team, unless the Principal reasonably believes that any delay in removing the student will increase the likelihood of harm to the student or others.

The Principal shall make a reasonable attempt to notify a parent of a student before the student is removed from school, school transportation, or a school-sponsored activity to be taken to a receiving facility for an involuntary examination pursuant to F.S. 394.463. Reasonable attempt to notify means the exercise of reasonable diligence and care by the Principal to make contact with the student's parent, guardian, or other known emergency contact whom the student's parent or guardian has authorized to receive notification of an involuntary examination. At a minimum, the Principal must take the following actions:

1. Use available methods of communication to contact the student's parent, guardian, or other known emergency contact including, but not limited to, telephone calls, text messages, e-mails, and voicemail messages following the decision to initiate an involuntary examination of the student;

2. Document the method and number of attempts made to contact the student's parent, guardian, or other known emergency contact, and the outcome of each attempt.

The Principal who successfully notifies any other known emergency contact may share only the information necessary to alert such contact that the parent or caregiver must be contacted. All such information must be in compliance with Federal and State law.

The Principal or the principal's designee may delay the required notification for no more than twenty-four (24) hours after a student is removed if:

1. the Principal or principal's designee deems the delay to be in the student's best interest and if a report has been submitted to the central abuse hotline, pursuant to F.S. 39.201, based upon knowledge or suspicion of abuse, abandonment, or neglect. (see also Policy 2410 - *School Health Services*); or

2. the Principal reasonably believes that such delay is necessary to avoid jeopardizing the health and safety of the student.

(see also Policy 2410 - *School Health Services*)

N. Sun-protective Measures in School

A student may possess and use a topical sunscreen product while on school property or at a school-sponsored event or activity without a physician's note or prescription if the product is regulated by the United States Food and Drug Administration for over-the-counter use to limit ultraviolet light-induced skin damage. It will be the responsibility of the student to apply the sunscreen and not the responsibility of school staff.

O. Naloxone Use and Supply

Schools shall purchase a supply of the opioid antagonist naloxone from a wholesale distributor as defined in F.S. 499.003 or may enter into an arrangement with a wholesale distributor or manufacturer as defined in F.S. 499.003 for naloxone at fair-market, free, or reduced prices for use in the event that a student has an opioid overdose. The naloxone must be maintained in a secure location on the school's premises.

A District employee who administers an approved emergency opioid antagonist to a student in compliance with F.S. 381.887 and 768.13 is immune from civil liability under F.S. 768.13.

Discipline

A. Suspension

A student may be suspended only as provided by policy of the District. A good faith effort must be made to immediately inform the parent by telephone of the student's suspension and the reason. Each suspension and the reason must be reported in writing within twenty-four (24) hours to the parent by United States mail or other method agreed to by the parent. A good faith effort must be made to use parental assistance before suspension unless the situation requires immediate suspension. (see also Policy 5610 -*Removal, Suspension, and Expulsion of Students*)

A student with a disability may only be recommended for suspension or expulsion in accordance with the State Board of Education rules.

B. Expulsion

Public school students and their parents have the right to written notice of a recommendation of expulsion, including the charges against the student and a statement of the right of the student to due process. (see also Policy 5610 - *Removal, Suspension, and Expulsion of Students*)

Safety

Students who have been victims of certain felony offenses by other students, as well as the siblings of the student victims, have the right to be kept separated from the student offender, both at school and during school transportation.

Educational Choice

A. Public School Choices

Parents may seek whatever public school options are applicable and available to students in the School District.

These options may include:

1. controlled open enrollment
2. virtual instruction programs
3. charter schools
4. magnet schools
5. special programs
6. advanced placement
7. dual enrollment
8. International Baccalaureate
9. CAPE digital tools
10. CAPE industry certifications
11. early college high school programs
12. Advanced International Certificate of Education
13. credit by examination or demonstration of competency
14. the Florida Virtual School

Options also include the public educational choice options of the Hope Scholarship Program (see Policy 2371 - *Hope Scholarships*), the Opportunity Scholarship Program and the McKay Scholarships for Students with Disabilities Program, the Family Empowerment Scholarship Program, and the Florida Tax Credit Scholarship Program. (see also Policy 2370 - *Educational Options*, Policy 2370.01 - *Virtual Instruction*, and Policy 5113 - *School Choice Options Provided by the No Child Left Behind Act*)

B. Private Educational Choices

Parents may seek private educational choice options under certain programs established under F.S. Chapter 1002.

C. Home Education

The parent may choose to place the student in a home education program, in accordance with State law. (see also Policy 9270 - *Home-Education Programs*)

D. Private Tutoring

The parent of a student may choose to place the student in a private tutoring program in accordance with State law.

E. New Worlds Scholarships

The parent of a student in kindergarten through grade 5 who (1) exhibits a substantial deficiency in early literacy skills based upon the results of the most recent progress monitoring administered pursuant to F.S. 1008.25 (2) has a substantial reading deficiency identified under F.S. 1008.25 or scored below a Level 3 on the most recent Statewide, standardized English Language Arts (ELA) assessment, (3) exhibits a substantial deficiency in early mathematics skills based upon the results of the most recent progress monitoring administered pursuant to F.S. 1008.25, or (4) has a substantial deficiency in mathematics or the characteristics of dyscalculia as identified under F.S. 1008.25, or scored below a Level 3 on the most recent Statewide, standardized Mathematics assessment may seek a scholarship in accordance with State law.

The District will notify the parent of each eligible student of the process to request and receive a scholarship, subject to available funds, when providing results from the standardized coordinated screening and progress monitoring pursuant to F.S. 1008.25.

F. Request to Transfer to Different Classroom Teacher

Although parents do not have a right to choose a specific classroom teacher, parents may request that their child be transferred to a different classroom teacher. As part of the request, the parent must state with specificity the grounds supporting the request. Requests must be in writing utilizing Form 5780 F2. A completed, signed Form 5780 F2 must be provided to School Administration.

All requests for a student to be transferred to another classroom teacher shall be considered by the Principal or his/her designee. Within two (2) weeks of receiving a completed Form 5780 F2, the Principal shall notify the parent in writing as to whether the request is approved or denied. If denied, the Principal or his/her designee shall specify the reasons for the denial.

G. Request to Transfer to In-Field Classroom Teacher

A parent whose student is assigned an out-of-field teacher may request that their child be transferred to an in-field classroom teacher within the school and grade in which the student is currently enrolled. Although parents do not have a right to choose a specific classroom teacher, parents may request that their child be transferred. As part of the request, the parent must complete Form 5780 F3. A completed, signed Form 5780 F3 must be provided to School Administration.

All requests for a student to be transferred to another classroom teacher shall be considered by School Administration. Within two (2) weeks of receiving a completed Form 5780 F3, the School Administrator shall notify the parent in writing as to whether the request is approved or denied. If an in-field teacher for the student's course and grade level is employed by the school and the transfer would not violate maximum class size requirements, the request shall be approved. The student shall be transferred no later than two (2) weeks from the date the written request is received. If denied, the Principal shall specify the reasons for the denial.

ACCEL Options

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.

Nondiscrimination

All education programs, activities, and opportunities offered by the District are available without discrimination on the basis of race (including anti-Semitism [as defined in Bylaw 0100]), color, ethnicity, 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'). (see also Policy 2260 - *Nondiscrimination and Access to Equal Educational Opportunity* and Policy 2260.01 - *Section 504/ADA Prohibition Against Discrimination Based on Disability*)

Exceptional Students

A. Notice and Due Process

Parents of students with disabilities and parents of students in residential care facilities are entitled to notice and due process. (see also Policy 2460 - *Exceptional Student Education*)

B. Graduation

Students with disabilities are provided the opportunity to meet the graduation requirements for a standard high school diploma. Certain students with disabilities may be awarded a special diploma upon high school graduation. (see also Policy 2623 - *Student Assessment*)

C. Meetings with District Personnel

Parents of students with disabilities, or eligible students with disabilities, may be accompanied by another person of their choice at any meeting with District personnel.

District personnel will not object to the attendance of such adult or discourage or attempt to discourage through any action, statement, or other means, parents or an eligible student, from inviting another person of their choice to attend any meeting. Parents, eligible students, or other individuals invited to attend such meetings by parents or eligible students on school grounds shall sign in at the front office of such school as a guest.

Parents, or eligible students, and District personnel shall sign Form SO-SS-161 at the meeting's conclusion which states whether or not any District personnel have prohibited, discouraged, or attempted to discourage the parents, or eligible student from inviting a person of their choice to the meeting pertaining to their child's, or their own, educational environment, placement, or discipline.

Blind Students

Students who are blind have the right to an individualized written education program and appropriate instructional materials to attain literacy.

Limited English Proficient Students

Limited English proficient students have the right to receive English for Speakers of Other Languages (ESOL) instruction designed to develop the student’s mastery of listening, speaking, reading, and writing in English as rapidly as possible. The students’ parents have the right of parental involvement in the ESOL program.

Students with Reading Deficiencies

Each elementary school shall regularly assess the reading ability of each K-3 student. The parent of any K-3 student who exhibits a reading deficiency shall be immediately notified of the student’s deficiency with 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; shall be consulted in the development of a progress monitoring plan; and shall be informed that the student will be given intensive reading instruction until the deficiency is corrected.

Students with Substantial Math Deficiencies

The parent of any K-4 student who exhibits a substantial deficiency in mathematics will be notified that the child has been identified as having a deficiency, with 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; a description of current services provided to the child; a description of proposed intensive interventions and supports that will be provided to remediate the identified area of math deficiency; and strategies through a home-based plan the parent can use in helping the child succeed in mathematics, including resources in an electronic format.

Pledge of Allegiance

A student will be excused from reciting the pledge of allegiance or the Declaration of Independence, upon written request by the student's parent, in accordance with State law. See also Policy 8800, *Religious/Patriotic Ceremonies and Observances*.

Student Records

A. Each parent has an equal right of access, right to waive access, right to challenge and hearing and right of privacy in the education records of their student who is a minor or a dependent adult pursuant to law, unless the school has received a certified copy of an enforceable court order that provides to the contrary. (see also Policy 8330 - *Student Records*)

B. A student is not required to provide their social security number as a condition for enrollment or graduation. (see also Policy 8330 - *Student Records*)

C. The school will not collect, obtain, or retain information on the political affiliation, voting history, religious affiliation, or biometric information of a student, parent, or siblings.

Student Report Cards

Students and their parents have the right to receive student report cards on a regular basis that clearly depict and grade the student's academic performance in each class or course, the student's conduct, and the student's attendance.

Student Progress Reports

Parents shall be informed at regular intervals of the academic progress and other needed information regarding their child, including ways they can help their child to succeed in school. (see also Policy 5420 - *Reporting Student Progress*)

Student Accountability and School Improvement Rating Reports

Parents of public school students are entitled to an easy-to-read report card about the school's grade designation or, if applicable, school's improvement rating, and the school's accountability report, including the school financial report.

High School Athletics

A. Eligibility

A student is eligible in the school in which they first enrolls each school year, the school in which the student makes himself/ herself a candidate for an athletic team by engaging in practice or tryouts before enrolling, or the school to which the student has transferred with approval of the Board, in accordance with State law. (see also Policy 2431 - *Interscholastic Athletics*)

B. Medical Evaluation

Students must satisfactorily pass a medical evaluation each year before participating in athletics, unless the parent objects in writing based on religious tenets or practices, in accordance with State law. (see also Policy 2431 - *Interscholastic Athletics*)

Extra-Curricular Activities

A. Eligibility

Students who meet specified academic and conduct requirements are eligible to participate in extra-curricular activities. (see also Policy 2430 - *District-Sponsored Clubs and Activities*)

B. Home Education Students

C. Home education students who meet specified academic and conduct requirements are eligible to participate in extra-curricular activities at the public school to which the student would be assigned or could choose to attend according to Board policies, or may develop an agreement to participate at a private school.

D. Charter School Students

Charter school students who meet specified academic and conduct requirements are eligible to participate in extra-curricular activities at the school to which the student would be assigned or could choose to attend according to Board policies unless such activity is provided by the student's charter school.

E. Florida Virtual School Full-Time Students

Florida Virtual School full-time students who meet specified academic and conduct requirements are eligible to participate in extra-curricular activities at the public school to which the student would be assigned or could choose to attend according to Board policies.

Instructional Materials

A. Core Courses

Students are entitled to adequate instructional materials in the core courses of mathematics, language arts, social studies, science, reading, and literature.

B. Curricular Objectives

The parent of each student has the right to receive effective communication from the school Principal as to the manner in which instructional materials are used to implement the school's curricular objectives.

C. Sale of Instructional Materials

Instructional materials purchased by the District or a Florida College System institution board of trustees on behalf of dual enrollment students is available to the dual enrollment students free of charge.

D. Dual Enrollment Students

Instructional materials purchased by the District or a Florida College System institution board of trustees on behalf of dual enrollment students is available to the dual enrollment students free of charge.

E. Parent Access to Instructional Materials

Parents have the ability to access their child's instructional materials and may object to the use of a specific instructional material or contest the adoption of instructional material (See Policy 2520, *Selection and Adoption of Instructional Materials*).

Juvenile Justice Programs

Students who are in juvenile justice programs have the right to receive educational programs and services, in accordance with State law.

Parental Input and Meetings

A. Meetings with School District Personnel

Parents may be accompanied by another adult of their choice at a meeting with School District personnel.

B. District Educational Facilities Program

Parents and other members of the public have the right to receive proper public notice and opportunity for public comment regarding the District's educational facilities work program, in accordance with State law.

C. Parent-Teacher Associations and Organizations

Parents have the right to participate in parent-teacher associations and organizations that are sanctioned by the Board or by the Florida Department of Education .

Transportation

A. Transportation to School

Students are provided with transportation to school in accordance with the provisions of State law. (see also Policy

8600 - *Transportation*).

B. Hazardous Walking Conditions

Students in grades K-6 are provided transportation if they are subjected to hazardous walking conditions, in accordance with State law.

C. Parental Consent

Each parent of a public school student must be notified in writing and give written consent before the student may be transported in a privately owned motor vehicle to a school function in accordance with State law. (see also Policy 8660 - *Transporting Students by Private Vehicles*)

Orderly, Disciplined Classrooms

Students will be in orderly, disciplined classrooms conducive to learning without the distraction caused by disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students. (see also Policy 5600 - *Student Discipline*)

Economic Security Report

Prior to registration, each middle school and high school student or the student's parent will be provided a two (2) page summary of the Department of Economic Opportunity's economic security report of employment and earning outcomes and electronic access to the report.

Safe Schools

In accordance with notification procedures adopted by the Superintendent, timely notification will be provided to the parents/guardians of District students who are likely to be impacted by critical incidents, threats, unlawful acts and significant emergencies that occur on school grounds, while using school transportation, or during school-sponsored activities.

Parents of District students have a right to access school safety and discipline incidents as reported pursuant to F.S. 1006.07 (9).

Parental Notification of Arrests of Employees

Notwithstanding F.S. 1012.31(3)(a)1 and 1012.796(4), within twenty-four (24) hours after a law enforcement agency provides the Superintendent with notification pursuant to F.S. 1012.797 that a District employee has been arrested for a felony or a misdemeanor involving the abuse of a minor child or the sale or possession of a controlled substance, the Principal shall notify parents of enrolled students who had direct contact with the employee and include, at a minimum, the name and specific charges against the employee.

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F.S. 1002.20

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F.S. 1002.385

F.S. 1002.39

F.S. 1002.394

F.S. 1002.395

F.S. 1002.40

F.S. 1002.41

F.S. 1002.411

F.S. 1002.43

F.S. 1003.01(13)

F.S. 1003.02

F.S. 1003.21

F.S. 1003.22

F.S. 1003.3101

F.S. 1003.32

F.S. 1003.42

F.S. 1003.44

F.S. 1003.4505

F.S. 1003.47

F.S. 1003.52

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F.S. 1003.56

F.S. 1003.57

F.S. 1003.58

F.S. 1006.062(7)

F.S. 1006.07

F.S. 1006.09

F.S. 1006.13

F.S. 1006.15

F.S. 1006.165

F.S. 1006.20

F.S. 1006.21

F.S. 1006.22

F.S. 1006.23

F.S. 1006.28

F.S. 1006.40

F.S. 1007.271

F.S. 1008.22

F.S. 1008.25

F.S. 1008.386

F.S. 1012.42

F.S. Chapter 1014

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6661 - **PURCHASE OF INSTRUCTIONAL MATERIALS ~~ALLOCATION~~**

Pursuant to State law, the School Board shall purchase current instructional materials as a major tool of instruction in core courses of the appropriate subject areas of mathematics, language arts, science, social studies, reading, and literature for grades K-12.

On or before July 1 each year, the Superintendent shall certify to the Commissioner of Education the estimated allocation of state funds for instructional materials for the ensuing fiscal year.

Such purchases shall be for instructional materials included on the State-adopted list, except as otherwise provided in State law, and shall be made within the first ~~two~~ three ~~(2)~~ (3) years after the effective date of the adoption cycle.

Pursuant to State law, up to fifty percent (50%) of the ~~annual allocation~~ ~~designated~~amount budgeted for ~~the purchase of~~ instructional materials may be used for ~~shall be purchased~~ ~~for~~:

~~students second through twelfth grades may be used to purchase instructional materials, including library and reference books and non-print material, not on the adopted list as well as to provide other teaching accessories and aids as are needed for the District's educational program. Furthermore, also pursuant to State law, the District may use 100% of that portion of the annual allocation designated for the purchase of instructional materials for kindergarten, and seventy-five percent (75%) of that portion of the annual allocation designated for the purchase of instructional materials for first grade, to purchase materials not on the State-adopted list.~~

A. The purchase of library and reference books and nonprint materials.

B. The purchase of other materials having intellectual content which assist in the instruction of a subject or course. These materials may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, novels, electronic content, consumables, learning laboratories, manipulatives, electronic media, computer courseware or software, and other commonly accepted instructional tools as prescribed by the Board.

C. The repair and renovation of textbooks and library books and replacements for items which were part of previously purchased instructional materials.

Any materials purchased pursuant to this policy must be:

A. free of pornography and material prohibited under F.S. 847.012;

B. suited to student needs and their ability to comprehend the material presented; and,

C. appropriate for the grade level and age group for which the materials are used or made available.

The District shall allocate remedial and supplemental instruction resources to students in the following priority:

A. students in a Voluntary Prekindergarten Education Program who have a substantial deficiency in early literacy skills and students in kindergarten through grade 3 who have a substantial deficiency in reading or the characteristics of dyslexia as determined under Policy 5410.01 - *Promotion, Acceleration, Placement, and Retention* and F.S. 1008.25; ~~and,~~

B. students in the Voluntary Prekindergarten Education Program who have a substantial deficiency in early mathematics skills and students in kindergarten through grade 4 who have a substantial deficiency in mathematics or the characteristics of dyscalculia as determined under Policy 5410.01 - *Promotion, Acceleration, Placement, and Retention* and F.S. 1008.25; and,

C. Students who fail to meet performance levels required for promotion are consistent with the Board's Student Progression Plan.

F.S. 1008.25

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7540.02 - **WEB CONTENT, APPS, AND SERVICES**

A. Creation of Content for Web Pages/Sites, Apps, and Services

The School Board authorizes staff members and students to create content, apps, and services (see Bylaw 0100, Definitions) that will be hosted by the Board on its servers or District-affiliated servers and/or published on the Internet.

The content, apps and services must comply with all applicable Board policies, applicable State and Federal laws (e.g., copyright laws, Children's Internet Protection Act (CIPA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Americans with Disabilities Act (ADA), and Children's Online Privacy Protection Act (COPPA)), and reflect the professional image/brand of the District, its employees, and students. Content, apps, and services must be consistent with the Board's Mission Statement and staff-created web content, services and apps are subject to prior review and approval of the Superintendent before being published on the Internet and/or used with students.

In accordance with Florida law, no prohibited application as identified by the Florida Department of Management Services (DMS) shall be installed or utilized on a Board-owned WCD. Upon notice of any changes to DMS's list of prohibited applications, District employees shall have fifteen (15) calendar days to remove such applications.

Student-created content, apps, and services are subject to Policy 5722 - School-Sponsored Student Publications and Productions.

The creation of content, apps, and services by students must be done under the supervision of a professional staff member.

B. Purpose of Content of District Web Pages/Sites, Apps, and Services

The purpose of content, apps, and services hosted by the Board on its servers or District-affiliated servers is to educate, inform, and communicate. The following criteria shall be used to guide the development of such content, apps, and services:

1. Educate

Content should be suitable for and usable by students and teachers to support the curriculum and the Board's objectives as listed in the Board's strategic plan.

2. Inform

Content may inform the community about the school, teachers, students, or departments, including

information about curriculum, events, class projects, student activities, and departmental policies.

3. Communicate

   Content may communicate information about the plans, policies, and operations of the District to members of the public and other persons who may be affected by District matters.

The information contained on the Board's website(s) should reflect and support the Board's mission statement, educational philosophy, and the school improvement process.

When the content includes a photograph or personally identifiable information relating to a student, the Board will abide by the provisions of Policy 8330 - Student Records.

Under no circumstances is District-created content, apps, and services to be used for commercial purposes, advertising, political lobbying or to provide financial gains for any individual. Included in this prohibition is the fact no content contained on the District's website may:

1. include statements or other items that support or oppose a candidate for public office, the investigation, prosecution or recall of a public official, or passage of a tax levy or bond issue;

2. link to a website of another organization if the other website includes such a message; or

3. communicate information that supports or opposes any labor organization or any action by, on behalf of, or against any labor organization.

Under no circumstances is staff member-created content, apps, and services, including personal web pages/sites, to be used to post student progress reports, grades, class assignments, or any other similar class-related material. Employees are required to use the Board-specified website, app, or service for the purpose of conveying information to students and/or parents.

Staff members are prohibited from requiring students to go to the staff member's personal web pages/sites (including, but not limited to, their Facebook, Instagram, Pinterest pages) to check grades, obtain class assignments and/or class-related materials, and/or to turn in assignments.

If a staff member creates content, apps, and services related to his/her class, it must be hosted on the Board's server or a District-affiliated server.

Unless the content, apps, and services contains student personally identifiable information, Board websites, apps, and web services that are created by students and/or staff members that are posted on the Internet should not be password protected or otherwise contain restricted access features, whereby only employees, student(s), or other limited groups of people can access the site. Community members, parents, employees, staff, students, and other website users will generally be given full access to the Board's website(s), apps, and services.

Web content, apps, and services should reflect an understanding that both internal and external audiences will be viewing the information.

School web pages/sites, apps, and services must be located on Board-owned or District-affiliated servers.

The Superintendent shall prepare administrative procedures defining the rules and standards applicable to the use of the Board's website and the creation of web content, apps, and services by staff and students.

The Board retains all proprietary rights related to the design of web content, apps, and services that are hosted on Board-owned or District-affiliated servers, absent written agreement to the contrary.

Students who want their class work to be displayed on the Board's website must have written parent permission and expressly license its display without cost to the Board.

Prior written parent permission is necessary for a student to be identified by name on the Board's website.

C. Website Accessibility

The District is committed to providing persons with disabilities an opportunity equal to that of persons without disabilities to participate in the District's programs, benefits, and services, including those delivered through electronic and information technology, except where doing so would impose an undue burden or create a

fundamental alteration. The District is further committed to ensuring persons with disabilities are able to acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as persons without a disability, with substantially equivalent ease of use; that they are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any District programs, services, and activities delivered online, as required by Section 504 and Title II of the ADA and their implementing regulations; and that they receive effective communication of the District's programs, services, and activities delivered online.

The District adopts this policy to fulfill this commitment and affirm its intention to comply with the requirements of Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, 34 C.F.R. Part 104, and Title II of the Americans With Disabilities Act of 1990, 42 U.S.C. 12131 and 28 C.F.R. Part 35 in all respects.

1. Technical Standards

   The District will adhere to the technical standards of compliance identified at https://www.hernandoschools.org. The District measures the accessibility of online content and functionality according to the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG) 2.0 Level AA, the Web Accessibility Initiative - Accessible Rich Internet Applications Suite (WAI-ARIA 1.1) for web content, and Section 504 of the Rehabilitation Act of 1973.

2. Web Accessibility Coordinator

   The Board designates its Technology Director as the District's web accessibility coordinator(s). That individual(s) is responsible for coordinating and implementing this policy.

   See Board Policy 2260.01 for the Section 504/ADA Compliance Coordinator(s)' contact information.

3. Third-Party Content

   Links included on the Board's website(s), services, and apps that pertain to its programs, benefits, and/or services must also meet the above criteria and comply with State and Federal law (e.g. copyright laws, CIPA, Section 504, ADA, and COPPA). While the District strives to provide access through its website to online content provided or developed by third parties (including vendors, video-sharing websites, and other sources of online content) that is in an accessible format, that is not always feasible. The District's administrators and staff, however, are aware of this requirement with respect to the selection of online content provided to students. The District's web accessibility coordinator or his/her designees will vet online content available on its website that is related to the District's programs, benefits, and/or services for compliance with this criteria for all new content placed on the District's website after adoption of this policy.

   Nothing in the preceding paragraph, however, shall prevent the District from including links on the Board's website(s) to:

   a. recognized news/media outlets (e.g., local newspapers' websites, local television stations' websites), or

   b. websites, services, and/or apps that are developed and hosted by outside vendors or organizations that are not part of the District's program, benefits, or services.

   The Board recognizes that such third-party websites may not contain age-appropriate advertisements that are consistent with the requirements of Policy 9700.01, AP 9700B, and State and Federal law.

4. Regular Audits

   The District, under the direction of the web accessibility coordinator(s) or ~~his/her/~~their designees, will, at regular intervals, audit the District's online content and measure this content against the technical standards adopted above.

   This audit will occur no less than once every two (2) years.

   If problems are identified through the audit, such problems will be documented, evaluated, and, if necessary, remediated within a reasonable period of time.

5. Reporting Concerns or Possible Violations

If any student, prospective student, employee, guest, or visitor believes that the District has violated the technical standards in its online content, the individual ~~s/he~~ may contact the web accessibility coordinator with any accessibility concerns. The individual ~~S/He~~ may also file a formal complaint utilizing the procedures set out in Board Policy 2260 and Policy 2260.01 relating to Section 504 and Title II.

D. Instructional Use of Apps and Web Services

The Board authorizes the use of apps and services to supplement and enhance learning opportunities for students either in the classroom or for extended learning outside the classroom. Students are prohibited from accessing social media platforms through the use of Internet access provided by the District unless expressly directed by a teacher solely for educational purposes.

The Board requires the Superintendent pre-approve each app and/or service that a teacher intends to use to supplement and enhance student learning. To be approved, the app and/or service must have a FERPA-compliant privacy policy, as well as comply with all requirements of the Children's Online Privacy Protection Act (COPPA) and the Children's Internet Protection Act (CIPA) and Section 504 and the ADA.

The Board further requires the use of a Board-issued e-mail address in the login process.

E. Annual Training

The District will provide annual training for its employees who are responsible for creating or distributing information with online content so that these employees are aware of this policy and understand their roles and responsibilities with respect to web design, documents, and multimedia content.

F. One-Way Communication Using District Web Content, Apps and Services

The District is authorized to use web pages/sites, apps and services to promote school activities and inform stakeholders and the general public about District news and operations. However, the use of TikTok or any successor platform is prohibited on District-owned devices, through Internet access provided by the District, or as a platform to communicate or promote any District school, school-sponsored club, extra-curricular organization, or athletic team.

Such communications constitute public records that will be archived.

When the Board or Superintendent designates communications distributed via District web pages/sites, apps and services to be one-way communication, public comments are not solicited or desired, and the website, app or service is to be considered a nonpublic forum.

If the District uses apps and web services that does not allow the District to block or deactivate public comments (e.g., Facebook, X (formerly Twitter), which does not allow comments to be turned-off, or which does not permit users to disable private messages or mentions/replies), the District's use of that apps and web services will be subject to Policy 7544 – Use of Social Media, unless the District is able to automatically withhold all public comments.

If unsolicited public comments can be automatically withheld, the District will retain the comments in accordance with its adopted record retention schedule (see AP 8310A – Requests for Public Records), but it will not review or consider those comments.

Revised 2/5/19
Revised 12/12/23

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Legal F.S. Chapter 119
F.S. 1001.32(2)
F.S. 1001.41
F.S. 1001.42
F.S. 1001.43
F.S. 1002.221

F.A.C. 6A-10.081

Protecting Children in the 21st Century Act, Pub. L. No. 110-385, Title II, Stat. 4096 (2008)

Children's Internet Protection Act (CIPA), Pub. L. No. 106-554 (2001)

20 U.S.C. 1232g

34 C.F.R. Part 99

Last Modified by Maria Cain on April 20, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	SAFE-SCHOOL OFFICERS
Code	*po8407 fsj 1/20/26 CHOICES AP 3/12/26
Status	
Adopted	August 28, 2018
Last Revised	January 14, 2025

8407 - **SAFE-SCHOOL OFFICERS**

For the protection and safety of students, school personnel, visitors, and property, the District shall partner with local law enforcement agencies, security agencies, or guardian employees to establish or assign one or more safe-school officers at each school in the District.

A Safe-School officer shall be present, at a minimum, during the school day when the school facility is open for instruction as defined by the approved school calendar (See, Policy 8210 - *School Calendar*).

Definitions

"Safe-School officer" means a school resource officer, a school safety officer, a school guardian, or a school security guard, as identified in F.S. 1006.12.

"School facility" means a public K-12 school, including a charter school, with a Master School Identification Number (MSID) number as provided under F.A.C. 6A-1.0016, with the following exceptions:

A. Schools with separate MSID numbers that are located at the same physical location and are co-located with each other are a single-school facility.

B. Schools that are located at separate physical locations and are not co-located, but share one MSID number are separate school facilities.

C. A school facility does not include:

1. schools without a physical location for instruction of students, such as virtual schools, virtual instruction programs, virtual course offerings, franchises of the Florida Virtual School and virtual charter schools;

2. settings where instruction is provided in a county jail or state prison, in a Department of Juvenile Justice facility or program, in a hospital, or while a student is homebound;

3. schools that provide only prekindergarten or adult education;

4. technical centers under F.S. 1004.91; and

5. private schools, regardless of whether or not their students receive State scholarship funds under F.S. Chapter 1002.

Further, the Board will collaborate with charter school governing boards located in the District to facilitate access to all safe-school officer options available pursuant to Florida law. Options for safe school officers are presented below.

Training

Safe-School officers must complete mental health crisis intervention training using a curriculum developed by a national organization with expertise in mental health crisis intervention. The training shall improve officers' knowledge and skills as first responders to incidents involving students with emotional disturbance or mental illness, including de-escalation skills to ensure student and officer safety.

Limitations

An individual must satisfy background screening, psychological evaluation, and drug test requirements and be approved by the Hernando County Sheriff before participating in any training required by F.S. 30.15(1)(k) which may be conducted only by a sheriff.

School Guardians (Chris Hixon, Coach Aaron Feis and Coach Scott Beigel Guardian Program)

The School Board utilizes school guardians pursuant to The Chris Hixon, Coach Aaron Feis and Coach Scott Beigel Guardian Program. The Superintendent shall be responsible for appointing school guardians. Prior to appointing school guardians, the Superintendent must verify through evidence provided by the Hernando County Sheriff that potential school guardians have met all the requirements set forth in F.S. 30.15.

The guardian training program must include twelve (12) hours about responding to and de-escalating incidents on school premises.

~~The District must report to the Florida Department of Law Enforcement (FDLE) the name, date of birth, and appointment date of each person appointed as a guardian, as well as the date of separation if a guardian leaves the assignment.~~

School guardians do not have the power of arrest or the authority to act in any law enforcement capacity except to the extent necessary to prevent or abate an active assailant incident. In support of school-sanctioned activities for purposes of F.S. 790.115, the following individuals may serve as a school guardian:

A. a District employee or personnel as defined under F.S. 1002.01 who volunteers to serve as a school guardian in addition to his/her official job duties; or

B. a District employee who is hired for the specific purpose of serving as a school guardian.

School Security Guards

Pursuant to F.S. 1006.12, the School Board contracts with one (1) or more security agencies to provide appropriately licensed and trained security guards. School security guards must complete training, weapons inspection, and firearm qualification conducted by a sheriff. All contracts with security agencies, among other things, define the entity or entities responsible for ~~training and the responsibilities for~~ maintaining records relating to training, inspection, and firearm qualification.

All security guards serving in the capacity of a safe-school officer pursuant to this policy and Florida law are in support of school-sanctioned activities for purposes of F.S. 790.115 and must aid in the prevention or abatement of active assailant incidents on school premises.

The Superintendent, in consultation with the School Safety Specialist, is responsible for developing procedures relating to the assignment of Safe-School officers outside of the regular school day, including during, before, and after school, summer school, during extra-curricular activities, and for school-sponsored events. In developing the procedures, the Superintendent must consider factors such as the number of persons present, the ratio of staff members to students, and other safety measures available.

Report to Florida Department of Law Enforcement (FDLE)

By February 1 and September 1 of each school year, the District will report to the FDLE, in the manner prescribed, the name, date of birth and appointment date of each person **(**-X**)** appointed as a school guardian. The District will also report to FDLE the date each **(**x **)** school guardian separates **(**x **)** from appointment as a school guardian.

Notification of Incidents Involving Safe-School Officer Discipline, Dismissal or Discharge of a Firearm

A. Discharge of a Weapon

"Discharge" means to fire a gun or firearm.

The Superintendent must notice the Office of Safe Schools when a Safe-School officer assigned to any school facility in the District discharges a firearm in the exercise of Safe-School officer duties, other than for training purposes, as provided in F.S. 1006.12 (5). Notification must be made no later than seventy-two (72) hours of the incident by submitting Form SSON-2021 to SafeSchools@fldoe.org.

The Superintendent is also responsible for notifying the Hernando County Sheriff immediately after, but no later than seventy-two (72) hours after, a Safe-School Officer discharges their firearm in the exercise of their duties other than for training purposes.

B. Dismissal or Discipline

"Dismissal" means a Safe-School officer is permanently relieved of their position. Dismissal or termination is involuntary and initiated by the employer, including firings or other discharges for cause. "Discipline" means a Safe-School officer received a behavior-related official reprimand.

The Superintendent must notify the Office of Safe Schools when a Safe-School officer assigned to a school facility in the District has been disciplined for misconduct or has been dismissed from their duties as a Safe-School officer by their employer, including in cases where the officer is reassigned or moved to another school location, whether by a school district, charter school, law enforcement agency, or private security company, as provided F.S. 1006.12 (5). Notification must be made no later than seventy-two (72) hours of the dismissal or disciplinary action by submitting Form SSON-2021 to SafeSchools@fldoe.org.

C. The Superintendent must notify the Office of Safe Schools when there is an allegation of misconduct that results in a Safe-School officer being placed on administrative leave or reassigned pending completion of an investigation using the procedure set forth in F.A.C. 6A-1.0018 (18)(b)1. Within fifteen (15) days of completion of the investigation, updated information regarding the result of the investigation must be provided to the Office of Safe Schools.

The Superintendent is also responsible for notifying the Hernando County Sheriff immediately after, but no later than seventy-two (72) hours after, a Safe-School Officer is dismissed for misconduct or disciplined.

D. The Superintendent shall adopt and implement procedures to verify that charter schools, law enforcement agencies, and private security firms employing or contracting with Safe-School officers timely report discipline and dismissal of Safe-School officers and any discharge of an officer's weapon outside of training activities, so that the District can meet the reporting requirements under Florida law.

With respect to matters relating to employment, school resource officers shall be responsible to their law enforcement agency, subject to agreements between the Board and law enforcement agency. Activities conducted by school resource officers which are part of the regular instructional program of schools shall be under the direction of school principals.

The powers and duties of law enforcement officers shall continue throughout school resource officers' tenure.

With respect to matters relating to safe school officers who are employees of security agencies, school security guards shall be responsible to their security agency subject to an agreement between the Board or the charter school governing board and the security agency.

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Revised 11/16/21
Revised 12/13/22
Revised 1/14/25

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Legal F.S. 30.15
F.S. 1006.12
F.A.C. 6A-1.0018

Last Modified by Maria Cain on May 11, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	EMERGENCY AND CRISIS MANAGEMENT
Code	*po8415 fsj 1/20/26 AP 3/12/26
Status	
Adopted	June 13, 2017
Last Revised	January 14, 2025

8415 - **EMERGENCY AND CRISIS MANAGEMENT**

The School Board recognizes that the use of its facilities and transportation services can be invaluable to this community in a crisis or emergency. Therefore, in the event of a local or State emergency and upon the request of the local emergency management agency, the District shall participate in the emergency management effort by providing its facilities for use as emergency congregate shelters and by providing personnel necessary to access them or perform other duties related to the facilities as may be required pursuant to the county emergency management plan and program. Additionally, if needed, the District shall coordinate the use of its vehicles and transportation personnel with the local emergency management agency to facilitate an emergency evacuation or for other related purposes.

The Board authorizes the Superintendent to establish a crisis management team whose members shall be trained in various emergency procedures.

If a life-threatening emergency is anticipated in or near the District, crisis management team members, as well as the principals and other designated personnel of schools serving as emergency congregate shelters, shall make themselves available as needed. Unless otherwise designated, the principal of each school serving as a congregate shelter shall be the "shelter manager" and shall be responsible for all aspects of the operation of the emergency congregate shelter.

The Board recognizes that exempt and nonexempt employees who serve on the crisis management team, who staff the congregate shelters, and who provide additional services during a declared emergency will be providing services that exceed their contractual obligations by working on days and at times when other District employees are not required to be on duty. In addition to receiving their regular pay in accordance with the Board-adopted salary schedule for their position, the Board shall pay hourly additional pay to those employees who perform duties in direct support of the District's congregate sheltering operations on days when other District employees are not required to be on duty in accordance with the schedule for such emergency service that is adopted by the Board. Nonexempt staff members who receive such pay shall also receive one and one-half (1 1/2) times the established rate in the Board-approved schedule for such emergency service for hours worked beyond forty (40) hours in a seven (7) day period. In any case, the pay received shall be considered extra compensation and shall not be part of the employee's base salary prospectively. Any employee unwilling to report to work or unwilling to work remotely when requested to do so in support of a declared emergency will not be paid during the emergency closure period. The Superintendent will establish procedures in support of this policy.

Following the use of District facilities as congregate shelters, the Superintendent shall calculate the amount spent during the period the facilities were used for congregate shelters that are above and beyond the usual and customary expenses to operate the facilities during that time period for the following:

A. utilities (e.g., power, water, and telephone),

B. generator usage (rental costs and/or fuel required),

C. shelter safety and security,

D. costs related to use of buses and other vehicles, excluding operator costs, and

E. costs related to cleanup and damages to shelters by shelter residents.

X] Meals

Employees required to serve as emergency workers will be provided beverages and meals (1) during conditions that constitute a level of severity that requires employees to work abnormal, extended work hours without a reasonable amount of time to provide for their own meals or (2) when food or water is not reasonably available for employees to purchase. Beverages and meals will be provided in these situations regardless of a presidential declaration and is not contingent on Federal funding.

The Superintendent is authorized to submit the itemized total expended by the District for extra compensation for exempt and nonexempt staff, as well as the additional amount expended for the operation of the District facilities used as congregate shelters, to the Federal Emergency Management Agency (FEMA) for reimbursement. The Board shall be informed of the amount of reimbursement requested from FEMA at the next regularly scheduled Board meeting.

Revised 12/13/22
Revised 1/14/25

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Legal F.S. 252.38
F.S. 252.385
F.S. 1001.41
F.S. 1001.42
F.S. 1001.43
F.S. 1006.07
F.S. 1013.10
F.S. 1013.372

Last Modified by Maria Cain on April 20, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
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Adopted	June 13, 2017
Last Revised	June 24, 2025

8420 - **EMERGENCY MANAGEMENT, EMERGENCY PREPAREDNESS, AND EMERGENCY RESPONSE AGENCIES**

Emergency Management and Emergency Preparedness

The School Board recognizes that its responsibility for the safety of students and staff requires that it formulate and prescribe in consultation with appropriate public safety agencies emergency management and emergency preparedness procedures for all public schools in the District, including emergency notification procedures for life-threatening emergencies, including, but not limited, fires; natural disasters; bomb threats; weapon-use, hostage and active shooter situations; hazardous materials or toxic chemical spills; weather emergencies, including hurricanes, tornadoes, and severe storms; and exposure as a result of a manmade emergency and that such emergencies are best met by preparedness and planning.

Policies and procedures for emergency drills and fire drills shall be developed in consultation with the appropriate public safety agencies, including at a minimum, law enforcement, fire service, and emergency management.

The active shooter situation training for each school must engage the participation of the School Safety Specialist, threat assessment team members, faculty, staff, and students.

Pursuant to Policy 8405 - *School Safety and Security*, the Superintendent (in conjunction with the School Safety Specialist) shall develop, and revise as necessary, a School Safety Plan to provide for the safety and welfare of the students and staff, as well as a system of emergency preparedness and accompanying procedures that provide for the following:

A. a listing of the commonly used alarm system response for specific types of emergencies and verification by each school that drills have been provided as required by law, State Board of Education rules and fire protection codes;

B. the health and safety of students and staff are safeguarded;

C. students are helped to learn self-reliance and trained to respond sensibly to emergency situations;

D. the system is supported by ongoing training that will include practical application and appropriate "drills" as required by F.S. 1006.07;

E. evacuation drills should represent actual emergencies, including, but not limited to a firearm, natural disasters, and bomb threats;

F. emergency egress and relocation drills (including, but not necessarily limited to, fire drills) in accordance with the requirements of the Florida Fire Prevention Code, the Fire Code (NFPA 1), and the Life Safety Code (NFPA 101);

G. drills for active shooter and hostage situations must be conducted in accordance with developmentally appropriate and age-appropriate procedures as specified in State Board of Education rules;

H. law enforcement officers responsible for responding to the school in the event of an active assailant emergency, as determined necessary by the sheriff in coordination with the District's School Safety Specialist, must be physically present on campus and directly involved in the execution of active assailant drills; and

The District's School Safety Specialist must notify law enforcement officers at least twenty-four (24) hours before conducting an active assailant emergency drills at which such law enforcement officers are expected to attend.

I. floor plans of each school must be provided to all community emergency responders in support of evacuation procedures.

The District shall comply with the school safety requirements, which apply from thirty (30) minutes before the school start time until thirty (30) minutes after the end of the school day, in accordance with F.S. 1006.07(6)(f), including the following:

A. All gates or other access points that restrict ingress to or egress from the exclusive zone of a school campus shall remain closed and locked when students are on campus. "Exclusive zone" means the area within a gate or door allowing access to the interior perimeter of a school campus beyond a single point of entry. A gate or access point to the exclusive zone may only be open or unlocked if one of the following conditions is met,

1. It is attended or actively staffed when students are on campus;
2. The use complies with a shared use agreement pursuant to F.S. 1013.101;
3. Another closed and locked gate or access point separates the open or unlocked gate from the areas occupied by students; or,
4. the School Safety Specialist, or designee, has documented in the Florida Safe Schools Assessment Tool portal maintained by the Office of Safe Schools (OSS) that the gate or other access point is not subject to this requirement based upon other safety measures at the school. The office may conduct a compliance visit pursuant to F.S. 1001.212(14) to review if such determination is appropriate

This paragraph does not apply to the nonexclusive zone of a school campus. "Nonexclusive zone" means the area outside of the exclusive zone, but contained on school property. Nonexclusive zones may include, but are not limited to, such spaces as parking lots, athletic fields and stadiums, mechanical buildings, playgrounds, bus ramps, agricultural spaces, and other areas that do not give direct, unimpeded access to the exclusive zone.

B. All school classrooms and other instructional spaces must be locked to prevent ingress when occupied by students, except between class periods when students are moving between classrooms or other instructional spaces. If a classroom or other instructional space door must be left unlocked or open for any reason other than between class periods when students are moving between classrooms or other instructional spaces, the door must be actively staffed by a person standing or seated at the door. All school classrooms and other instructional spaces with a permanently installed door lock may also use temporary door locks during an active assailant incident. The temporary door lock must be able to be engaged or removed without opening the door; must be easily removed in a single operation from the egress side of the door without the use of a key and from the ingress side of the door with the use of a key or other credential; may be installed at any height; must otherwise be in compliance with the Florida Fire Prevention Code; and must be integrated into the active assailant response plan.

Instructional spaces for career and technical education that are designed as open areas, for which compliance with the requirements in paragraph B. above would affect the health and safety of students, may be exempted from compliance with that paragraph by the school safety specialist. To be exempt, the school safety specialist, or designee, must document in the Florida Safe Schools Assessment Tool portal maintained by the Office of Safe Schools that the instructional space is exempt from these requirements due to negative impacts to student health and safety and the presence of other safety measures at the school that prevent egress from the instructional space to hallways or other classrooms or instructional spaces.

Common areas on a school campus, including but not limited to, cafeterias, auditoriums and media centers, when used for instructional time or student testing, must meet the requirements of paragraph B. only when such areas are being used for instructional time or student testing.

C. For schools that do not have a secure exclusive zone, all campus access doors, gates, and other access points that allow ingress to or egress from a school building shall remain closed and locked at all times to prevent ingress, unless

1. A person is actively entering or exiting the door, gate, or other access point;

2. The door, gate, or access point is actively staffed by school personnel to prevent unauthorized entry; or

3. The School Safety Specialist, or designee, has documented in the Florida Safe Schools Assessment Tool portal maintained by the Office of Safe Schools that the open and unlocked door, gate, or other access point is not subject to this requirement based upon other safety measures at the school. The office may conduct a compliance visit pursuant to F.S. 1001.212(14) to review if such determination is appropriate. All campus access doors, gates, and other access points may be electronically or manually controlled by school personnel to allow access by authorized visitors, students, and school personnel.

There must be at least one (1) locked barrier between classrooms and instructional spaces and open school campus.

D. All school classrooms and other instructional spaces must clearly and conspicuously mark the safest areas in each classroom or other instructional space where students must shelter in place during an emergency. Students must be notified of these safe areas within the first ten (10) days of the school year. If it is not feasible to clearly and conspicuously mark the safest areas in a classroom or other instructional space, the school safety specialist, or designee, must document such determination in the Florida Safe Schools Assessment Tool portal maintained by the OSS, identifying where affected students must shelter in place. The OSS shall assist the School Safety Specialist with compliance during the inspection required under F.S. 1001.212(14).

Persons who are aware of a violation of the requirements must report the violation to the Principal. The Principal must report the violation to the school safety specialist no later than the next business day after receiving such report. If the person who violated this paragraph is the Principal or charter school administrator, the report must be made directly to the Superintendent or charter school governing board, as applicable.

Instructional and administrative personnel as well as educational support employees and managers as defined in F.S. 1012.01 who knowingly violate school safety requirements shall be subject to progressive discipline which may include, but is not limited to, verbal warning up to termination of employment. The seriousness of the employee's violation of a school safety requirement and any prior disciplinary offenses will be taken into consideration in determining the appropriate discipline to be implemented.

All threats to the safety of District facilities, students, and staff shall be identified by appropriate personnel and responded to promptly in accordance with the plan for emergency preparedness. Any aspect of the emergency preparedness plan and/or procedures that are included in the School Safety Plan shall remain confidential and exempt from public records disclosure in accordance with State law.

Emergency Communication Systems

The Superintendent, as part of the development of the emergency preparedness plan and procedures, shall establish a schedule to test the functionality and coverage capacity of all emergency communication systems and determine if adequate signal strength is available in all areas of school campuses.

Drills

An after-action report must be completed following each emergency drill and fire drill. After-action reports must:

A. identify the type of drill, location and date of the drill, participants, and involvement of law enforcement or other public safety agencies;

B. describe actions taken by participants;

C. analyze areas of success and areas where improvement is needed;

D. include input from public safety agencies; and,

E. include a plan for corrective action.

After-action reports must be submitted to the District school safety specialist for review fifteen (15) calendar days following completion of the drill.

Alyssa's Alert/Mobile Panic Alert System

In accordance with the requirements of F.S. 1006.07, the District shall implement a mobile panic alert system. The District will select a system under contract with FL DOE or procure a different system. The District will maintain current listings of mobile panic alert systems implemented by all public schools, including charter schools, within the District. Such list shall

include the school name, address, and MSID number, and vendor or application implemented. The list will be provided to the Office of Safe Schools via e-mail by August 1, 2022, and will be updated within five (5) school days of a school opening or closing, or when any other change occurs that impacts the accuracy of District-provided information.

The District's mobile panic alert system will include mobile devices placed throughout each school campus. In determining the number and placement of devices needed to afford all staff members the ability to silently and easily activate a panic alert in the event of an on-campus emergency, the District will consider using a combination of fixed panic alert buttons, mobile and desktop applications, landline phone capabilities, and wearable panic alerts (such as on a lanyard).

The District's policies and procedures related to Alyssa's Alert/Mobile Panic Alert Systems will be developed in consultation with the County 911 authority and local emergency management office to ensure that the system integrates with local public safety answering point (PSAP) infrastructure to transmit calls and mobile activations.

List of Emergency Response Agencies

The primary emergency response agencies that are responsible for notifying the District for each type of emergency are as follows:

A. Fires:

Hernando County Sheriff's Office Dispatch Center

B. Natural Disasters:

Hernando County Emergency Management Office

C. Bomb Threats:

Hernando County Sheriff's Office Dispatch Center

D. Weapon-Use, Hostage, and Active Shooter Situations:

Hernando County Sheriff's Office Dispatch Center

E. Hazardous Materials or Toxic Chemical Spills:

Hernando County Sheriff's Office Dispatch Center

F. Weather Emergencies, Including Hurricanes, Tornadoes, and Severe Storms:

Hernando County Emergency Management Office

G. Exposure as a Result of a Manmade Emergency:

Hernando County Emergency Management Office

In accordance with notification procedures adopted by the Superintendent, timely notification will be provided to the parents/guardians of District students who are likely to be impacted by critical incidents, threats, unlawful acts and significant emergencies that occur on school grounds, while using school transportation, or during school-sponsored activities.

Individuals who have authority to enact emergency procedures such as fire alarm or active threat on campus include any and all employees of the District (i.e., District staff, principals and administrators, teachers, school-based and District support staff), and/or emergency first responders (e.g., law enforcement and fire rescue personnel).

The individual(s) responsible for contacting the primary emergency response agencies listed above are as follows:

A. Director of Safe Schools;

B. Fire Official/Plans Examiner;

C. Assistant Superintendent of Business Services and Operations;

D. Principals and administrators;

E. teachers and staff.

The information in this section shall be part of the School Safety and Security Plan, and, therefore, confidential.

Revised 8/27/19
Revised 3/8/22
Revised 12/13/22
Revised 5/14/24
Revised 1/14/25
Revised 6/24/25

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Legal

Florida Fire Prevention Code (F.S. 633.202)

F.S. 1001.43

F.S. 1006.07

F.S. 1013.13

Fire Code (NFPA 1)

Life Safety Code (NFPA 101)

F.A.C. 6A-1.0018

Last Modified by Maria Cain on April 20, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	AUTOMATED EXTERNAL DEFIBRILLATORS (AED)
Code	*po8452 fsj 1/20/26 WH 3/11/26 AP 3/12/26
Status	
Adopted	June 13, 2017
Last Revised	March 8, 2022

8452 - **AUTOMATED EXTERNAL DEFIBRILLATORS (AED)**

An automated external defibrillator (AED) is a medical device designed to analyze the heart rhythm and deliver an electric shock to victims of ventricular fibrillation to restore the heart rhythm to normal. Ventricular fibrillation is the uncoordinated heart rhythm most often responsible for sudden cardiac arrest. Sudden cardiac arrest occurs when ventricular fibrillation takes place or when the heart stops beating altogether. Without medical attention, the victim collapses, loses consciousness, becomes unresponsive, and dies. Many victims have no prior history of heart disease and are stricken without warning.

Each District school shall develop a plan for urgent life-saving emergencies (PULSE) that addresses the appropriate use of school personnel to respond to incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening emergency while on school grounds. Each PULSE must integrate evidence-based core elements and consider those elements recommended by the American Heart Association for schools responding to cardiac emergencies. District officials shall work directly with local emergency service providers to integrate the PULSE into the community's emergency responder protocols.

No later than July 1, 2027, each District school shall have at least one (1) operational AED on school grounds.
The AED must be available in a clearly marked and publicized location. Schools must maintain the AED according to the manufacturer's recommendations and maintain all verification records for such defibrillators. ~~The School Board has determined that Florida law authorizes the placement of an automated external defibrillator (AED) in school buildings owned or leased by the District for the purpose of saving the life of a person in cardiac arrest. The location of each AED shall be registered with a local emergency medical services medical director.~~

X] In addition to the one (1) operational AED that must be on school grounds, ~~E~~each public school in the District that is a member of the Florida High School Athletic Association (FHSAA) must have a separate operational AED on school grounds in a clearly marked and publicized location for each athletic contest, practice, workout, or conditioning session, including those conducted outside of the school year. ~~.~~

~~The School Board has determined that Florida law authorizes the placement of an automated external defibrillator (AED) in school buildings owned or leased by the District for the purpose of saving the life of a person in cardiac arrest. The location of each AED shall be registered with a local emergency medical services medical director.~~

~~Each public school in the District that is a member of the Florida High School Athletic Association (FHSAA) must have an operational AED on school grounds.~~

~~An AED is a medical device designed to analyze the heart rhythm and deliver an electric shock to victims of ventricular fibrillation to restore the heart rhythm to normal. Ventricular fibrillation is the uncoordinated heart rhythm most often responsible for sudden cardiac arrest. Sudden cardiac arrest occurs when ventricular fibrillation takes place or when the heart stops beating altogether. Without medical attention, the victim collapses, loses consciousness, becomes unresponsive, and dies. Many victims have no prior history of heart disease and are stricken without warning.~~

All employees or volunteers who are reasonably expected to use an AED will be required to complete appropriate training, including completion of a course in cardiopulmonary resuscitation (CPR) or a basic first aid course that includes CPR and demonstrated proficiency in the use of an AED. All employees or volunteers who are reasonably expected to use an AED shall be notified annually of the location of each AED on school grounds.~~, which shall be available in a clearly marked and publicized location for each athletic activity~~. The location of each AED must also be registered with a local emergency medical services medical director.

In accordance with State law, any person, including District employees or volunteers who uses or attempts to use an AED on a victim of a perceived medical emergency, without objection of the victim of the perceived medical emergency, is immune from civil liability for any harm resulting from the use or attempted use of such AED, subject to certain exceptions set forth in Florida law.

If an AED device is placed in a building, the Board directs the Superintendent to develop procedures that govern AEDs, including, but not limited to, the use of the AED, placement of the AED, training, and maintenance and testing of the devices. In promulgating these procedures, the Superintendent shall follow the procedures and recommendations developed pursuant to State law by the Secretary of the Department of Health.

F.S. 1003.457

Revised 3/8/22

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Legal

21 C.F.R. 801.109

F.S. 401.2915

F.S. 768.13

F.S. 768.1325

F.S. 1003.457

F.S. 1006.165

Last Modified by Maria Cain on April 20, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	STUDENT ABUSE, ABANDONMENT, AND NEGLECT
Code	*po8462 fsj 1/20/26 jfk 3/13/26,3/24/26
Status	
Adopted	June 13, 2017
Last Revised	February 5, 2019

8462 - **STUDENT ABUSE, ABANDONMENT, AND NEGLECT**

The School Board is concerned with the physical and mental well-being of the students of this District and requires that school employees comply with the mandated identification and reporting of known or suspected cases of child abuse, abandonment, or neglect in accordance with law.

Reporting Known or Suspected Cases

A. Any person, including teachers, administrators, support personnel, and other District and school personnel who knows, or has reasonable cause to suspect that a child or a student has been abused, abandoned, or neglected by a parent, legal custodian, caregiver, adult, or other person responsible for the child's welfare or that a child is in need of supervision and care and has no parent, legal custodian, or responsible adult relative immediately known and available to provide supervision and care shall report such knowledge or suspicion to the Department of Children and Families in a manner prescribed by law.

   Further any person, including teachers, administrators, support personnel, and other District and school personnel, who knows, or has reasonable cause to suspect, that a child or a student is the victim of childhood sexual abuse or the victim of a known or suspected juvenile sexual offender, shall report such knowledge or suspicion to the Department of Children and Families in a manner prescribed by law.

   A person who is required to report known or suspected child abuse, abandonment, or neglect and who knowingly and willfully fails to do so, or who knowingly and willfully prevents another person from doing so commits a felony of the third degree.

   The number for the Department of Children and Families central abuse hotline is 1-800-96-ABUSE (1-800-962-2873).

B. The proper procedure for reporting known or suspected cases of child abuse, abandonment, and neglect is:

   1. Make a report immediately to the Department of Children and Families central abuse hotline, using the single Statewide toll-free telephone number: 1-800-96-ABUSE (1-800-962-2873), or via fax, web-based chat, or web-based report. School employees reporting such cases are required to provide their names to the hotline staff. The names of reporters shall be entered into the record of the report, but shall be held confidential and exempt as provided by law.

   2. As soon as practicable after making the report, the school staff member shall inform the principal or supervisor of his/her knowledge or suspicions, and advise that individual that the report has been made.

C. School employees are to be advised that reporting their knowledge or suspicions of suspected abuse to a principal, or supervisor, or other school or District personnel does not comply with the mandatory reporting requirements of the law. The principal, supervisor, and other school or District personnel who are informed of suspected abuse, abandonment, and neglect likewise have an obligation to report to the central abuse hotline as required by law.

   The number for the Department of Children and Families central abuse hotline is 1-800-96-ABUSE (1-800-962-2873).

D. No employee of the District shall be subject to reprisal or discharge because of his/her actions in reporting abuse or neglect pursuant to the requirements of F.S. 39.203.

E. No Board employee may agree, as a condition of receiving information about child abuse, neglect, or abandonment from a victim, a perpetrator, witness, or other person, that the Board employee will not report this information as required by law and this Board policy.

False Reports

A person who knowingly and willfully makes a false report of child abuse, abandonment, or neglect, or who advises another to make a false report, is guilty of a felony of the third degree and may be subject to other penalties in accordance with Florida law.

Posting of Notices

Each school in the District shall:

A. post in a prominent place in each school a notice that, pursuant to F.S. Chapter 39, all employees and agents of the Board have an affirmative duty to report all actual or suspected cases of child abuse, abandonment, or neglect; have immunity from liability if they report such cases in good faith; and have a duty to comply with child protective investigations and all other provisions of law relating to child abuse, abandonment, and neglect;

   The notice shall also include the Statewide toll-free telephone number of the central abuse hotline.

B. post in a prominent place at each school site and on each school's Internet website, if available, the policies and procedures for reporting alleged misconduct by instructional personnel or school administrators which affects the health, safety, or welfare of a student; the contact person to whom the report is made; and the penalties imposed on instructional personnel or school administrators who fail to report suspected or actual child abuse or alleged misconduct by other instructional personnel or school administrators;

C. post in a prominent place, in a clearly visible location and public area of the school, readily accessible to and widely used by students, a sign in English and Spanish that contains:

   1. the Statewide toll-free telephone number of the central abuse hotline as provided in F.S. Chapter 39;

   2. instructions to call 911 for emergencies; and

   3. directions for accessing the Department of Children and Families Internet website for more information on reporting abuse, neglect, and exploitation.

   The notice must be on at least one (1) posted in each school, on a sheet that measures at least 11 inches by 17 inches, produced in large print, and placed at student eye level for each viewing.

Training

All teachers and/or instructional staff members in grades K-12 and all school administrators, psychologists, nurses, ~~and~~ social workers and all district staff are required to participate in the continuing education training provided by the Department of Children and Family Services on identifying and reporting child abuse and neglect.

All instructional personnel, school administrators, and educational support employees who have contact with students must receive State-developed training on human trafficking awareness. Employees must provide a written acknowledgment to the school after receiving the training, and the school must retain that acknowledgment. Individuals who are required to receive training on human trafficking awareness must report any suspicion of human trafficking of a child to the Department of Children and Families or the Florida Human Trafficking Hotline at either entity's designated telephone number.

Liaison

The Superintendent will act as a liaison to the Department of Children and Families and the child protection team when a case of suspected child abuse, abandonment, or neglect or an unlawful sexual offense involving a child is referred to such a team.

The Superintendent shall also serve, or nominate a designee to represent the District, on the Local Child Abuse Death Review Committee as required by State law. The Superintendent shall also require District staff, who, in a professional capacity, dealt with a child whose death is verified as caused by abuse or neglect, or with the family of the child, to attend any meetings of the local committee at which the child's case is reviewed.

Liability

Employees who report abuse, abandonment, and/or neglect of a student may be entitled to certain statutory liability protections as set forth in F.S. 39.203.
F.S. 1006.481

Revised 2/5/19

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Legal	F.S. 39.01(47)
	F.S. 39.201
	F.S. 39.202
	F.S. 39.203
	F.S. 39.204
	F.S. 39.205
	F.S. 39.206
	F.S. 39.303
	F.S. 383.402
	F.S. 1001.41
	F.S. 1001.42
	F.S. 1006.061
	F.S. 1006.481
	F.S. 1012.98

Last Modified by Maria Cain on April 20, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	COMMUNITY NOTIFICATION OF REGISTERED SEXUAL PREDATORS/SEX OFFENDERS
Code	*po8470 fsj 1/20/16 AP 3/12/26
Status	
Adopted	June 13, 2017

8470 - **COMMUNITY NOTIFICATION OF REGISTERED SEXUAL PREDATORS/SEX OFFENDERS**

The School Board is committed to assisting the sheriff and chiefs of police with their statutory requirement for mandatory community notification of sexual predators and optional community notification with regard to sex offenders as required by the Public Safety Information Act, 1997. . The Board is further committed to implementing Florida laws relating to the presence of individuals convicted of certain sex-related crimes on school property.

Distribution of Information Provided to School

A. All posters and/or other information provided directly to schools by the sheriff or chief of police will be maintained by the school for review by parents, students, and other members of the public. The principal will maintain an updated binder system of offenders for review by parents, students, and other members of the public. This is the primary means of notification to schools for the purpose of community notification within each law enforcement jurisdiction.

B. All posters and/or other information provided directly to the Office of Public Safety by the sheriff or chief of police will be distributed to all schools within the District. The principal will also include this information of offenders in the updated binder system of offenders for review by parents, students, and other members of the public. This is a secondary means of notification to schools for the purpose of community notification within each law enforcement jurisdiction and is meant to be supplemental.

Resource Information

The District will provide a supplemental pamphlet to assist parents, students, and other members of the public with phone numbers, web sites, addresses of law enforcement agencies, and other appropriate governmental organizations to provide more detail concerning sex offender/sexual predator identification.

Public Posting of Sex Offender/Sexual Predator Information

A. An information poster placed in the public area of the school will alert all members of the community that the sheriff and/or chief of police has provided to the school, posters or other information concerning sex offenders, as required by law. The poster will direct members of the public to the updated binder system of offenders, which is maintained in the public area of the school office.

B. School(s) will not display the actual posters of sex offenders/sexual predators in any area of the school.

Public Meetings

School(s) will assist law enforcement jurisdictions with public meetings with regard to community notification by providing space for the meetings when such facilities are requested of the principal. The content and general conduct of the meeting is the responsibility of the local law enforcement jurisdiction.

Direct Public Notification by Schools

A. It is the legislated responsibility of the sheriff or chief of police to make direct community notification, with regard to sex offenders and/or sexual predators. In an effort to be consistent with the statute, neither the District office nor the schools will engage in direct public notification.

B. Schools will continue to use newsletters and other informational sources to alert parents and students with regard to issues of student safety.

Sexual Predator and Sexual Offender Notification

District career centers shall inform students and employees at orientation and on their websites of the existence of the Department of Law Enforcement sexual predator and sexual offender registry website and the toll-free telephone number that gives access to sexual predator and sexual offender public information pursuant to Florida law.

Presence of Individuals Convicted of Certain Sex-Related Crimes on School Property

In accordance with Florida law, except those who have been removed from the requirement to register as a sexual offender or sexual predator pursuant to Florida law, an individual convicted of committing, or attempting, soliciting, or conspiring to commit, any of the criminal offenses identified in F.S. 847.022 is prohibited from knowingly be present in any child care facility or school containing any students in pre-K through grade 12 or on real property comprising any child care facility or school containing any students in pre-K through grade 12 when the child care facility or school is in operation, if such individual fails to:

A. provide written notification of their intent to be present to the School Board, Superintendent, Principal, or child care facility owner;

B. notify the child care facility owner or the school Principal's office when they arrive and depart the child care facility or school; or,

C. remain under direct supervision of a school official or designated chaperone when present in the vicinity of children.

As used in this paragraph, the term "school official" means a Principal, a school resource officer, a teacher, or any other employee of the school, the Superintendent, a member of the Board, a child care facility owner, or a child care provider.

Any individual who fails to adhere to the notice requirements herein will be immediately reported to a school resource officer or other law enforcement agency and be subject to notification that future presence on District property will be considered trespassing.

The notice requirements herein do not apply in the following situations:

A. The child care facility or school is a voting location and the individual is present for the purpose of voting during the hours designated for voting; or,

B. The individual is only dropping off or picking up their own children or grandchildren at the child care facility or school.

F.S. 856.022

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Legal F.S. 775.21
F.S. 775.25
F.S. 856.022

F.S. 943.0435

F.S. 944.606

F.S. 1006.695

Last Modified by Maria Cain on April 20, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	CRIMINAL BACKGROUND SCREENING FOR CONTRACTOR AND VOLUNTEER SCHOOL CHAPLAIN ACCESS
Code	*po8475 fsj 1/20/26 AP 3/12/26
Status	
Adopted	June 13, 2017
Last Revised	January 14, 2025

8475 - **CRIMINAL BACKGROUND SCREENING FOR CONTRACTOR AND VOLUNTEER SCHOOL CHAPLAIN ACCESS**

The safety of students is of paramount importance to the District. Consistent with this concern for student safety, and in compliance with Florida law, the District requires that all contractual personnel and volunteer school chaplains who are permitted access on school grounds when students are present, who have direct access to students, or who have access to or control of school funds must meet the screening requirements of F.S. 1012.32. Further, contractors and volunteer school chaplains who have direct contact with students must, upon engagement to provide services, undergo a background screening as required under F.S. 435.12 as well as F.S. 1012.465 or F.S. 1012.56 (whichever is applicable).

The Board is a registered employer with the Care Provider Background Screening Clearinghouse. The District shall publish a clear and conspicuous link on its official website, and provide the link in all job vacancy advertisements and posts, to the Agency for Health Care Administration's webpage related to the Care Provider Background Clearinghouse. Criminal history checks through the Care Provider Background Screening will be conducted before referring an employee or potential employee or a person with a current or potential affiliation with the District for electronic fingerprint submission to the Florida Department of Law Enforcement. For purposes of this policy, "affiliation" means the status of a person employed or serving as a volunteer or contractor, or seeking to be employed or to serve as a volunteer or contractor, with the District in a position for which screening is not required by law but is authorized under the National Child Protection Act. Additionally, as it relates to Care Provider Background Screening, the following shall further apply:

A. Before January 1, 2024, initial status and any changes in status must be reported within ten (10) business days after a person receives his or her initial status or after a change in the person's status has been made.

B. Effective January 1, 2024, initial status and any changes in status must be reported within five (5) business days after a person receives his or her initial status or after a change in the person's status has been made.

For purposes of this policy a "contractor" shall mean any vendor, individual, or entity under contract with a school or with the School Board who receives remuneration for services performed for the District or a school, but who is not otherwise considered an employee of the District. The term also includes any employee of a contractor who performs services for the District or school under the contract, as well as any subcontractor and employees of that subcontractor. This policy applies to both instructional and non-instructional contractors.

A "volunteer school chaplain" is a qualified person who has volunteered to fulfill the role of a school chaplain, pursuant to F.S. 1012.461 and Policy 9200 - *Volunteers*.

All contractors shall be informed that they are subject to criminal background checks.

Further, every five (5) years following the initial entry into a contract with the Board or a school in a capacity described above, each person who is so employed as a vendor, individual, or employee of a contractor with the School District must meet Level 2 screening requirements.

Although the information contained in the reports received is confidential, pursuant to State law the District shall share information received as the result of the criminal background check with other school districts upon request from another district.

The information contained in the reports received is confidential. The District shall not share information received as the result of the criminal background check with other school districts.

A contractor or volunteer school chaplain who has a criminal history records check and meets the screening requirements set forth in State law shall be permitted to have access on school grounds when students are present, to have direct contact with students, and to have access to or control of school funds as required by the scope of their contract or engagement.

Exemptions for Non-Instructional Contractors

The following noninstructional contractors shall be exempt from the screening requirements set forth in State law:

A. Non-instructional contractors who are under the direct supervision of a School District employee are exempt from the screening requirements set forth in State law. Pursuant to State law, "direct supervision" means that a School District employee or contractor, who has had a criminal history records check and has met the screening requirements, is physically present with a non-instructional contractor when the non-instructional contractor has access to a student and the access remains in the School District employee's or the qualified contractor's line of sight.

   However, if a noninstructional contractor who was exempt, because s/he is under the direct supervision of a District employee or a contractor who has met the criminal history records, check screening requirements are no longer under direct supervision of that employee or contractor who has met the criminal history records check screening requirement, said non-instructional contractor shall not be permitted on school grounds when students are present until s/he meets the screening requirements set forth in State law or until such direct supervision can be assured.

B. A non-instructional contractor who is required by law to undergo a Level 2 background screening pursuant to F.S. 435.04 for licensure, certification, employment, or other purposes and who submits evidence of meeting the following criteria:

   1. The contractor meets the screening standards in F.S. 435.04.

   2. The contractor's license or certificate is active and in good standing, if the contractor is a licensee or certificate holder.

   3. The contractor completed the criminal history check within five (5) years prior to seeking access to school grounds when students are present.

C. A law enforcement officer, as defined in F.S. 943.10, who is assigned or dispatched to school grounds by his/her employer.

D. An employee or medical director of an ambulance provider, licensed pursuant to Chapter 401 of State law, who is providing services within the scope of part III of Chapter 401 of State law on behalf of such ambulance provider.

E. Non-instructional contractors who remain at a site where students are not permitted if the site is separated from the remainder of the school grounds by a single chain-link fence of six (6) feet in height.

F. A non-instructional contractor who provides pickup or delivery services and those services involve brief visits on school grounds when students are present.

The District will not subject a contractor who meets the requirements set forth in State law to an additional criminal history check. Upon submission of evidence and verification by the School District, the District will accept the results of the criminal history check for the contractor.

A non-instructional contractor who is exempt under this policy from the screening requirements set forth in State law is subject to a search of his/her name or other identifying information against the registration information regarding sexual predators and sexual offenders maintained by the Department of Law Enforcement under F.S. 943.043 and the National Sex

Offender Public Registry maintained by the United States Department of Justice. The District will conduct the search required under this subsection without charge or fee to the contractor.

Disqualifying Offenses for Non-Instructional Contractors

A non-instructional contractor for whom a criminal history check is required under this policy may not have been convicted of any of the following offenses designated in the Florida statutes, any similar offense in another jurisdiction, or any similar offense committed in this State which has been redesignated from a former provision of the Florida statutes to one (1) of the following:

A. Any offense listed in F.S. 943.0435(1)(h)1. relating to the registration of an individual as a sexual offender.

B. Any offense under F.S. 393.135 relating to sexual misconduct with certain developmentally disabled clients and the reporting of such sexual misconduct.

C. Any offense under F.S. 394.4593 relating to sexual misconduct with certain mental health patients and the reporting of such sexual misconduct.

D. Any offense under F.S. 775.30 relating to terrorism.

E. Any offense under F.S. 782.04 relating to murder.

F. Any offense under F.S. 787.01 relating to kidnapping.

G. Any offense under Chapter 800 of State law relating to lewdness and indecent exposure.

H. Any offense under F.S. 826.04 relating to incest.

I. Any offense under F.S. 827.03 relating to child abuse, aggravated child abuse, or neglect of a child.

For purposes of this policy, "convicted" means that there has been a determination of guilt as a result of a trial or the entry of a plea of guilty or nolo contendere, regardless of whether adjudication is withheld, and includes an adjudication of delinquency of a juvenile as specified in F.S. 943.0435. Additionally, "conviction of a similar offense" includes, but is not limited to, a conviction by a Federal or military tribunal, including court-martials conducted by the Armed Forces of the United States, and includes a conviction or entry of a plea of guilty or nolo contendere resulting in a sanction in any State of the United States or other jurisdiction. Further, a "sanction" includes, but is not limited to, a fine, probation, community control, parole, conditional release, control release, or incarceration in a State prison, Federal prison, private correctional facility, or local detention facility.

Disqualifying Offenses for Instructional Contractors

An instructional contractor may not have been convicted of any of the offenses listed in F.S. 1012.315.

Duty to Inform

Under penalty of perjury, each person who is under contract in a capacity described in this policy must agree to inform his/her employer or the party with whom s/he is under contract within forty-eight (48) hours if convicted of any disqualifying offense while s/he is under contract in that capacity. A contractor who willfully fails to comply with this subsection commits a felony of the third degree, punishable as provided in F.S. 775.082 or 775.083. If the employer of a non-instructional contractor or the party to whom the non-instructional contractor is under contract knows the non-instructional contractor has been arrested for any of the disqualifying offenses listed above, and authorizes the non-instructional contractor to be present on school grounds when students are present, such employer or such party commits a felony of the third degree, punishable as provided in F.S. 775.082 or 775.083.

Failure to Meet Screening Requirements

If it is found that a person who is under contract in a capacity described in this policy does not meet the screening requirements, and/or has been convicted of any of the offenses listed above, the person shall be immediately suspended from working in the capacity of a contractor and having access to school grounds, and shall remain suspended until final resolution of any appeals and/or the conviction is set aside in any post-conviction proceeding.

Sexual Predators

A contractor who is identified as a sexual predator or sexual offender in the registry search shall not be permitted on school grounds when students are present. Upon determining that a contractor shall not be permitted on school grounds because of his/her status as a sexual predator or sexual offender, the District will notify the vendor, individual, or entity under contract within three (3) business days.

Board's Duty to Notify Contractor of Denial of Access

If the District has reasonable cause to believe that grounds exist for the denial of a contractor's access to school grounds when students are present, it shall notify the contractor in writing, stating the specific record that indicates noncompliance with the standards set forth in this policy. It is the responsibility of the affected contractor to contest his/her denial. The only basis for contesting the denial is proof of mistaken identity or that an offense from another jurisdiction is not disqualifying under those offenses listed above.

Identification Badges

State law requires the Department of Education (FLDOE) to create a uniform, Statewide identification badge to be worn by contractors. This badge signifies that a contractor has met the statutory background screening requirements. The District must issue an identification badge to the contractor, which must bear a photograph of the contractor, if the contractor:

A. is a resident and citizen of the United States or a permanent resident alien of the United States as determined by the United States Citizenship and Immigration Services;

B. is eighteen (18) years of age or older; and

C. meets the statutory background screening requirements pursuant to State law and this policy.

Non-instructional contractors under contract with the District will be issued a District non-instructional contractors badge at the beginning of each school year.

The uniform, Statewide identification badge will be recognized by the District and must be visible at all times that a contractor is on school grounds. The identification badge is valid for a period of five (5) years. A contractor who is arrested for any disqualifying offense is required to inform his/her employer or the party to whom s/he is under contract within forty-eight (48) hours. If a contractor provides such notification, the contractor must, within forty-eight (48) hours, return the identification badge to the school district that issued the badge.

State law requires the FLDOE to determine a uniform cost that a school district may charge a contractor for receipt of the identification badge, which must be borne by the recipient of the badge. These provisions do not apply to non-instructional contractors who are exempt from background screening requirements.

Penalty for Violation

A contractor who is present on school grounds in violation of this section commits a felony of the third degree, punishable as provided in F.S. 775.082 or 775.083.

Revised 12/13/22
Revised 12/12/23
Revised 1/14/25

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Legal

F.S. 435.12
F.S. 775.082
F.S. 775.083
F.S. 1012.32
F.S. 1012.465
F.S. 1012.467
F.S. 1012.468
F.S. 1012.56

Last Modified by Maria Cain on April 20, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	RELIGIOUS AND OTHER CEREMONIES AND OBSERVANCES
Code	*po8800 fsj 1/20/26 JCM 3/25/2026
Status	
Adopted	March 8, 2022
Last Revised	December 12, 2023

8800 - **RELIGIOUS AND OTHER CEREMONIES AND OBSERVANCES**

The School Board acknowledges that the U.S. Constitution prohibits it from adopting any policy or rule promoting or establishing a religion or any policy that unlawfully restricts any person's free exercise of the individual right to worship enjoyed by all persons. Within the confines to this legal framework, the Board adopts the following policy to address the scope of these rights and the District's authority within its own facilities or during events.

As public employees, while on duty and acting within the scope of employment or pursuant to official duties as opposed to in their capacity as private citizens, District staff members shall not use prayer, religious readings, or religious symbols as a devotional exercise or in an act of worship or celebration. Staff are expected to avoid circumstances where the staff member's expression of religious views could be reasonably construed as an endorsement or approval of the message by the school or District. Nothing in this policy or its application shall serve to prohibit or interfere with any staff member's free exercise of their religious views in circumstances not covered by this policy.

The District shall not act as a disseminating agent for any person or outside agency for any religious or anti-religious document, book, or article. Distribution of such materials on District property by any party shall be in accordance with Policy 7510 and AP 7510A - Use of District Facilities.

Students are not prohibited by this policy, or any procedure promulgated pursuant to this policy, from engaging in the free, individual, and voluntary exercise or expression of the student's religious beliefs. However, such exercise or expression may be limited to lunch periods or other non-instructional time periods when students are free to associate, or on an individual basis in a manner that does not disrupt the educational process.

Celebration activities involving nonreligious decorations and use of secular works are permitted, but it is the responsibility of all faculty members to ensure that such activities are strictly voluntary, do not place an atmosphere of social compulsion or ostracism on groups or individuals, and do not interfere with the regular school program.

The Board shall not conduct or sanction a baccalaureate service in conjunction with graduation ceremonies.

The Board shall not include religious invocations, benedictions, or formal prayer at any school-sponsored event.

Moment of Silence

The Principal shall require teachers in first-period classrooms in all grades to set aside at least one (1) minute, but not more than two (2) minutes daily, for a moment of silence. A staff member may not make suggestions as to the nature of any reflection that a student may engage in during the moment of silence. District staff shall encourage parents or guardians to discuss the moment of silence with their children and to make suggestions as to the best use of this time.

Students may not interfere with other students' participation during the moment of silence.

Veterans Day

The Board requires that an observance be scheduled each year on or about Veterans' Day to convey the meaning and significance of that day to all students and staff. The amount of time each school devotes to this observance shall be at least one (1) hour or, in schools that schedule class periods of less than one (1) hour, at least one (1) standard class period. The Board shall determine the specific activities to constitute observance in each school in the District after consulting with the school's administrators.

Celebrate Freedom Week

The last full week of classes in September is recognized in school as Celebrate Freedom Week, and instruction that week will include study of the intent, meaning, and importance of the Declaration of Independence. During that week, principals and teachers will lead students in reciting a portion of the Declaration of Independence. A student will be excused from reciting the Declaration, upon written request by the student's parent, in accordance with State law.

[X] Holocaust Remembrance Day

In honor of the millions of victims killed in the Holocaust, January 27 will be observed in schools as "Holocaust Remembrance Day." If January 27 is not a school day, "Holocaust Remembrance Day" will be observed on the following school day or on another school day as designated by the Board. Instruction on the harmful impacts of the Holocaust and anti-Semitism and the positive contributions of the Jewish community to humanity may be provided as part of the instruction on "Holocaust Remembrance Day".

See Policy 2215 - *Program of Instruction* for required instruction regarding the Holocaust.

F.S. 683.196
Revised 7/25/23
Revised 12/12/23

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F.S. 683.196

F.S. 1000.06

F.S. 1002.20

F.S. 1003.421

F.S. 1003.44

F.S. 1003.4505

20 U.S.C. 4071 et seq.

Gregoire vs. Centennial School District 907 F.2d 1366 (3rd Circuit, 1990)

Lee vs. Weisman, 112 S. Ct. 2649, 120 L. Ed.2d 467 (1992)

Last Modified by Maria Cain on May 11, 2026

Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	CHARTER SCHOOLS
Code	*po9800 - DW 3/5/2026 fsj 1/20/26
Status	
Adopted	June 13, 2017
Last Revised	January 14, 2025

9800 - **CHARTER SCHOOLS**

F.S.1002.33 empowers the School Board with oversight responsibility for all charter schools situated within Hernando County, Florida. The Board designates the Supervisor of School Choice, under the direction of the Superintendent, to receive and review all charter applications. The Superintendent shall recommend to the Board the approval or denial of each charter application and charter contract as required by State law. The Board shall have final authority, by majority vote, to approve or deny any application and charter contract submitted to the Board within the time frame set forth in State law.

Approved charter schools are public schools and shall receive goods and services from the Board as required by law and/or specified through a contract with the Board.

If approved, the initial charter shall be for a term of five (5) years, excluding two (2) planning years. The Board may renew charters under the conditions and for terms as set forth in State law.

In addition, a charter school that satisfied the requirements set forth in State law for designation as a high-performing charter school may receive a modification of its term to fifteen (15) years or a fifteen (15) year charter renewal. The charter may be modified or renewed for a shorter term at the option of the high-performing charter school.

The Board shall enter into a charter with a charter school utilizing the State-approved Florida Standard Charter Contract. The Board, as sponsor, shall perform the duties provided in F.S. 1002.33 and as otherwise required by law.

Charter contracts may be non-renewed or terminated as set forth in the charter contract or as otherwise permitted under State law. Such conditions may include, but are not necessarily limited to, when a charter school:

A. fails to participate in the State's education accountability system created in F.S. 1008.31, or fails to meet the requirement for student performance as specified in the charter;

B. fails to meet generally accepted standards of fiscal management due to deteriorating financial conditions or financial emergencies determined pursuant to F.S. 1002.345; and/or ;

C. materially violates the law.

Application Procedure

Potential applicants should send letters notifying the Board of their intent to submit an application to open a public charter school not later than July 1st. Such correspondence should be directed to the office of the Superintendent and the Supervisor of School Choice. Failing to send the letter of intent will in no way negatively impact the application.

Applicants must submit the State-approved Standard Charter School Application along with all documents required by State law.

Applicants anticipating a request for District services (i.e., transportation, payroll services, use of facilities, etc.) must include a proposed contract for each service desired.

School Governance/Management

A. Charter schools shall organize or be operated by a not-for-profit organized pursuant to F.S. Chapter 617, a municipality, or another public entity, as provided by law.

B. Charter School's Governing Board Requirements

1. The charter school's governing board shall be solely responsible for the operation of the charter school which includes, but is not limited to, school operational policies; academic accountability; and financial accountability.

   As required by State law, each charter school's governing board must appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. Furthermore, this representative must reside in the District in which the charter school is located. The individual serving as the parental involvement representative must reside in the District and may be a governing board member, charter school employee, or an individual with whom the charter school contracts to represent the board in this capacity. If the governing board oversees more than one charter school in the District, a representative to facilitate parental involvement shall be appointed for each school. The name and contact information for the representative must be provided in writing to parents of children enrolled in the charter school at least annually and must also be prominently posted on the charter school's website. Governing board members are not required to reside in the District if the charter school otherwise complies with the terms of this paragraph.

   The charter school's governing board shall hold at least two (2) public meetings per school year in the District. The meetings must be noticed, open, and accessible to the public and attendees must be provided an opportunity to receive information and provide input regarding the charter school's operations. The appointed representative to facilitate parental involvement and the principal or director or his/her equivalent must be physically present at each meeting. Members of the governing board or any member of a committee formed or designated by the governing board may attend in person or by means of communications media technology used in accordance with rules adopted by the Administration Commission under F.S. Chapter 120.

2. Governing board members must:

   a. notify the Board of changes in membership within forty-eight (48) hours of change; and

   b. successfully fulfill a background check by the Board, as specified by law upon appointment to the governing board.

   Costs of background screening shall not be borne by the Charter School.

3. Governing board members must develop and approve by-laws that govern the operations of the board and the charter school prior to execution of the charter contract and annually consult with charter school staff to refine overall policy decision-making of the charter school as it regarding curriculum, financial management, and internal controls.

4. Governing board members and their spouses are prohibited by State law from serving as an employee of the charter school or receive compensation, directly or indirectly, from the charter school's operations, including but not limited to: grant funds; lease/mortgage payments; or contracted service fees.
5. A landlord of a charter school or their spouse or an officer, a director, or an employee of an entity that is a landlord of a charter school or spouse may not be a member of a governing board of a charter school unless the charter school was established pursuant to F.S. 1002.33.
6. Governing board members must participate in FLDOE-sponsored charter school governance training to ensure that each board member is aware of his/her duties and responsibilities, pursuant to State Board Rule F.A.C. 6A-6.0784:

   a. Each governing board member must complete a minimum of four (4) hours of instruction focusing on Government in the Sunshine, conflicts of interest, ethics, and financial responsibility as specified in F.S. 1002.33(9)(k). After the initial four (4) hour training, each member is required, within the

subsequent three (3) years and for each three (3) year period after that to complete a two (2) hour refresher training on the four (4) topics above in order to retain his/her position on the charter school board. Any member who fails to obtain the two (2) hour refresher training within any three (3) year period must take the four (4) hours of instruction again in order to remain eligible as a charter school board member.

b. New members joining a charter school board must complete the four (4) hour training with ninety (90) days of appointment to the board.

7. Dispute Procedures (Board versus Charter School Governing Board)

Application, nonrenewal, and termination decisions are not subject to this dispute resolution process and must follow the procedures in F.S. 1002.33, Board policy, and the charter contract. Nothing contained herein shall operate to limit a charter school's rights to utilize the dispute resolution procedures set forth in F.S. 1002.33.

a. The Board and the charter school agree that the existence and the details of a dispute notwithstanding, both parties shall continue without delay their performance under the charter contract, except for any performance, which may be directly affected by such dispute.

b. Either party shall notify the other party that a dispute exists between them. The notification shall be in writing and shall identify the article and section of the contract that is in dispute and the grounds for the position that such article and section is in dispute. The matter shall be immediately submitted to the Board and the charter school’s director for further consideration and discussion to attempt to resolve the dispute.

c. Should the representatives named in paragraph b above be unable to resolve the dispute within ten (10) days of receipt of written notification by one to the other of the existence of such dispute, then the matter may be submitted by either party to the Superintendent and to the school’s governing board chair for further consideration and discussion to attempt to resolve the dispute.

d. Should the parties still be unable to resolve their dispute within thirty (30) days of the date of receipt of written notification by one to the other of the existence of such dispute, then either party may proceed with utilizing the dispute resolution procedures set forth in F.S. 1002.33.

8. Conflict Resolution (Charter School versus Parents/Legal Guardians, Employees, and Vendors)

a. All conflicts between the charter school and the parents/legal guardians of the students enrolled at the charter school shall be handled by the charter school or its governing board. The procedures for handling such conflicts must be set forth in the charter contract.

b. Evidence of each parent’s acknowledgment of the charter school’s Parent Conflict Resolution Process shall be available for review upon request by the Board.

c. All conflicts between the charter school and the employees of the charter school shall be handled by the charter school or its governing board.

d. All conflicts between the charter school and vendors of the charter school shall be handled by the charter school or its governing board.

e. The Board shall be provided with the name and contact information of the parties involved in the charter school’s conflict resolution process. The Board shall be notified immediately of any change in the contact information.

C. Management Companies

1. If a management company or a combination of contracted professionals will be managing the charter school, the contract(s) between the charter school and company(ies) shall be submitted to the Board for review prior to the approval of the charter school’s contract. If a decision to hire any of these entities occurs subsequent to the execution of the charter contract or amendment, the contract(s) between the charter school and company(ies) shall be submitted to the Board at least ten (10) days before any payment is made to any of the entities.

2. Any proposed amendments to the contract with the management company shall be submitted to the Board for approval prior to execution of that amended contract with the management company by the charter school. A copy of all executed contracts must be provided to the Board within the timeframe provided by the charter contract.

3. All management company contracts with the charter school must make it clear that the charter governing body shall retain and exercise continuing oversight over all charter school operations and must contain provisions specifying the ability for the charter school to terminate the contract and must comply with terms as stated in the charter contract between the charter school and the Board. Any default or breach of the terms of the charter contract by the management company(ies) shall constitute a default or breach of the charter contract by the charter school.

4. Neither employees of the management company nor "relatives" of the management company's employees as defined in F.S. 1002.33 shall serve on the charter school's governing board or serve as officers of the charter school.

D. Voluntary Closure of Charter School

A charter may be terminated by a charter school's governing board through voluntary closure. The decision to cease operations must be determined at a public meeting. The governing board shall notify the parents and Board of the public meeting in writing before the public meeting. The governing board must notify the Board, parents of enrolled students, and FLDOE in writing within twenty-four (24) hours after the public meeting of its determination. The notice shall state the charter school's intent to continue operations or the reason for the closure and acknowledge that the governing board agrees to follow the procedures for dissolution and reversion of public funds pursuant to Florida law.

Employees of Charter Schools

A charter school shall employ or contract with employees who have undergone background screening as provided in F.S. 1012.32. Members of the governing board of the charter school shall also undergo background screening in a manner similar to that provided in F.S.1012.32 upon appointment to the governing board.

A charter school shall disqualify instructional personnel and school administrators, as defined in F.S. 1012.01, from employment in any position that requires direct contact with students if the personnel or administrators are ineligible for such employment under F.S.1012.315.

Charter school personnel may not appoint, employ, promote, or advance any relative, or advocate for appointment, employment, promotion, or advancement of any relative to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member. For purposes of this policy, the definition of relative shall be as it is defined in F.S. 1002.33(24)(a)(2).

Full disclosure of the identity of all relatives employed by the charter school shall be in accordance with F.S. 1002.33.

The governing board of a charter school shall adopt policies establishing standards of ethical conduct for instructional personnel and school administrators.

Board Annual Report Submission

The Board shall submit an annual report to the FLDOE in a web-based format to be determined by the FLDOE. The report shall include the:

A. number of applications received during the school year and up to August 1st and each applicant's contact information;

B. date each application was approved, denied, or withdrawn; and

C. date each final contract was executed.

Each year, by November 1, the Board shall submit to the FLDOE the information set forth in A through C for the previous year.

Facilities

No later than January 1st, the FL DOE shall annually provide to the District a list of all underused, vacant, or surplus facilities owned or operated by the District as reported in the Florida Inventory of School Houses. The District may provide evidence to FL DOE that the list contains errors or omissions within thirty (30) days after receipt of the list. By each April 1st, FL DOE shall update and publish a final list of all underused, vacant, or surplus facilities owned or operated by the District, based upon updated information provided by the District. A hope operator establishing a school of hope may use an educational facility identified in this section as prescribed in F.S. 1002.33(7)(d).

Services

The Board will provide certain administrative and educational services to charter schools. These services shall include contract management services; full-time equivalent and data reporting services, exceptional student education administration services; services related to eligibility and reporting duties required to ensure that school lunch services under the National School Lunch Program, consistent with the needs of the charter school, are provided by the Board at the request of the charter school, that any funds due to the charter school under the National School Lunch Program be paid to the charter school as soon as the charter school begins serving food under the National School Lunch Program and that the charter school is paid at the same time and in the same manner under the National School Lunch Program as other public schools serviced by the Board; test administration services, including payment of the costs of State-required or Board-required student assessments; processing of teacher certificate data services; and information services, including equal access to the sponsor's student information systems that are used by public schools in the District.

Access to the District's student information system by the charter school and/or its contractor will be provided unless prohibited by State or Federal laws. Student performance data for each student in a charter school, including, but not limited to, State-mandated testing scores, standardized test scores, coordinated screening and progress monitoring student results, previous public school student report cards, and student performance measures, shall be provided by the Board to a charter school in the same manner provided to other public schools in the District.

The District will provide training to charter schools on systems the District requires charter schools to use.

The Board may withhold an administrative fee for the provision of such services which shall be a percentage of the available funds defined in F.S. 1002.33(17)(b) calculated based on weighted full-time equivalent students. If the charter school services seventy-five percent (75%) or more exceptional education students as defined in F.S. 1003.01(3), the percentage shall be calculated based on unweighted full-time equivalent students. The administrative fee shall be calculated as follows:

A. Up to five percent (5%) for the following:

1. enrollment of up to and including 250 students in a charter school as defined in F.S. 1002.33(20);

2. enrollment of up to and including 500 students within a charter school system which meets all of the following:

   a. includes conversion charter schools and nonconversion charter schools;

   b. has all of its schools located in the same county;

   c. has a total enrollment exceeding the total enrollment of at least one school district in Florida;

   d. has the same governing board for all of its schools; or

   e. does not contract with a for-profit service provider for management of school operations;

3. enrollment of up to and including 250 students in a virtual charter school.

4. Up to two percent (2%) for enrollment of up to and including 250 students in an exceptional student education center that meets the requirements of the rules adopted by the State Board of Education pursuant to F.S. 1008.3415(3).

B. Up to two percent (2%) for enrollment of up to and including 250 students in a high-performing charter school as defined in F.S. 1002.331.

The Board will not charge charter schools any additional fees or surcharges for administrative and educational services in addition to the maximum percentage of administrative fees withheld pursuant to this policy. The Board will not charge or withhold any administrative fee against a charter school any funds specifically allocated by the Legislature for teacher compensation.

The Board shall provide the FLDOE by no later than September 15th of each year the total amount of funding withheld from charter schools pursuant to this policy and Florida law for the prior fiscal year.

By September 15th of each year, the Board shall provide a report to charter schools it sponsors and the FLDOE on what services are being rendered from the District's portion of the administrative fee, including a list of the services.

If goods and services are made available to the charter school through the contract with the Board, they shall be provided to the charter school at a rate no greater than the Board's actual cost unless mutually agreed upon by the charter school and the Board in a contract negotiated separately from the charter. When mediation has failed to resolve disputes over contracted services or contractual matters not included in the charter, an appeal may be made to an administrative law judge appointed by the Division of Administrative Hearings. The administrative law judge has final order authority to rule on the dispute. The administrative law judge shall award the prevailing party reasonable attorney fees and costs incurred during the mediation process, administrative proceeding, and any appeals to be paid by the party whom the administrative law judge rules against. To maximize the use of State funds, the Board shall allow charter schools to participate in the sponsor's bulk purchasing program if applicable.

The governing body of the charter school may provide transportation through an agreement or contract with the Board. The charter school and the Board shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter.

School Safety Requirements

Each charter school in the District must comply with the requirements of F.A.C. 6A-1.0018 and Florida law pertaining to school safety, including the requirement that charter schools coordinate with the District's School Safety Specialist. See also, Board Policy 8405 (*School Safety and Security*) and Policy 8407 (*Safe-School Officers*).

Funding

By July 1 of each year, the Board will provide charter schools the following information pertaining to shared revenues generated by a discretionary half-cent sales surtax, voted District school operating millage, and nonvoted District school capital improvement millage:

A. The estimated total revenue to be received from each tax;

B. The estimated per-student allocation to charter schools from each tax and the methodology used to determine the estimate;

C. The estimated timeframe within which the charter school will receive funds from each tax; and,

D. A detailed explanation for each revenue transmission at the time funds are transferred.

By March 31 of each year, the District shall provide the FLDOE a summary report, by charter school, of distributed revenues, by revenue source, and shall post the report on the District's website.

Interpretation

In the event that an existing charter school contract provision is found to be inconsistent with this policy, the charter contract provision prevails.

Revised 2/27/18

Revised 2/5/19
Revised 2/11/20
Revised 3/8/22
Revised 12/13/22
Revised 7/25/23

Revised 12/12/23
Revised 1/14/25

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Legal

F.S. 39.203
F.S. Chapter 120
F.S. 218.39
F.S. 218.391
F.S. 218.503
F.S. 286.23
F.S. 768.095
F.S. 1001.10
F.S. 1001.41
F.S. 1002.31
F.S. 1002.33
F.S. 1002.3301
F.S. 1002.345
F.S. 1008.31
F.S. 1008.34
F.S. 1011.60
F.S. 1012.01
F.S. 1012.315
F.S. 1012.32
F.S. 1013.12
F.A.C. 6A-1.0081
F.A.C. 6A-1.099827
F.A.C. 6A-2.0020
F.A.C. 6A-6.0781
F.A.C. 6A-6.0784
F.A.C. 6A-6.0786
F.A.C. 6A-6.07862
F.A.C. 6A-6.0787

Last Modified by Maria Cain on April 20, 2026

Volume 26 No.1

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New to Hernando County Schools if adopted

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

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 # 4. 26-3693 6/9/2026

Title and Board Action Requested
Review and Tentative Approval of the Revised Safe Driver Plan for the 2026-27 School Year.

Executive Summary
The Director of Labor Relations and Professional Standards, on behalf of the Superintendent of Schools, hereby requests the Board review and tentatively approve the revised Safe Driver Plan for the 2026-27 School Year.

My Contact
Matthew Goldrick
Director of Labor Relations and Professional Standards
(352)797-7070 ext.70451
goldrick_m@hcsb.k12.fl.us

Awilda Fonte
Supervisor of Risk, Benefits, and Wellness
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2023-28 Strategic Focus Area
Priority 2: Talent Management

Financial Impact
See attached budget sheet NO Financial Impact.

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.

Summary of Changes to Safe Driver Plan 2026-27 as outlined in the strikethrough document. Minor wording, syntax, format and/or typo changes are not included. (Please note these page numbers correspond to the Master Strike version).

Page 1 – Clarification to the Driver Definition.

Page 7 – Clarification to the Safe Driver Committee Point Assignments.

Hernando County School District
Safe Driver Plan

INTRODUCTION:

This plan is designed to meet the requirements of Florida Administrative Code and to prevent the hiring of unqualified applicants by requiring that driver's license checks be conducted on potential School District employees. The plan also prevents existing employees with poor driving records from driving a School District vehicle.

Statistics indicate that the Hernando County School District will significantly reduce the potential for injuries and lawsuits resulting from vehicular accidents through its Safe Driver Plan.

CDL License holders need to be aware that points assigned by the Court System are not affected by this plan and cannot be removed by participation in a state sponsored Driver's School.

PURPOSE:

The purpose of the Safe Driver Plan and Safe Driver Committee is to improve safety throughout the School District by reviewing traffic accidents and incidents, tracking points accumulated through this plan, and recommending corrective action to a driver's supervisor. The responsibility for taking corrective action is the sole responsibility of the driver's supervisor. Any corrective action taken by a supervisor must follow all School Board policies and procedures.

DEFINITIONS:

Accident: shall be defined as when a motor vehicle collides with another vehicle, pedestrian, animal, road debris, or other stationary obstruction, that may result in property damage, injury and/or death.

Designee: shall be defined as a Transportation employee assigned by Transportation Administration.

Driver: shall be defined as any employee of the School District regardless of job description or, during the performance of his/her job assignments, operates a School District vehicle or personal vehicle and receives reimbursement for the use of their personal vehicle for School District use. **Volunteers are not School District employees.**

Effective Date: This plan became effective and was approved by the District School Board of Hernando County on October 6, 1998. The plan is reviewed annually and will be submitted to the School Board for approval with an effective date of July 1 beginning with the 2007-08 school year and each year thereafter when changes are made.

Incident: shall be defined as a planned or unplanned event which disrupts the driving &/or the driver's process and has the potential of resulting in injury, harm or damage to persons or property. Shall also include any violation of School Board policy, school district/department procedure or practice.

Motor Vehicle: Any self-propelled vehicle not operated upon rails or guideway, not including any bicycle, motorized scooter, electric personal assistive mobility device, or moped.

Video Review: Review of video from security cameras mounted on buses. At any time video from security cameras mounted in vehicle can be reviewed. If it is determined a violation of school board policy, safe driver plan &/or procedure was violated by an employee, the employee is subject to discipline, up to and including termination.

ADMINISTRATION:

The Superintendent will establish a procedure which will include establishing a schedule for the annual review of the driver's records and the Safe Driver Plan.

At the beginning of the school year, all employees shall receive a copy or be given the location of the electronic version of the Safe Driver Plan as part of the Annual Procedures Review and be given an opportunity to view the plan and have all his/her questions answered. All new employees shall be directed to the District's website to read the plan and have all his/her questions answered at the time of employment. All employees are required to sign the Safe Driver Acknowledgement Form indicating that he/she has read and understand the plan. The original signed forms will be retained in the Human Resources Department.

Changes in the plan will be recommended as needed for operational reasons or to clarify the rules under which the Safe Driver Committee operates. Changes to the plan may not be implemented without Board approval per article 15 of the union contract.

PLAN:

All drivers shall strive to establish and maintain a driving record which exemplifies careful driving habits. Regard must be shown for their own personal safety and property and the safety and property of others.

All employees and/or employees who volunteer to drive for the School District, shall be required to hold and maintain a valid driver's license and will have their driving record reviewed periodically. Any change in status through accumulation of points either from the Department of Highway Safety or as assigned through this plan will result in an employee's driving record being forwarded to their supervisor with a recommended action plan.

ADDITIONAL REQUIREMENTS TO TRANSPORT STUDENTS IN SCHOOL DISTRICT OWNED OR RENTAL VEHICLES:

- Only DOE approved passenger vehicles may be used; no SUV's, full size vans, or trucks.
- Passengers must be limited to the number for which the vehicle is designed.
- All passengers must have available, and use, seat belts.
- Large or heavy items may not be transported in the passenger compartment of the vehicle unless properly tie down and secured.

All potential employees who, during the performance of their job assignments, will operate a School District vehicle or who will regularly receive reimbursement for the use of their personal vehicle for School District use shall be required to hold a valid Florida driver license of the proper type and class for the vehicle they drive. The site administrator who offers a position to an applicant who will be required to drive during the performance of their job assignment must submit the license information to the Transportation Department to perform a license check. Driving records will be reviewed and position offer will be revoked if the following is determined:

1. Department of Highway Safety Motor Vehicle records show they have had more than five (5) points in the last year and more than ten (10) points in the last three years assigned to their driving record. This includes incidents that appear on driving record without points assessed due to an adjudication process that withholds adjudication or does not eliminate guilt/fault.

2. The potential employee has ever been terminated as a result of his/her driving record, he/she will not be considered for employment unless he/she has established at least one 12-month period of zero points and a 3 year period with no more than 5 points in accordance with this plan. This includes incidents that appear on driving record without points assessed due to an adjudication process that withholds adjudication or does not eliminate guilt/fault.

REPORTING RESPONSIBILITY:

It shall be the duty of drivers to report the occurrence of any of the following events to their site administrator, designee and/or dispatch immediately at time of incident and/or accident, before leaving the scene of the incident and/or accident if during normal working hours. If the incident and/or accident occurs after normal working hours it must be reported immediately at the time of the incident and/or accident, before leaving the scene of the incident and/or accident, to your immediate supervisor and/or designee, if required, local law enforcement. **Note: the district's expectation is that an employee must report an accident/incident immediately to their supervisor and/or designee regardless of the time of day or if the main office is closed.**

1. Any traffic related incident and/or accident in which the driver was involved as an operator of a School District vehicle or personal vehicle on authorized School District business.
2. Any traffic citations received on the job regardless of the ownership of the vehicle, or off the job if in a School District owned vehicle.
3. Any traffic citations or arrests received on or off the job regardless of the ownership of the vehicle which might lead to the suspension, or revocation of driver's license.
4. Expiration, suspension, or revocation of driver's license.
5. Any and all visible damage to an assigned vehicle.
6. All CDL License holders must report ALL traffic citations, on or off the job, regardless of the ownership of the vehicle.

Failure to follow the reporting requirements listed above, or making a false or misleading report may result in the Safe Driver Committee making a recommendation up to the employee's termination to their supervisor.

POST-INCIDENT AND/OR ACCIDENT INVESTIGATION:

A post-incident and/or accident investigation shall be conducted as soon as possible any incident and/or accident or violation. The Transportation Department and/or the Facilities Department will conduct this interview / investigation.

Note: During the course of an investigation, if a violation of the safe driver plan is documented, the violation will be reported to the Safe Driver Committee for review.

The main tasks of this investigation are:

1. To assess and record all the specific information related to the incident &/or accident.
2. To assure the driver has prepared the incident and/or accident report satisfactorily.
3. To determine whether, in the driver's opinion, the incident and/or accident was preventable or non-preventable on his/her part.
4. To determine if the facts stated in the driver's report are accurate to the best of the investigator's ability.
5. Driver must submit completed incident and/or accident report within 24 hours following or by the next business day to their supervisor/investigator. Report should include details necessary to appropriately assess what happened.

A copy of the investigative report will be provided to the driver, if requested.

SAFE DRIVER COMMITTEE

The Safe Driver Committee will consist of five members appointed by the Superintendent's designee:

1- Facilities Department employee

1- Maintenance employee assigned by the HUSW

2- Transportation Department employees, (1) assigned by the HUSW with no financial impact for serving on the Safe Driver Committee

1- Risk Management employee

- All Committee Members must sign a confidentiality form
- Accident Investigators cannot be assigned as Safe Driver Committee members

The Safe Driver Committee will be organized and trained to perform the following duties:

Establish a schedule for the review of violations, incidents and/or accidents.

Investigate, review and respond to all incidents and/or accidents, in a timely manner that involve School District drivers or vehicles for School District use.

Determine whether the accident and/or incident was preventable or unpreventable.

Assess points for any violation or incident and/or accidents from 0 through 10 following the approved point system as outlined in this plan.

Make a recommendation to an employee's supervisor of corrective actions to be taken based on points assigned through this plan. Recommendations for disciplinary action by the Safe Driver Committee will not exceed the discipline and discharge policy as set forth by School Board Policy.

Make recommendation of reassignment to site supervisor until review is completed.

Meet monthly if necessary, and more often if required, to perform reviews.

Recommend changes to this plan as needed (in accordance with Page 2, paragraph 3) to assure the review process remains fair and efficient.

ASSIGNMENT OF POINTS:

All points shall be assigned by the Safe Driver Committee. The driver has the right to appear at this Safe Driver Committee meeting, and he/she will be provided with all documentation available.

The assignment of points will be made by a majority of votes of the attending members of the Safe Driver Committee or their attendee's. At least three voting members must be present to

review any incident and/or accident and assign points. If attending Safe Driver Committee members cannot reach a simple majority while assigning points, then the two options receiving the greatest number of votes will be used as the available options in a runoff vote. If there are more than two options available because of a tie, then the top three options will be used and one or two runoff votes will be held until a majority of the members agree on a point assignment.

If a majority cannot be reached using this method the Safe Driver Committee may postpone its vote until the next regular Safe Driver Committee meeting date and ask the driver involved in the incident to attend the meeting and clarify any questions the Safe Driver Committee may have.

If a driver is assigned points, he/she will be informed of the assignment of points by the Safe Driver Committee in writing within two business days. The driver may then accept the point assignment or he/she may appeal the assignment of points to the Superintendent's designee following the appeals process.

NUMBER OF POINTS	TIME PERIOD	RECOMMENDED TO DRIVER'S SITE ADMINISTRATOR
1-3 points within	12-month period	coaching notes w/re-training
4 points within	12-month period	letter of reprimand w/re-training
5-6 points within	12-month period	1 day suspension w/o pay w/re-training
7-9 points within	12-month period	3 day's suspension w/o pay w/re-training
10 points within	12-month period	recommendation for termination
16 points within	18-month period	recommendation for termination

Note: When any points are assigned re-training is required.

If the recommendation from the Committee to the Supervisor involves suspension without pay or termination, the Supervisor must submit their recommendation to the Office of Professional Standards for review and discussion with the Superintendent prior to notifying the employee of the discipline. In the event a driver is assigned 10 points by the Safe Driver Committee or in the event the driver has accumulated enough points in the last 12 months to equal 10 points, or in the last 18 months to equal 16 points, the driver shall not drive until the conclusion of the disciplinary process.

SAFE DRIVER COMMITTEE POINT ASSIGNMENT

CATEGORIES		MAXIMUM POINTS ASSIGNED
1.	Driving while intoxicated (DWI), driving under the influence (DUI) or driving with unlawful blood alcohol level (DUBAL) will result in a mandatory recommendation for termination as a School District employee if a valid Florida driver's license is required in the job description	10
2.	Operating without a valid driver's license or improper (revoked, suspended, etc.) license	10
3.	Failure to report an incident and/or accident or citation, no matter how minor or whether or not a citation was issued by law enforcement, while operating a School District vehicle immediately at time of incident before leaving the scene if during regular working hours. If the incident and/or accident occurs after normal working hours, it must be reported immediately at the time of the incident and/or accident, before leaving the scene of the incident and/or accident, to your immediate supervisor and, if required, local law enforcement.	10
4.	Fleeing or attempting to elude police officer	10
5.	Leaving the scene of an incident, accident &/or crash	10
6.	Vehicular Homicide (convicted of)	10
7.	Failure to stop at a railroad crossing (when required to do so by law)	10
8.	Texting or manipulating a wireless ~~devise~~device while operating a vehicle for School District use with or without students	10
9.	Talking on a wireless device while operating a ~~School District vehicle~~ School Bus with or without students or operating any vehicle used for School District purposes with students onboard	9
10.	Reckless Driving	8
11.	Speeding involving a crash	7
12.	Failure to report an incident and/or accident hitting stationary object while operating a School District vehicle immediately at time of incident before leaving the scene if during regular working hours. If the incident and/or accident occurs after normal working hours, it must be reported immediately at the time of the incident and/or accident, before leaving the scene of the incident and/or accident, to your immediate supervisor and, if required, local law enforcement.	6
13.	Speeding 15 mph or more over posted limit	4
14.	Careless driving	4
15.	Failure to obey stop sign	4
16.	Failure to obey red traffic light signal	4

CATEGORIES		MAXIMUM POINTS ASSIGNED
17.	Improper lane changing	4
18.	Failure to have vehicle under control	4
19.	Failure to properly secure a load	4
20.	Failure to yield- right of way	3
21.	Improper passing	3
22.	Speeding 10 mph over posted limit but less than 15 mph over posted limit	3
23.	Failure to use seat belt during operation of School District vehicle	2
24	Crossing private property to avoid traffic light or stop sign	2
25.	Improper turn	2
26	Failure to yield – entering through highway	2
27.	Improper backing	2
28.	Following too close	2
29.	Failure to use parking brake as required (school buses, standard shift vehicles, vehicles without "Park", etc.)	2
30.	Driving with a door open	2
31.	Failure to yield to a driver backing up	2
32.	All other at fault accidents and/or incidents	2
33.	Speeding 6 mph over posted limit but less than 10 mph over posted limit	2
34.	Failure to obey traffic instruction sign	2
35.	Not at fault	0
36.	Unable to determine	0
37.	Failure to obey any other driving law, regulation, or School District procedure points to be established 0 – 10 by the Safe Driver Committee using the above schedule as a guide to determine the number of points according to similar severity	

APPEALS PROCESS:

An appeal will not automatically be granted. If the driver can demonstrate to the Superintendent's designee that an error was made by the Safe Driver Committee an appeal can be requested. Grounds for appeal include the following:

1. Error in the investigation not shared with the Safe Driver Committee
2. The evidence presented did not support the points assigned
3. The Safe Driver Committee abused its discretion in assigning points
4. The Safe Driver Committee failed to allow union representation.

The driver must inform his/her supervisor and the Safe Driver Committee in writing of the decision to appeal within five (5) working days of notification of assigned points. The request shall state the driver's basis for appeal to include evidence supporting one or more of the grounds for appeal. The supervisor shall then forward the request for appeal to the Superintendent's designee. All drivers have the right to representation at the appeals meeting. The Superintendent's designee will notify the Supervisor whether or not the driver's request for an appeal will be granted. If an appeal is granted an appeals meeting will be scheduled and the driver will have the right to representation at the meeting.

After the Safe Driver Committee's final recommendation of administrative action is made and any driver's appeal is heard, all disciplinary action taken by the driver's supervisor must follow the School Board approved disciplinary policy.

If the recommendation from the Committee to the Supervisor involves suspension without pay or termination, the Supervisor must submit their recommendation to the Office of Professional Standards for review and discussion with the Superintendent prior to notifying the employee of the discipline. In the event a driver is assigned 10 points by the Safe Driver Committee or in the event the driver has accumulated enough points in the last 12 months to equal 10 points, or in the last 18 months to equal 16 points, the driver shall not drive until the conclusion of the disciplinary process.

The following job categories shall require a valid Florida driver's license.

Superintendent of Schools
Assistant Superintendent
Executive Director
Director
Principal
Assistant Principal

Managers
Supervisors
Coordinators
Professional Technical Worker (if listed as a requirement in the job description)
Attendance Assistants
Warehouse Worker
Environmental Service Technician III
Food Service Worker (as assigned)
Bookkeeper
Maintenance Worker (if listed as a requirement in the job description)
Bus Operator
Any and all employees who operate a motorized vehicle for school district business including itinerant employees

Incident and/or Accident Procedures

1. If you are involved in an incident and/or accident, report it to your supervisor, accident investigator on duty or the Transportation Department Dispatch (transportation drivers) immediately.

2. If possible move the vehicle out of the lane of traffic but do not move the vehicle from the scene of the accident/incident until directed to by Law Enforcement or the Transportation Department Dispatch (transportation drivers) or immediate supervisor for non-transportation drivers.

3. Collect all information from the other driver if there is one and from local law enforcement.

4. Post-accident drug screening is required for the following reasons:
    a. Anyone is transported to an emergency medical facility
    b. When vehicle or equipment is towed or removed not by its own power
    c. Employee receives a citation

5. After returning to your site completely fill out a traffic crash report indicating on the report in the description area whether you feel the accident was or was not preventable. Forward it along with all information collected to the School District investigator assigned to the accident/incident.

6. After the Safe Driver Committee meets and you are notified of their action you have a right to appeal their decision.

7. Within 5 working days of the receipt of the Safe Driver Committee's decision you must notify your supervisor in writing that you wish to appeal the point assignment. In this written notification you must state your reason for believing points should not have been assigned.

8. You will be notified of the date of your appeal meeting by the Superintendent's designee.

9. You must bring all documents, witnesses and statements with you to the appeal meeting. You have the right to representation.

10. After the meeting you will be notified in writing of the final results.

I acknowledge receipt of The Hernando County Schools Safe Driver Plan. I have been given the opportunity to read the Plan and to have my questions answered. I further acknowledge that I will abide by the Reporting Responsibility detailed on Page 3 of the Plan and repeated below:

It shall be the duty of drivers to report the occurrence of any of the following events to their site administrator and or dispatch immediately at time of incident and/or accident, before leaving the scene of the incident and/or accident if during normal working hours. However, if the incident and/or accident occurs after normal working hours it must be reported immediately at the time of the incident and/or accident, before leaving the scene of the incident &/or accident, to local law enforcement and to your immediate supervisor.

1. Any traffic related incident and/or accident in which the driver was involved as an operator of a School District vehicle or personal vehicle on authorized School District business.
2. Any traffic citations received on the job regardless of the ownership of the vehicle, or off the job if in a School District owned vehicle.
3. Any traffic citations or arrests received on or off the job regardless of the ownership of the vehicle which might lead to the suspension, or revocation of driver's license.
4. Expiration, suspension, or revocation of driver's license.
5. Any and all visible damage to an assigned vehicle.
6. All CDL License holders must report any traffic citations, on or off the job, regardless of the ownership of the vehicle, to their immediate supervisor.

Failure to follow the reporting requirements listed above, or making a false or misleading report may result in the Safe Driver Committee making a recommendations, up to employee's termination to their supervisor.

Employee Signature	Date
Printed Employee Name	Employee Number
School / Department	

After you have signed and dated this page, please detach and return to your Site Administrator.

Hernando County School District
Safe Driver Plan

INTRODUCTION:

This plan is designed to meet the requirements of Florida Administrative Code and to prevent the hiring of unqualified applicants by requiring that driver's license checks be conducted on potential School District employees. The plan also prevents existing employees with poor driving records from driving a School District vehicle.

Statistics indicate that the Hernando County School District will significantly reduce the potential for injuries and lawsuits resulting from vehicular accidents through its Safe Driver Plan.

CDL License holders need to be aware that points assigned by the Court System are not affected by this plan and cannot be removed by participation in a state sponsored Driver's School.

PURPOSE:

The purpose of the Safe Driver Plan and Safe Driver Committee is to improve safety throughout the School District by reviewing traffic accidents and incidents, tracking points accumulated through this plan, and recommending corrective action to a driver's supervisor. The responsibility for taking corrective action is the sole responsibility of the driver's supervisor. Any corrective action taken by a supervisor must follow all School Board policies and procedures.

DEFINITIONS:

Accident: shall be defined as when a motor vehicle collides with another vehicle, pedestrian, animal, road debris, or other stationary obstruction, that may result in property damage, injury and/or death.

Designee: shall be defined as a Transportation employee assigned by Transportation Administration.

Driver: shall be defined as any employee of the School District regardless of job description or, during the performance of his/her job assignments, operates a School District vehicle or personal vehicle and receives reimbursement for the use of their personal vehicle for School District use. **Volunteers are not School District employees**.

Effective Date: This plan became effective and was approved by the District School Board of Hernando County on October 6, 1998. The plan is reviewed annually and will be submitted to the School Board for approval with an effective date of July 1 beginning with the 2007-08 school year and each year thereafter when changes are made.

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Video Review: Review of video from security cameras mounted on buses. At any time video from security cameras mounted in vehicle can be reviewed. If it is determined a violation of school board policy, safe driver plan &/or procedure was violated by an employee, the employee is subject to discipline, up to and including termination.

ADMINISTRATION:

The Superintendent will establish a procedure which will include establishing a schedule for the annual review of the driver's records and the Safe Driver Plan.

At the beginning of the school year, all employees shall receive a copy or be given the location of the electronic version of the Safe Driver Plan as part of the Annual Procedures Review and be given an opportunity to view the plan and have all his/her questions answered. All new employees shall be directed to the District's website to read the plan and have all his/her questions answered at the time of employment. All employees are required to sign the Safe Driver Acknowledgement Form indicating that he/she has read and understand the plan. The original signed forms will be retained in the Human Resources Department.

Changes in the plan will be recommended as needed for operational reasons or to clarify the rules under which the Safe Driver Committee operates. Changes to the plan may not be implemented without Board approval per article 15 of the union contract.

PLAN:

All drivers shall strive to establish and maintain a driving record which exemplifies careful driving habits. Regard must be shown for their own personal safety and property and the safety and property of others.

All employees and/or employees who volunteer to drive for the School District, shall be required to hold and maintain a valid driver's license and will have their driving record reviewed periodically. Any change in status through accumulation of points either from the Department of Highway Safety or as assigned through this plan will result in an employee's driving record being forwarded to their supervisor with a recommended action plan.

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- Only DOE approved passenger vehicles may be used; no SUV's, full size vans, or trucks.
- Passengers must be limited to the number for which the vehicle is designed.
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1. Department of Highway Safety Motor Vehicle records show they have had more than five (5) points in the last year and more than ten (10) points in the last three years assigned to their driving record. This includes incidents that appear on driving record without points assessed due to an adjudication process that withholds adjudication or does not eliminate guilt/fault.

2. The potential employee has ever been terminated as a result of his/her driving record, he/she will not be considered for employment unless he/she has established at least one 12-month period of zero points and a 3 year period with no more than 5 points in accordance with this plan. This includes incidents that appear on driving record without points assessed due to an adjudication process that withholds adjudication or does not eliminate guilt/fault.

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It shall be the duty of drivers to report the occurrence of any of the following events to their site administrator, designee and/or dispatch immediately at time of incident and/or accident, before leaving the scene of the incident and/or accident if during normal working hours. If the incident and/or accident occurs after normal working hours it must be reported immediately at the time of the incident and/or accident, before leaving the scene of the incident and/or accident, to your immediate supervisor and/or designee, if required, local law enforcement. **Note: the district's expectation is that an employee must report an accident/incident immediately to their supervisor and/or designee regardless of the time of day or if the main office is closed.**

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6. All CDL License holders must report ALL traffic citations, on or off the job, regardless of the ownership of the vehicle.

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A post-incident and/or accident investigation shall be conducted as soon as possible any incident and/or accident or violation. The Transportation Department and/or the Facilities Department will conduct this interview / investigation.

Note: During the course of an investigation, if a violation of the safe driver plan is documented, the violation will be reported to the Safe Driver Committee for review.

The main tasks of this investigation are:

1. To assess and record all the specific information related to the incident &/or accident.
2. To assure the driver has prepared the incident and/or accident report satisfactorily.
3. To determine whether, in the driver's opinion, the incident and/or accident was preventable or non-preventable on his/her part.
4. To determine if the facts stated in the driver's report are accurate to the best of the investigator's ability.
5. Driver must submit completed incident and/or accident report within 24 hours following or by the next business day to their supervisor/investigator. Report should include details necessary to appropriately assess what happened.

A copy of the investigative report will be provided to the driver, if requested.

SAFE DRIVER COMMITTEE

The Safe Driver Committee will consist of five members appointed by the Superintendent's designee:

1- Facilities Department employee

1- Maintenance employee assigned by the HUSW

2- Transportation Department employees, (1) assigned by the HUSW with no financial impact for serving on the Safe Driver Committee

1- Risk Management employee

- All Committee Members must sign a confidentiality form
- Accident Investigators cannot be assigned as Safe Driver Committee members

The Safe Driver Committee will be organized and trained to perform the following duties:

Establish a schedule for the review of violations, incidents and/or accidents.

Investigate, review and respond to all incidents and/or accidents, in a timely manner that involve School District drivers or vehicles for School District use.

Determine whether the accident and/or incident was preventable or unpreventable.

Assess points for any violation or incident and/or accidents from 0 through 10 following the approved point system as outlined in this plan.

Make a recommendation to an employee's supervisor of corrective actions to be taken based on points assigned through this plan. Recommendations for disciplinary action by the Safe Driver Committee will not exceed the discipline and discharge policy as set forth by School Board Policy.

Make recommendation of reassignment to site supervisor until review is completed.

Meet monthly if necessary, and more often if required, to perform reviews.

Recommend changes to this plan as needed (in accordance with Page 2, paragraph 3) to assure the review process remains fair and efficient.

ASSIGNMENT OF POINTS:

All points shall be assigned by the Safe Driver Committee. The driver has the right to appear at this Safe Driver Committee meeting, and he/she will be provided with all documentation available.

The assignment of points will be made by a majority of votes of the attending members of the Safe Driver Committee or their attendee's. At least three voting members must be present to

review any incident and/or accident and assign points. If attending Safe Driver Committee members cannot reach a simple majority while assigning points, then the two options receiving the greatest number of votes will be used as the available options in a runoff vote. If there are more than two options available because of a tie, then the top three options will be used and one or two runoff votes will be held until a majority of the members agree on a point assignment.

If a majority cannot be reached using this method the Safe Driver Committee may postpone its vote until the next regular Safe Driver Committee meeting date and ask the driver involved in the incident to attend the meeting and clarify any questions the Safe Driver Committee may have.

If a driver is assigned points, he/she will be informed of the assignment of points by the Safe Driver Committee in writing within two business days. The driver may then accept the point assignment or he/she may appeal the assignment of points to the Superintendent's designee following the appeals process.

NUMBER OF POINTS	TIME PERIOD	RECOMMENDED TO DRIVER'S SITE ADMINISTRATOR
1-3 points within	12-month period	coaching notes w/re-training
4 points within	12-month period	letter of reprimand w/re-training
5-6 points within	12-month period	1 day suspension w/o pay w/re-training
7-9 points within	12-month period	3 day's suspension w/o pay w/re-training
10 points within	12-month period	recommendation for termination
16 points within	18-month period	recommendation for termination

Note: When any points are assigned re-training is required.

If the recommendation from the Committee to the Supervisor involves suspension without pay or termination, the Supervisor must submit their recommendation to the Office of Professional Standards for review and discussion with the Superintendent prior to notifying the employee of the discipline. In the event a driver is assigned 10 points by the Safe Driver Committee or in the event the driver has accumulated enough points in the last 12 months to equal 10 points, or in the last 18 months to equal 16 points, the driver shall not drive until the conclusion of the disciplinary process.

SAFE DRIVER COMMITTEE POINT ASSIGNMENT

CATEGORIES		MAXIMUM POINTS ASSIGNED
1.	Driving while intoxicated (DWI), driving under the influence (DUI) or driving with unlawful blood alcohol level (DUBAL) will result in a mandatory recommendation for termination as a School District employee if a valid Florida driver's license is required in the job description	10
2.	Operating without a valid driver's license or improper (revoked, suspended, etc.) license	10
3.	Failure to report an incident and/or accident or citation, no matter how minor or whether or not a citation was issued by law enforcement, while operating a School District vehicle immediately at time of incident before leaving the scene if during regular working hours. If the incident and/or accident occurs after normal working hours, it must be reported immediately at the time of the incident and/or accident, before leaving the scene of the incident and/or accident, to your immediate supervisor and, if required, local law enforcement.	10
4.	Fleeing or attempting to elude police officer	10
5.	Leaving the scene of an incident, accident &/or crash	10
6.	Vehicular Homicide (convicted of)	10
7.	Failure to stop at a railroad crossing (when required to do so by law)	10
8.	Texting or manipulating a wireless device while operating a vehicle for School District use with or without students	10
9.	Talking on a wireless device while operating a School Bus with or without students or operating any vehicle used for School District purposes with students onboard	9
10.	Reckless Driving	8
11.	Speeding involving a crash	7
12.	Failure to report an incident and/or accident hitting stationary object while operating a School District vehicle immediately at time of incident before leaving the scene if during regular working hours. If the incident and/or accident occurs after normal working hours, it must be reported immediately at the time of the incident and/or accident, before leaving the scene of the incident and/or accident, to your immediate supervisor and, if required, local law enforcement.	6
13.	Speeding 15 mph or more over posted limit	4
14.	Careless driving	4
15.	Failure to obey stop sign	4
16.	Failure to obey red traffic light signal	4

CATEGORIES		MAXIMUM POINTS ASSIGNED
17.	Improper lane changing	4
18.	Failure to have vehicle under control	4
19.	Failure to properly secure a load	4
20.	Failure to yield- right of way	3
21.	Improper passing	3
22.	Speeding 10 mph over posted limit but less than 15 mph over posted limit	3
23.	Failure to use seat belt during operation of School District vehicle	2
24	Crossing private property to avoid traffic light or stop sign	2
25.	Improper turn	2
26	Failure to yield – entering through highway	2
27.	Improper backing	2
28.	Following too close	2
29.	Failure to use parking brake as required (school buses, standard shift vehicles, vehicles without "Park", etc.)	2
30.	Driving with a door open	2
31.	Failure to yield to a driver backing up	2
32.	All other at fault accidents and/or incidents	2
33.	Speeding 6 mph over posted limit but less than 10 mph over posted limit	2
34.	Failure to obey traffic instruction sign	2
35.	Not at fault	0
36.	Unable to determine	0
37.	Failure to obey any other driving law, regulation, or School District procedure points to be established 0 – 10 by the Safe Driver Committee using the above schedule as a guide to determine the number of points according to similar severity	

APPEALS PROCESS:

An appeal will not automatically be granted. If the driver can demonstrate to the Superintendent's designee that an error was made by the Safe Driver Committee an appeal can be requested. Grounds for appeal include the following:

1. Error in the investigation not shared with the Safe Driver Committee
2. The evidence presented did not support the points assigned
3. The Safe Driver Committee abused its discretion in assigning points
4. The Safe Driver Committee failed to allow union representation.

The driver must inform his/her supervisor and the Safe Driver Committee in writing of the decision to appeal within five (5) working days of notification of assigned points. The request shall state the driver's basis for appeal to include evidence supporting one or more of the grounds for appeal. The supervisor shall then forward the request for appeal to the Superintendent's designee. All drivers have the right to representation at the appeals meeting. The Superintendent's designee will notify the Supervisor whether or not the driver's request for an appeal will be granted. If an appeal is granted an appeals meeting will be scheduled and the driver will have the right to representation at the meeting.

After the Safe Driver Committee's final recommendation of administrative action is made and any driver's appeal is heard, all disciplinary action taken by the driver's supervisor must follow the School Board approved disciplinary policy.

If the recommendation from the Committee to the Supervisor involves suspension without pay or termination, the Supervisor must submit their recommendation to the Office of Professional Standards for review and discussion with the Superintendent prior to notifying the employee of the discipline. In the event a driver is assigned 10 points by the Safe Driver Committee or in the event the driver has accumulated enough points in the last 12 months to equal 10 points, or in the last 18 months to equal 16 points, the driver shall not drive until the conclusion of the disciplinary process.

The following job categories shall require a valid Florida driver's license.

Superintendent of Schools
Assistant Superintendent
Executive Director
Director
Principal
Assistant Principal

Managers
Supervisors
Coordinators
Professional Technical Worker (if listed as a requirement in the job description)
Attendance Assistants
Warehouse Worker
Environmental Service Technician III
Food Service Worker (as assigned)
Bookkeeper
Maintenance Worker (if listed as a requirement in the job description)
Bus Operator
Any and all employees who operate a motorized vehicle for school district business including itinerant employees

Incident and/or Accident Procedures

1. If you are involved in an incident and/or accident, report it to your supervisor, accident investigator on duty or the Transportation Department Dispatch (transportation drivers) immediately.

2. If possible move the vehicle out of the lane of traffic but do not move the vehicle from the scene of the accident/incident until directed to by Law Enforcement or the Transportation Department Dispatch (transportation drivers) or immediate supervisor for non-transportation drivers.

3. Collect all information from the other driver if there is one and from local law enforcement.

4. Post-accident drug screening is required for the following reasons:
    a. Anyone is transported to an emergency medical facility
    b. When vehicle or equipment is towed or removed not by its own power
    c. Employee receives a citation

5. After returning to your site completely fill out a traffic crash report indicating on the report in the description area whether you feel the accident was or was not preventable. Forward it along with all information collected to the School District investigator assigned to the accident/incident.

6. After the Safe Driver Committee meets and you are notified of their action you have a right to appeal their decision.

7. Within 5 working days of the receipt of the Safe Driver Committee's decision you must notify your supervisor in writing that you wish to appeal the point assignment. In this written notification you must state your reason for believing points should not have been assigned.

8. You will be notified of the date of your appeal meeting by the Superintendent's designee.

9. You must bring all documents, witnesses and statements with you to the appeal meeting. You have the right to representation.

10. After the meeting you will be notified in writing of the final results.

I acknowledge receipt of The Hernando County Schools Safe Driver Plan. I have been given the opportunity to read the Plan and to have my questions answered. I further acknowledge that I will abide by the Reporting Responsibility detailed on Page 3 of the Plan and repeated below:

It shall be the duty of drivers to report the occurrence of any of the following events to their site administrator and or dispatch immediately at time of incident and/or accident, before leaving the scene of the incident and/or accident if during normal working hours. However, if the incident and/or accident occurs after normal working hours it must be reported immediately at the time of the incident and/or accident, before leaving the scene of the incident &/or accident, to local law enforcement and to your immediate supervisor.

1. Any traffic related incident and/or accident in which the driver was involved as an operator of a School District vehicle or personal vehicle on authorized School District business.
2. Any traffic citations received on the job regardless of the ownership of the vehicle, or off the job if in a School District owned vehicle.
3. Any traffic citations or arrests received on or off the job regardless of the ownership of the vehicle which might lead to the suspension, or revocation of driver's license.
4. Expiration, suspension, or revocation of driver's license.
5. Any and all visible damage to an assigned vehicle.
6. All CDL License holders must report any traffic citations, on or off the job, regardless of the ownership of the vehicle, to their immediate supervisor.

Failure to follow the reporting requirements listed above, or making a false or misleading report may result in the Safe Driver Committee making a recommendations, up to employee's termination to their supervisor.

Employee Signature	Date
Printed Employee Name	Employee Number
School / Department	

After you have signed and dated this page, please detach and return to your Site Administrator.

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

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 # 5. 26-3841 6/9/2026

Title and Board Action Requested
Presentation on the Adoption and Purchase of Wayground as a District Educational Engagement Platform for Grades K-12

Executive Summary
The Supervisor of Instructional Technology, on behalf of the Superintendent of Schools, hereby requests the Board to review the presentation on the adoption and purchase of Wayground as a District Educational Engagement Platform for grades K-12. This adoption will consolidate existing student-facing instructional tools, replacing both Nearpod and Seesaw with a single, unified platform that supports interactive teaching and learning.

Wayground provides students with engaging learning experiences through interactive lessons, formative assessments, and collaborative activities, while allowing teachers to deliver real-time feedback and monitor student understanding. Teachers will have access to a library of standards-aligned content, along with tools to create and customize their own interactive instructional materials.

This recommendation follows a district-wide pilot conducted from February through April 2026, which provided teachers and students with the opportunity to evaluate the platform's effectiveness in supporting instruction and engagement. Detailed findings from the February - April 2026 district-wide pilot are included in the attached workshop presentation.

By consolidating multiple platforms into a single solution, the district will reduce application redundancy, streamline the user experience for students and teachers, and realize cost savings while maintaining - and enhancing - access to high-quality instructional technology tools.

The license will be valid for one year. Wayground is the supplier and publisher of this proprietary and copyrighted material.

The cost for the District License will be paid out of Technology Millage and is subject to collection of that source of revenue. If Millage funding changes or is discontinued, alternative funding sources will be identified.

My Contact
Jesse Diaz
Supervisor of Instructional Technology
352-797-7000 ext. 70150
diaz_j@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 1: Student Success

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.

Wayground

Hernando County School District

Board Workshop | June 9, 2026

WAYGROUND

formerly Quizizz

Wayground

Wayground is a unified teaching, learning, and assessment platform that helps districts bring instruction, practice, assessments, interactive video, and reporting into one place. Teachers can quickly create engaging, standards-aligned resources, while district leaders get better visibility into usage, student progress, and instructional consistency across schools.

- 🗓️ **Unified platform** — instruction, practice, assessment, and reporting in one place
- ✏️ **Teachers created resources** — engaging lessons, practice activities, assessments, and interactive videos
- 🤖 **AI-assisted content creation** — build standards-aligned resources in minutes, not hours
- ♿ **Built-in accommodations** — text-to-speech, language support, extended time, and more
- 📊 **District-level reporting** — usage visibility, learning progress, and instructional consistency
- 🎯 **Standards alignment** — easy mapping to state and national standards
- 🚀 **Built for scale** — Improving teacher efficiency and drive deeper student engagement at scale

Wayground vs. Nearpod & Seesaw

Nearpod | Seesaw

- Nearpod: Interactive lessons and teacher-led presentations
- Seesaw: Student portfolios, family communication, elementary focus
- Each tool solves one workflow
- Limited cross-tool reporting or standards alignment
- Separate licensing, and support rep for each platform
- Assessment and practice require additional tools

Wayground

- Interactive instruction + practice + assessment + video — all in one
- AI-powered content creation and standards alignment built in
- Accommodations embedded.
- District-wide reporting across all activity types
- One platform, one investment, one admin experience
- Works K–12: generalizes beyond elementary.

Canvas Integration

- 🔗 **Native Canvas integration** — Wayground activities live inside Canvas, not alongside it
- 📋 **Teacher workflow: Create or select activity in Wayground** → Assign through Canvas → Students access from Canvas → Results flow back to inform instruction
- 📉 **Zero extra logins** — students find assignments where they already go
- ⚡ **Reduced teacher lift** — no tool-switching, no copy-paste, no duplicate gradebooks
- 📈 **Better data visibility** — activity results and engagement insights available without leaving your LMS workflow
- ✅ **Implementation-ready** — straightforward for IT, straightforward for teachers

Why We Explored a New Approach

Low Usage of Existing Platforms

Current platforms Nearpod and Seesaw show low and inconsistent usage across the district, limiting overall impact

Limited Visibility

District leadership lacks a unified view into instructional activity, lesson delivery, and student engagement across classrooms

High Teacher Interest/Request

Teachers have expressed interest, through surveys and other feedback channels, in using Wayground as a tool to enhance instructional presentations

IEP/504 Accommodations

Lack of standardized delivery of IEP and 504 accommodations creates inconsistency in student support across the district

Current State vs. Where We Want to Be

TODAY

- Multiple disconnected platforms per school
- Low district-level usage or engagement data
- Accommodations managed manually per tool



GOAL

- One platform for instruction, practice, and formative assessment
- Real-time visibility into usage, engagement and outcomes
- Centralized accommodations that follow each student

Pilot at a Glance

28
Schools
Rostered

1,617
Teachers
Rostered

3 Mo.
Jan - Apr 2026
Free extended access through June

What the Pilot Evaluated

- **Instruction & student engagement**, impact on classroom delivery, participation, and consistency of use across schools
- **Teacher adoption & efficiency**, ease of onboarding, sustained usage, and impact on planning time and instructional workflow
- **Platform consolidation potential**, ability to streamline multiple tools into a single platform and reduce fragmentation across the district
- **Implementation & scalability**, rostering, SSO, professional development, and readiness for districtwide rollout
- **Accessibility & student support**, built-in accommodations and consistency of learning experience for all students

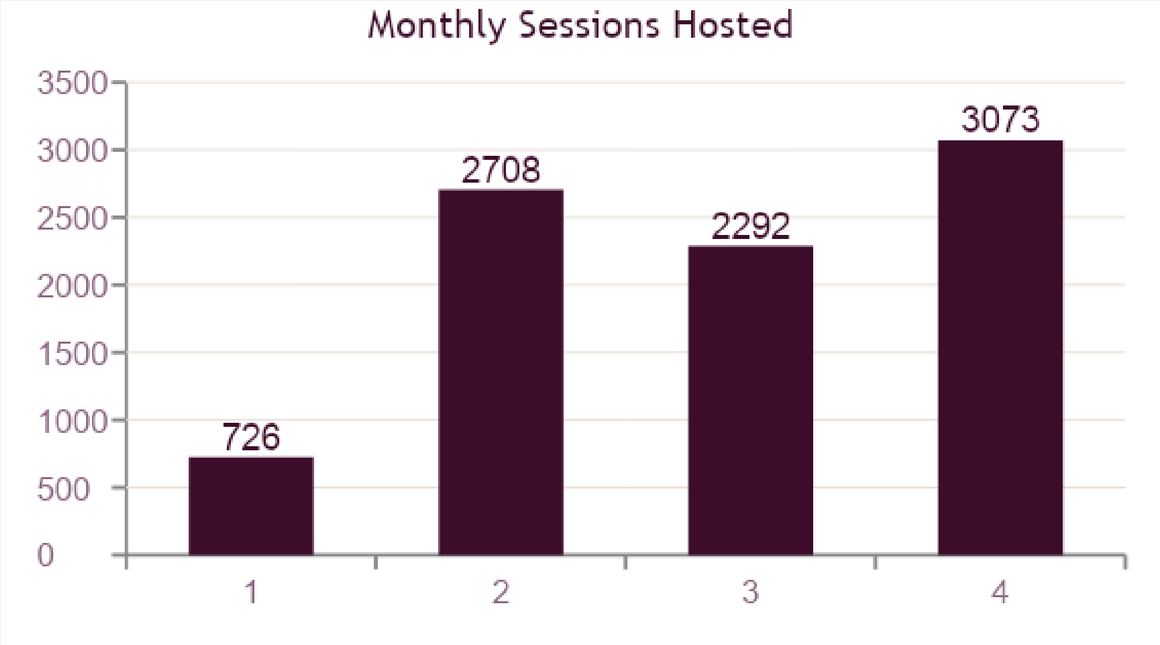
Pilot Results: Usage & Engagement

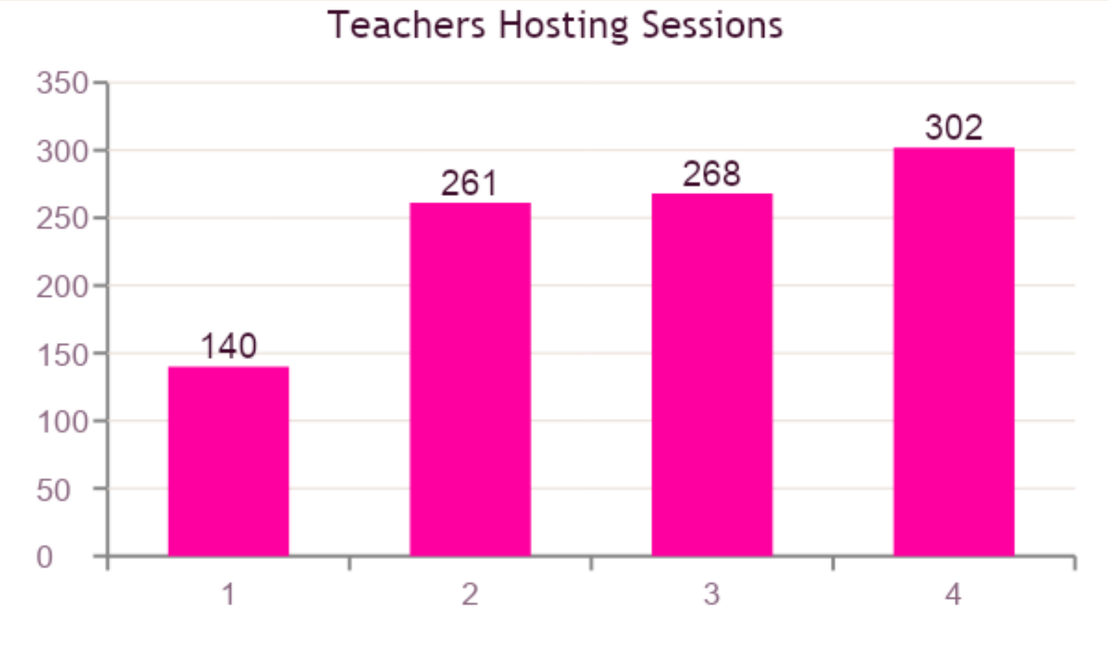
8,421
Sessions Hosted

391
Teachers Active

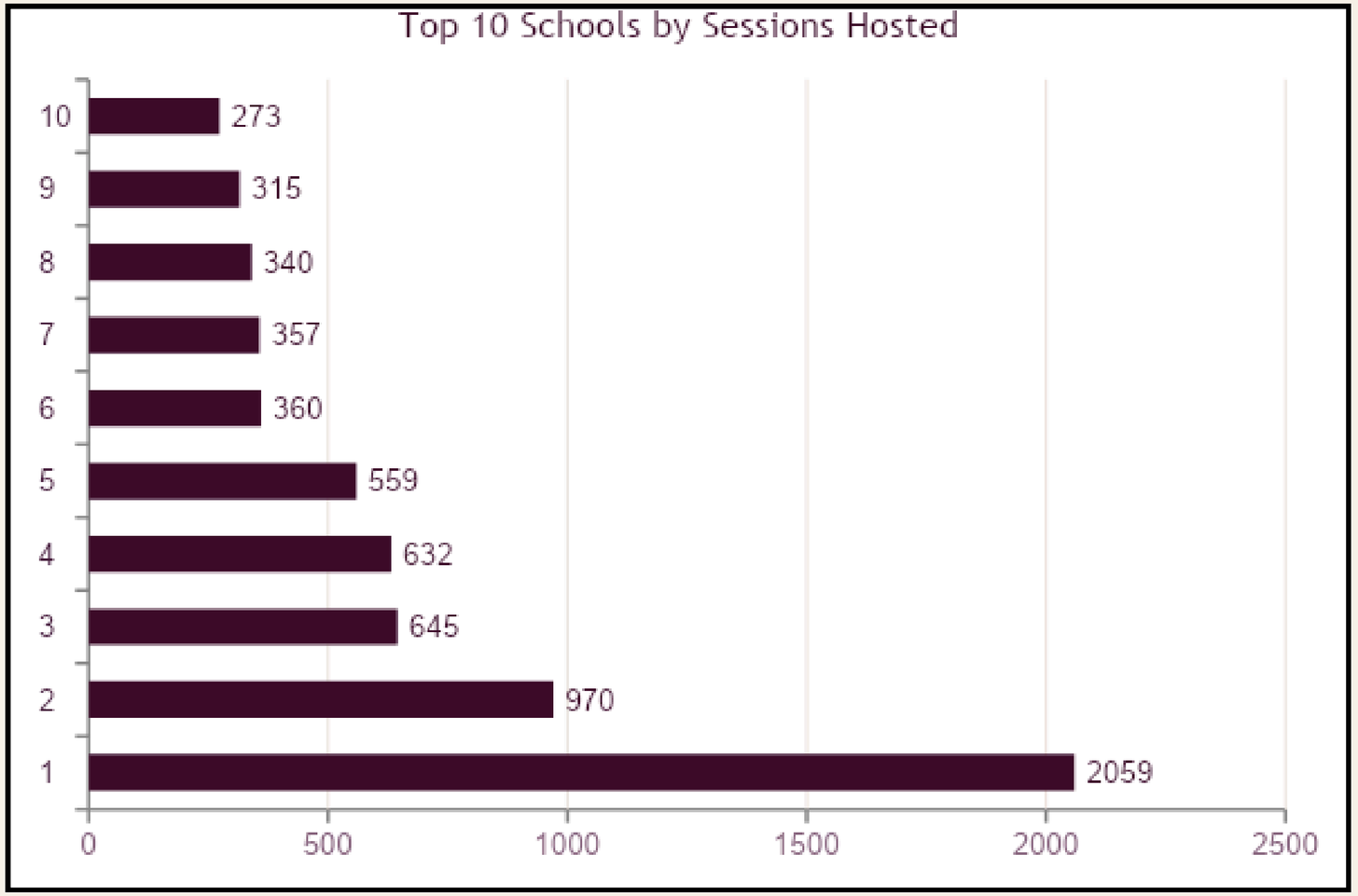
25 of 28
Schools Active

90.5M
Student Responses





Adoption Across our Schools



Broad Reach

25 of 28 schools had active session usage, including elementary, middle, high school, K-8, and CTE campuses

Teacher Depth

Fox Chapel MS had 38 active teachers, Explorer K-8 had 34, and Suncoast Elementary had 28

Organic Growth

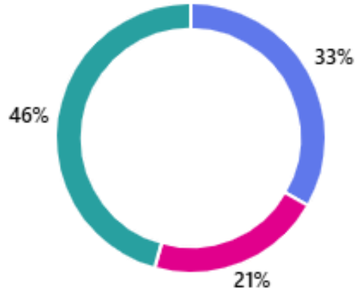
Teacher adoption grew without an implementation requirement. Usage expanded as teachers shared results with colleagues

District Staff Survey Results

1. Teaching Level

More details

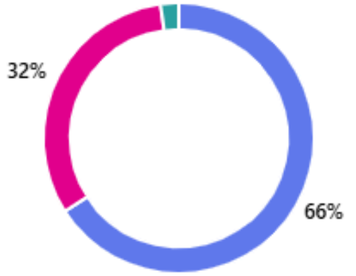
High School	46
Middle School	29
Elementary school	63



2. Rate your level of comfort with instructional technology

More details

Very comfortable	91
Somewhat comfortable	44
Not very comfortable	3

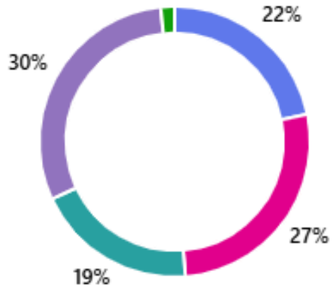


District Staff Survey Results

3. Select all the instructional technology application you used this year in your classroom

More details

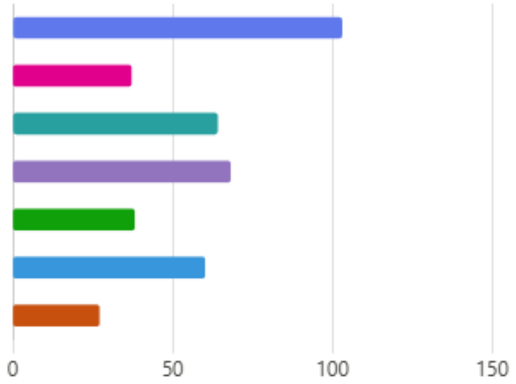
Canvas	79
Canva	98
Nearpod	70
Wayground	110
Seesaw	6



4. If you used Wayground which features did you try? (Select all that apply)

More details

Assessments	103
Passages	37
Presentations	64
Videos	68
Flashcards	38
Accommodations	60
Did not use Wayground	27



District Staff Survey Results

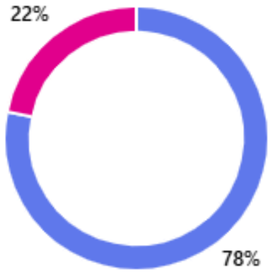
5. Did you participate or use Wayground during our pilot (it's ok if you didn't.) More details

No	61
Yes	77



6. At this point, if the district had to make a decision to only purchase one interactive tech platform which would you pick? More details

Wayground	108
Nearpod	30



What Our Teachers Are Saying

Time Savings

“I absolutely love the feature where you can download your quiz and Wayground will come up with similar questions for the students to engage with. It's so much simpler than typing out all the questions and answer choices like we have to do in Blooket or Kahoot.”

Student Engagement

“I love that I can make flashcards for tests quickly and easily. I can even assign a small grade for it. I love that I can make accommodated quizzes and tests easily. There are many different question types to choose from: multiple choice, short answer, long answer, true/false, etc. My favorite thing about Wayground is being able to make interactive, responsive slide presentations that everyone can participate in. I have used it for years and it just keeps getting better.”

Instructional Clarity

“We LOVE the Wayground Accommodations! The question types are fun too! Can't wait to learn more.”

Consolidation

“I use Wayground every day in the classroom. It is very easy to navigate and the students are used to it and love it. They prefer it over any other educational platform.”

What Our Teachers Are Saying

Time Savings

Wayground is easy to use, and when dealing with Tech Support from Wayground on a issue, they answered within 24 hours and worked to resolve the issue, staying in contact with me daily to keep me up to date, or to try what they had fixed to see if the issue had been corrected!

Student Engagement

I use Wayground every day in the classroom. It is very easy to navigate and the students are used to it and love it. They prefer it over any other educational platform.

Instructional Clarity

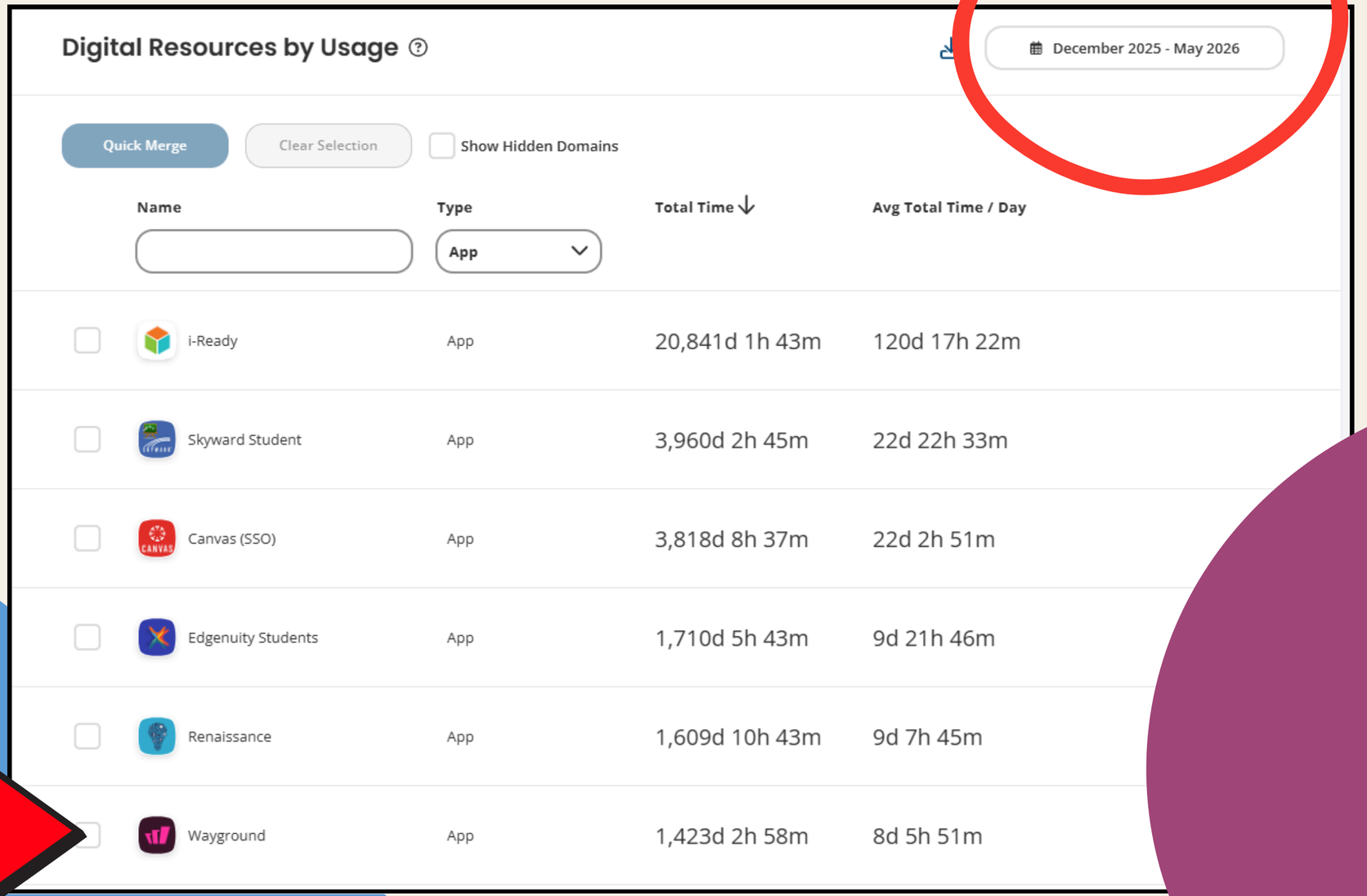
Wayground has great accommodations and truly aligns with our State Science Standards.

Consolidation

Wayground is designed in such a way that it incorporates Ai and accommodations in order to help achieve student success.

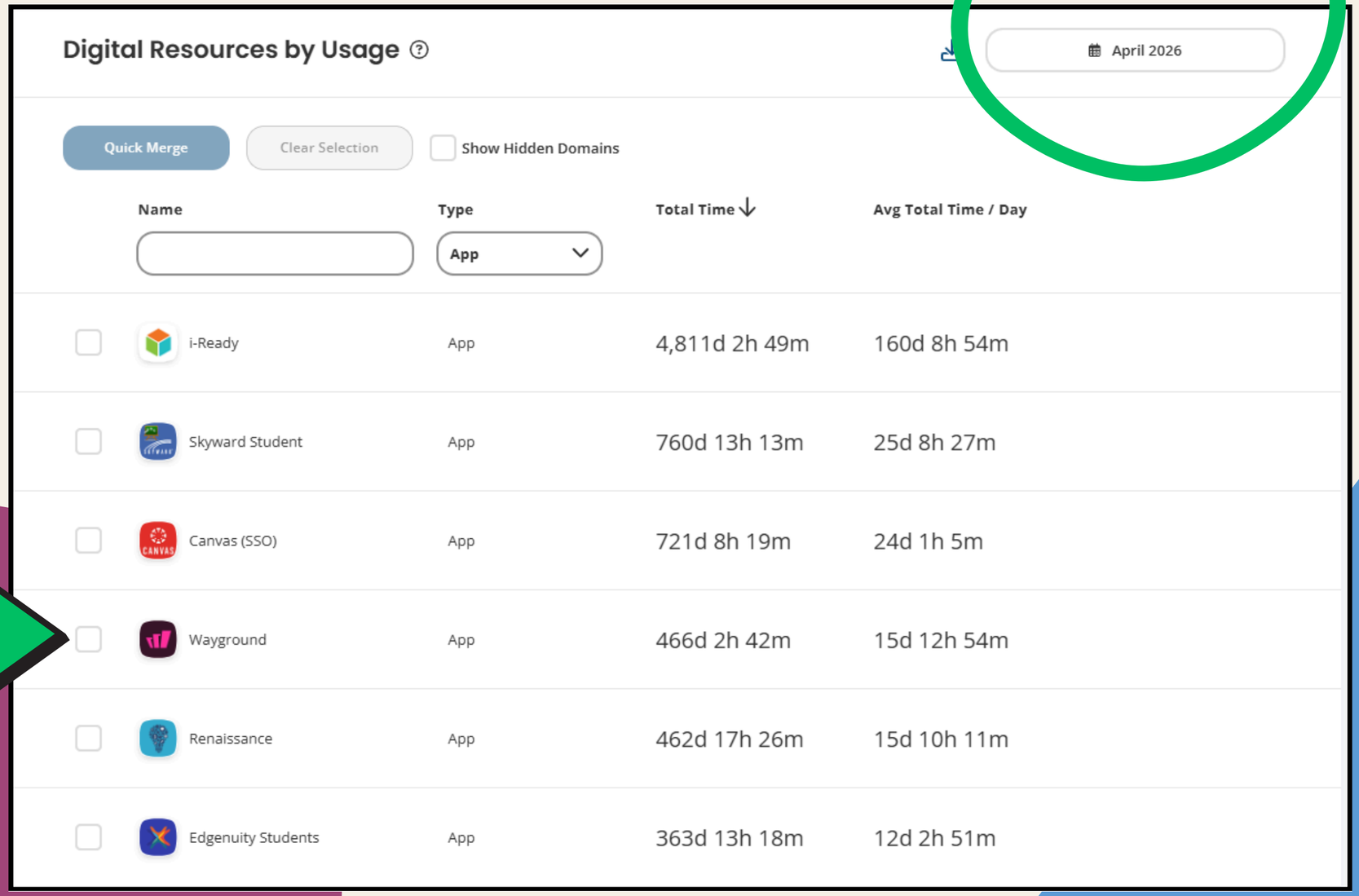
ClassLink Analytics:

Usage over Time



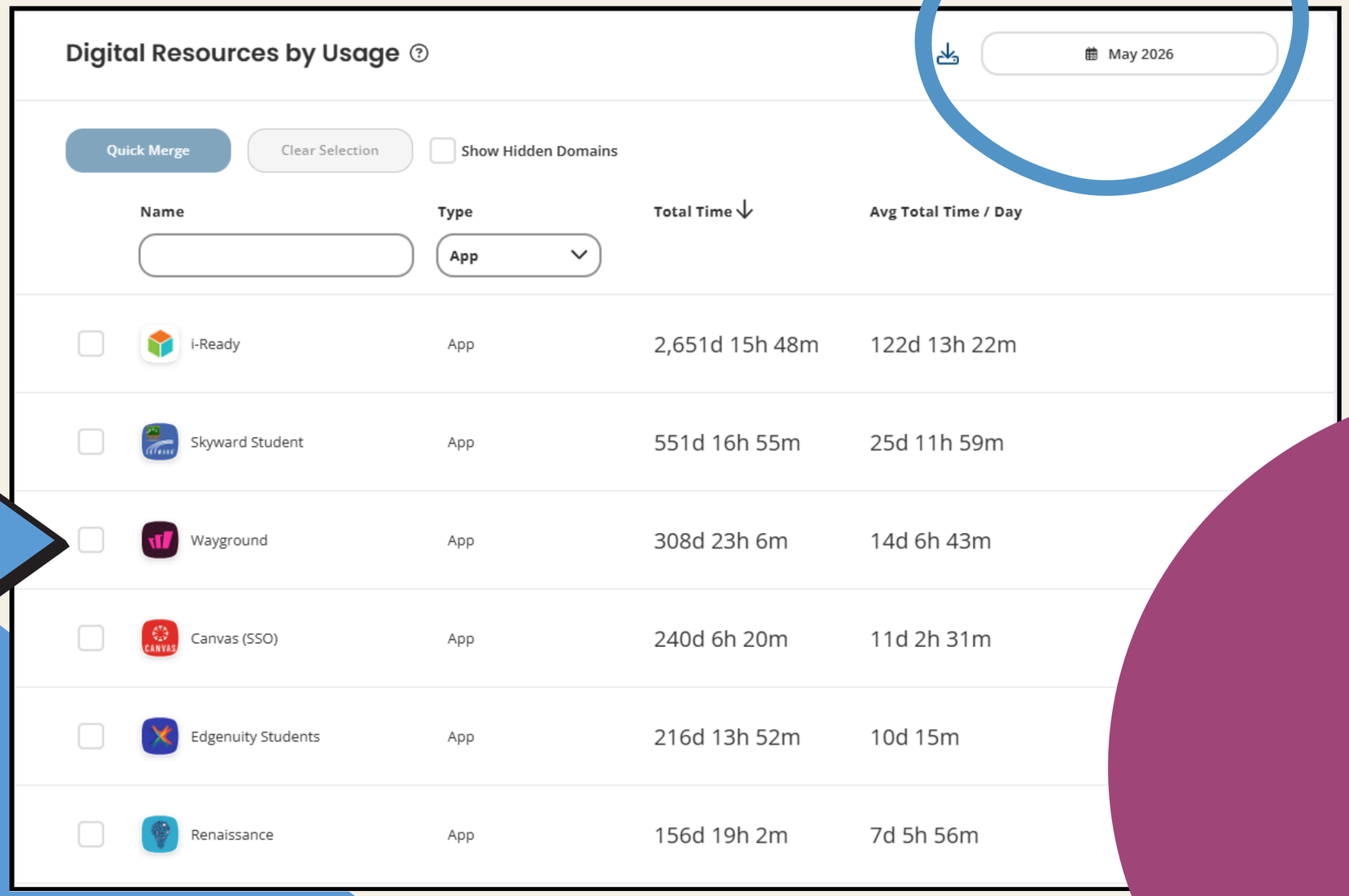
ClassLink Analytics:

Usage over Time

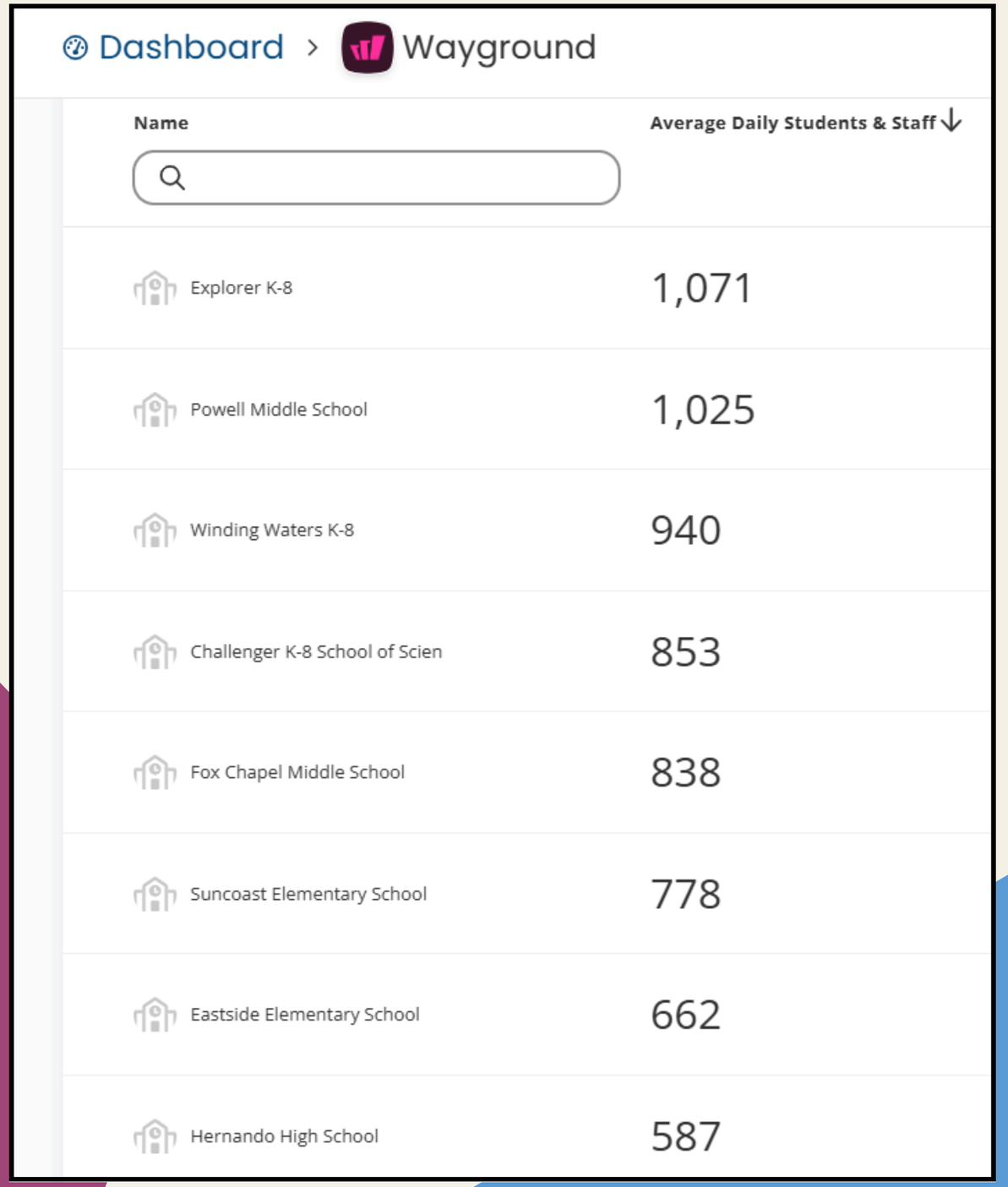


ClassLink Analytics:

Usage over Time



ClassLink Analytics:
Average Use by School



Assessment & Instruction

6,459 assessment sessions conducted during the pilot

77% of all sessions included a formal assessment component

4.2x increase in sessions hosted from January to April

302 teachers actively hosting by the final month

Differentiation & Opportunity

- 5,314 sessions used built-in accommodations (63% of all sessions)
- 30+ accommodations: extended time, text-to-speech, dyslexia font, translation in 18+ languages
- Supports ELL students with Spanish, Haitian Creole, Vietnamese, Portuguese, Arabic, and more
- Central Accommodations Management allows case managers to set IEP/504 plans once, applied everywhere

Implementation & Rollout Plan

1

Summer 2026

Onboarding & PD

Live training sessions (recorded for async access), administrator reporting training, instructional coach enablement, automated rostering via Clever/ClassLink

2

August 2026

Soft Launch

Day 1 readiness for 2026-27 school year, dedicated Customer Success Manager assigned, early adopter teachers serve as building champions

3

Fall 2026

Full District Launch

All schools active, ongoing support and coaching, quarterly usage reviews with district leadership

Investment & Risk Mitigation

Investment Value

- Consolidates multiple platform licenses into a single contract
- Volume-based pricing scales with district enrollment
- Interactive video elements may offer future cost savings with other applications
- Replaces Nearpod, Edpuzzle, and other per-tool costs

Low Risk

- Pilot already completed with strong results across 25 schools
- 391 teachers adopted voluntarily, not as a requirement
- Minimal workflow disruption -- integrates with Canvas-LMS and ClassLink
- Dedicated onboarding and Customer Success support included at no additional cost

Recommendation

Based on pilot results, we recommend district-wide adoption of Wayground for the 2026-2027 school year.

The pilot demonstrated strong teacher adoption, broad school participation, measurable instructional investment, and positive student feedback.

Next Steps

1. Board approval for district-wide adoption
2. Contract finalization and procurement (June-July 2026)
3. Summer onboarding and professional development
4. Full district launch on Day 1 of the 2026-2027 school year

Board Action Requested: Approve district-wide Wayground adoption for 2026-2027

Thank you!

Hernando County School District
Academic Services Division

Instructional Technology

WAYGROUND

formerly Quizizz

Wayground Order Form

Q-79937

Wayground provides educators with a supplemental curriculum platform that helps bridge district priorities with classroom realities and get students to hit grade-level standards faster..

We’re grateful for the opportunity to support your organization with a site license.

This order form expires on 6/30/2026

PREPARED FOR
Hernando

Subscription Start Date: 7/1/2026

Estimated Enrollment: 23,000

Subscription End Date: 6/30/2027

Product Name	Quantity	Subscription Term	Price	Subtotal
District	23,000	12	$3.47	$79,743.30
			TOTAL:	$79,743.30

Additional Notes:

Quizizz Implementation Contact

Contact Full Name

Contact Email

WAYGROUND
formerly Quizizz

The subscription period will start when this order form is signed by the customer unless otherwise indicated in writing and accepted by both parties.

Upon approval of this quote, Quizizz will issue an invoice and can begin onboarding at the organization's earliest convenience.

Next Steps

1. Please review this order form and send any follow-up questions to our team.
2. Have the right person approve the order and issue a purchase order if necessary.
3. Our team will issue an invoice and begin onboarding your teachers.

TERMS

Invoices and Payment
After finalizing the terms of this Agreement, Quizizz will issue an invoice for the relevant period, payable within 30 days of the invoice date. The method of payment shall be confirmed with a Quizizz representative. Prices are in U.S. dollars.

Sales tax exempt
Your Organization is exempt from state sales tax.

Renewals
Unless otherwise specified, Quizizz will send a renewal invoice 1 month prior to the license expiration for the following 12 months. If you do not wish to renew your license, please provide 60 days notice to Quizizz.

WAYGROUND
formerly Quizizz

Bill To	Ship To	Client Signature

STANDARD ADDENDUM TO AGREEMENTS WITH THE HERNANDO COUNTY SCHOOL BOARD

WHEREAS, the undersigned has entered into an Agreement or Contract (hereinafter Agreement) with the Hernando County School Board; and,

WHEREAS, the Agreement sets forth the general terms and conditions of the relationship between the parties; and,

WHEREAS, the undersigned acknowledges that the School Board is the contracting authority for the Hernando County School Board and there are certain standard contract terms expected to be in every agreement by the School Board; and,

WHEREAS, the undersigned hereby agrees that these standard terms are part of the Agreement with the School Board.

1. The Contractor hereby agrees to indemnify, defend and hold the School Board harmless from and against any and all damages of any nature whatsoever which are caused or materially contributed to by the negligent, reckless or intentional acts of the Indemnifying Party.

2. To the extent that the agreement requires the School Board to indemnify Contractor, it shall only be to the extent of the limits set forth in section 768.28(5), Florida Statutes. and then only for the negligent or wrongful act or omission of any officer or employee of the School Board acting within the scope of the officer's/employee's office or employment under circumstances in which the state or such agency or subdivision, if a private person, would be liable to the claimant. Further, except as specifically provided herein, the School Board does not waive any defense of sovereign immunity. It is further understood and agreed by the parties to this agreement that no officer or employee may be held personally liable except as provided by section 768.28 (9), Florida Statutes. Notwithstanding the foregoing, the School Board intends to avail itself of the benefits of section 768.28 and of other statutes and common law governing sovereign immunity to the fullest extent possible. However, in no event will the School Board's liability under this provision exceed the sum of the lesser of the following: (a) the amount paid by the School Board to Contractor or (b) the amounts identified as statutory limits pursuant to section 768.28, Florida Statutes. if applicable. Nothing in this Agreement is intended to inure to the benefit of any third party for the purpose of allowing any claim which would otherwise be barred under the doctrine of sovereign immunity or by operation of law.

3. The parties agree to each pay their own attorneys' fees and costs relating to the negotiation of the Agreement and this Addendum, and in relation to any action to enforce the terms of either document.

4. As may be applicable, all persons providing goods or services to the School Board pursuant the Agreement shall undergo the necessary background screening described in section 1012.465, Florida Statutes at their own cost before coming onto School Board property.

5. If the Agreement requires the expenditure of funds for more than one fiscal year,

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the Agreement shall be subject to termination by the School Board without cause upon a thirty (30) day notice.

6. Any conflict between the terms of this Addendum and the parties original Agreement or subsequent modifications thereof are to be resolved in favor of this Addendum.

7. The Agreement and this Addendum are to be construed in accordance with the laws of the State of Florida, and the parties hereby agree that performance of the terms and provisions of the Agreement are to be performed solely within the State of Florida.. The Parties agree that the Circuit Court for the Fifth Judicial Circuit, Hernando County, Florida, hereinafter ("Court") have sole and exclusive jurisdiction to enforce the terms of this Agreement, notwithstanding any provisions in the Agreement to the contrary, and the Parties further agree that they will present any disputes under this Agreement, including, without limitation, any claims for breach or enforcement of this Agreement, exclusively to the Court. Neither Party shall waive the right to a trial by jury.

8. The payment obligation of the School Board created by the Agreement is conditioned upon the availability of funds that are appropriated or allocated for the payment of services or products. If such funds are not allocated and available, the Agreement may be terminated by the School Board at the end of the period for which funds are available. The School Board shall notify the Contractor at the earliest possible time before such termination. No penalty shall accrue to the School Board in the event this provision is exercised, and the School Board shall not be obligated or liable for any future payments due or for any damages as a result of such termination.

9. If, and to the extent the agreement provides for the payment of any applicable sales taxes, the Parties acknowledge that the School Board is an entity which is exempt from the same as provided by section 212.08(6), Florida Statutes.

10. The Parties agree that in the event Contractor files for bankruptcy, insolvency or receivership during the term of this agreement, the School Board may, at its option, terminate and cancel said contract, in which event all rights hereunder shall immediately cease and terminate.

11. Neither party shall be liable to the other, nor deemed in default under this Agreement to the extent that such party's performance under this Agreement is rendered impossible, impractical, or prevented by reason of force majeure. For purposes of this Agreement, the term "force majeure" means an occurrence that is beyond the control of the party affected and occurs without fault or negligence on behalf of either party. Without limiting the foregoing, force majeure includes acts of God; acts of the public enemy; war; riots; strikes; labor disputes; civil disorders; fires; floods; hurricanes, epidemics, pandemics, government regulations, and the issuance or extension of existing government orders of the United States, the State of Florida, or local county and municipal governing bodies, which prevents performance of the contract for all or part of the term of the Agreement.

12. Notwithstanding any provision to the contrary in the agreement, all payments due from the School Board for non-construction services hereunder shall be governed by the provisions of Chapter 218, Florida Statutes.

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13. If, and to the extent that the agreement provides for reimbursement of travel and related expenses, the Parties agree that such reimbursements shall be subject to the reimbursement schedules contained in Section 112.061, Florida Statutes.

14. Contractor confirms that neither it nor its principals are suspended, debarred, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this contract by any governmental department or agency. This certification is a material representation of fact upon which reliance will be placed when the School Board executes this agreement. If it is later determined that Contractor knowingly rendered an erroneous certification, in addition to the other remedies available to School Board, School Board may terminate the Agreement for default by Contractor.

15. E-Verify. Pursuant to section 448.095, Florida Statutes, Contractor shall use the U.S. Department of Homeland Security's E-Verify system https://e-verify.uscis.gov/emp, to verify the employment eligibility of all employees hired during the term of this Agreement. If Contractor enters into a contract with a subcontractor, the subcontractor must provide Contractor with an affidavit stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien and the Contractor shall provide a copy of such affidavit to the School Board upon receipt and shall maintain a copy for the duration of the Agreement. Failure to comply with this provision is a material breach of the Agreement and the School Board may choose to terminate the Agreement at its sole discretion and seek damages pursuant to Florida Statute. By signing below, Contractor affirms that it is registered with and uses the E-Verify system, is otherwise in compliance with section 448.095, Florida Statutes, and acknowledges that it is required to maintain such compliance throughout the term of any Contract entered between the parties.

16. Public records compliance provisions. Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. The parties recognize that the School Board is a governmental entity, subject to Florida law regarding public access to records under Florida Statute, Chapter 119. As such, the Parties agree that only such information as is exempt and confidential under the provisions of law shall be considered confidential under the Term of this agreement. To the extent Contractor provides School Board any information which it believes is confidential or exempt, Contractor shall notify School Board of the specific information that it believes is confidential, as well as the basis for the exemption. Additionally, to the extent that the Contractor has any obligation to act in agency for the School Board, it shall maintain its records subject to section 119.0701, Fla. Stat. If and to the extent that contractor has access to any other confidential information regarding the School Board (such as security information as contemplated by section 119.071(c), Fla. Stat.), the Contractor agrees to use reasonable measures to maintain the confidentiality of such information.

17. To the extent Contractor maintains information that is subject to a public record request, it shall provide the public access to such records in accordance with, and subject to the applicable statutory terms and fees. Failure to do so will be considered a material breach of the original Agreement resulting in immediate termination with no penalty to School Board, and Contractor will indemnify and hold the School Board harmless for any and all damages and

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expenses suffered as a result of the material breach and contract termination. Contractor must comply with Florida public records laws, including but not limited to chapter 119, Florida Statutes and section 24 of article I of the Constitution of Florida, and specifically agrees to:

a. Keep and maintain public records required by the School Board in order to perform the service under this agreement; and

b. Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in chapter 119, Florida Statutes, or as otherwise provided by law; and

c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if the contractor does not transfer the records to the School Board; and

d. Upon completion of the contract, transfer, at no cost, to the School Board all public records in possession of the contractor or keep and maintain public records required by the School Board to perform the service. If the contractor transfers all public records to the School Board upon completion of the contract, the contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the contractor keeps and maintains public records upon completion of the contract, the contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the School Board, upon request from the School Board's custodian of public records, in a format that is compatible with the information technology systems of the School Board.

IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 919 N. BROAD STREET, BROOKSVILLE, FL 34601, Ellerman_a@hcsb.k12.fl.us or (352) 797-7009.

Notwithstanding any other provisions of law or statutory interpretation, failure of the Contractor to abide by the terms of these public records provisions shall be deemed a material breach of this agreement and the School Board may enforce the terms of this provision in the form of a court proceeding and shall, as a prevailing party, be entitled to reimbursement of all reasonable attorney's fees and costs associated with that proceeding. This provision shall survive any termination or expiration of the contract.

18. If the Contractor receives any student information / records as a result of this agreement, it will maintain any such information / records as confidential and will not release same to any third parties without the express written approval of the School Board, except third parties who are essential to Contractor's delivery of its services to the School Board and who are bound to maintain the confidentiality of student information/records, and prohibited from unauthorized redisclosure of such information. Furthermore, Contractor agrees to maintain and utilize all such

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student information/records in accordance with the FERPA regulations and only as provided for in the Agreement and this Addendum. If student information/records are requested by way of subpoena or court order, Contractor shall notify the School Board of such request in writing including a copy of the subpoena or order and shall otherwise comply with the FERPA regulations.

19. Contractor agrees to execute an Affidavit Regarding the Use of Coercion for Labor and Services as required by section 787.06(14), Florida Statutes.

20. If the Contractor receives access to an individual s personal identifying information as a result of this agreement, Contractor agrees to provide the School Board with an affidavit signed by an officer or representative of the Contractor under penalty of perjury attesting that the Contractor does not meet any of the criteria in section 287.138(2)(a) to (c), Florida Statutes.

21. Contractor acknowledges that it will comply with all applicable Florida and Federal laws, ordinances, rules and regulations.

Signed and dated by authorized representatives as provided below:

Contractor: Quizizz Inc., dba Wayground

Printed Name: Daniella Piyavanich
Title: Operations Lead
Date: 05 / 13 / 2026

Hernando County School Board:

Printed Name: _____
Title: _____
Date: _____

Approved as to Legal Sufficiency
Caroline I. Mockler, Esq.
Staff Counsel, HCSD
10:49 am, 05/06/2026

Doc ID: 0bc40e2b74b53497eba534a64ce2c2f733e4f48d

FOREIGN COUNTRY OF CONCERN ATTESTATION
(PUR 1355)

This form must be completed by an officer or representative of an entity submitting a bid, proposal, or reply to, or entering into, renewing, or extending, a contract with a Governmental Entity which would grant the entity access to an individual's Personal Identifying Information. Capitalized terms used herein have the definitions ascribed in Rule 60A-1.020, F.A.C.

Name of entity is not owned by the government of a Foreign Country of Concern, is not organized under the laws of nor has its Principal Place of Business in a Foreign Country of Concern, and the government of a Foreign Country of Concern does not have a Controlling Interest in the entity.

Under penalties of perjury, I declare that I have read the foregoing statement and that the facts stated in it are true.

Printed Name: Daniella Piyavanich

Company Name: Quizizz Inc., dba Wayground

Title: Operations Lead

Signature:

Date: 05 / 06 / 2026

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
8:49 am, 04/25/2025

Doc ID: 390fa19a513b679675ca2bb57b81a4f7904f081f

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

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
$		$		$		$		$		$

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: To be included in the 2026-2027 Fiscal Year Budget

Account Name: Additional Millage/Instructional Related Tech/Tech-Rentals/Academic Svcs/Voted Millage Technology

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1120E	6500	3690	9410	00107	

Amount $ 79,743.30

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 # 6. 26-3802 6/9/2026

Title and Board Action Requested
Presentation of 2026 Survey Results for Staff, Parent and Student Annual Engagement Surveys

Executive Summary
The Director of Labor Relations & Professional Standards, the Director of Communication, and the Director of Research and Accountability, on behalf of the Superintendent of Schools, hereby requests the Board to review the results of each of the three surveys to see the progress that has occurred with each of the stakeholder groups involved.

My Contact
Matthew Goldrick
Director of Labor Relations & Professional Standards
goldrick_m@hcsb.k12.fl.us

Aaron Ellerman
Director of Communications
ellerman_a@hcsb.k12.fl.us

Jennifer Merschbach
Director of Research & Accountability
merschbach_j@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 1: Student Success

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.



2025-2026 Student Engagement Survey

★ areas of strength- 75%+

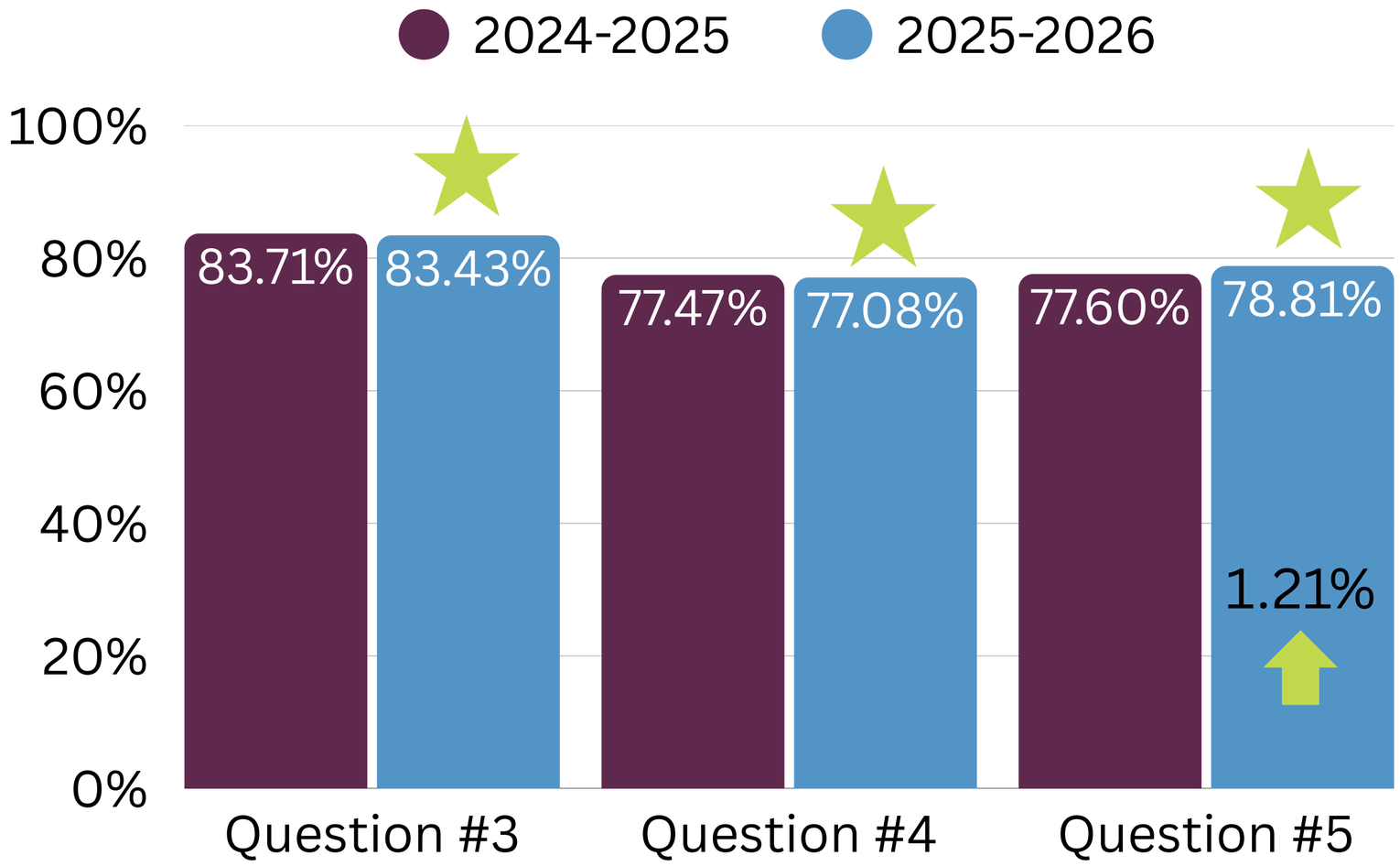
% of Positive Responses: Sum of Almost Always and Often

Responses: 13,500 (300+)

Participation: 78% (+3%)

Hernando County Schools

Safety



25-26	Elementary	Middle	High
#3	90.23%	80.65%	78.83%
#4	84.53%	73.96%	72.22%
#5	87.56%	73.12%	75.29%

- **Question #3:**
School drills teach me

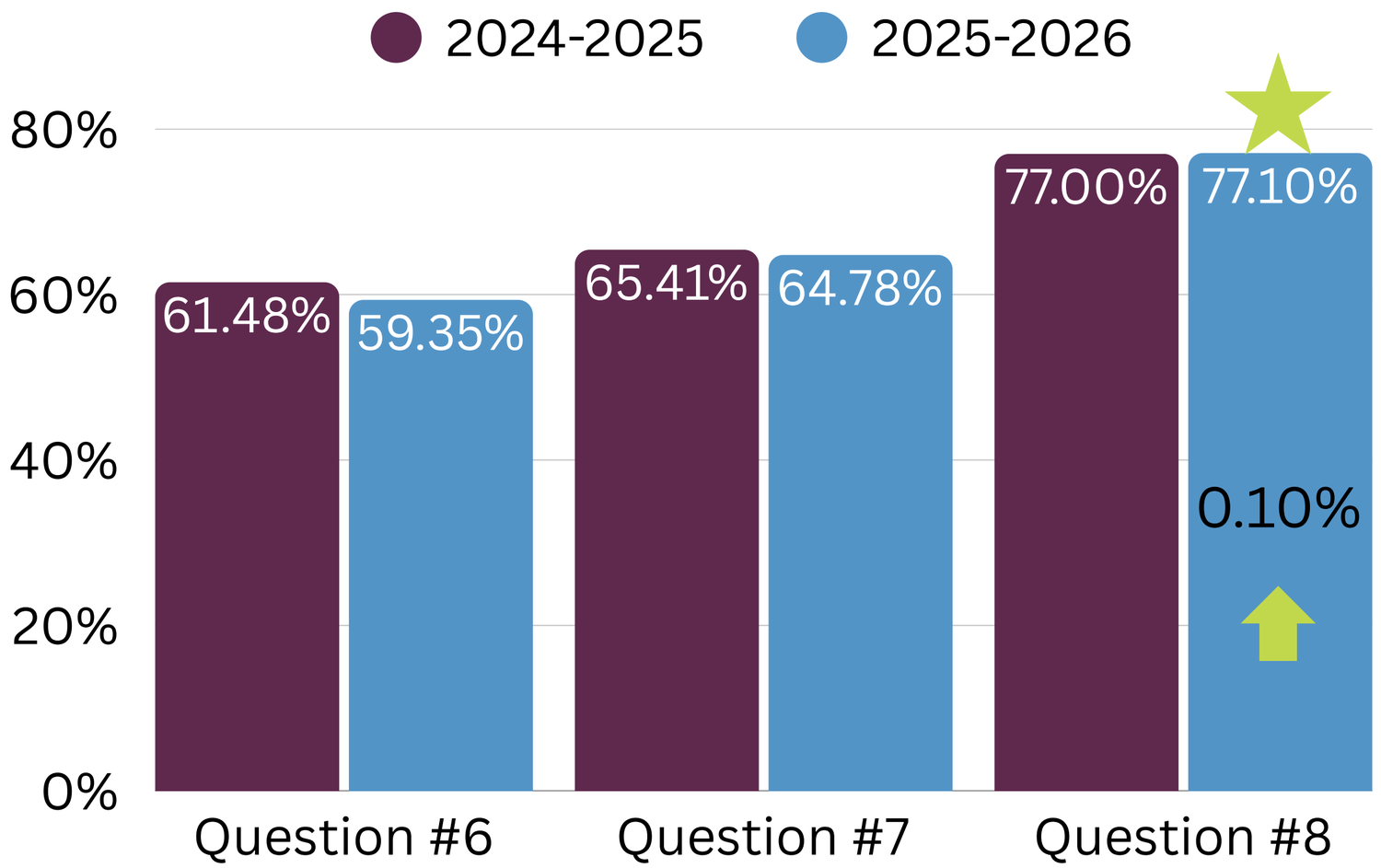
- **Question #4:**
School addresses safety concerns

- **Question #5:**
I feel safe at school

Area of Strength-All Levels

- Safety is a clear strength overall, All above 75%
- Keep a continued focus to ensure all students feel confident that safety concerns are addressed and that they feel safe at school

Class Experience

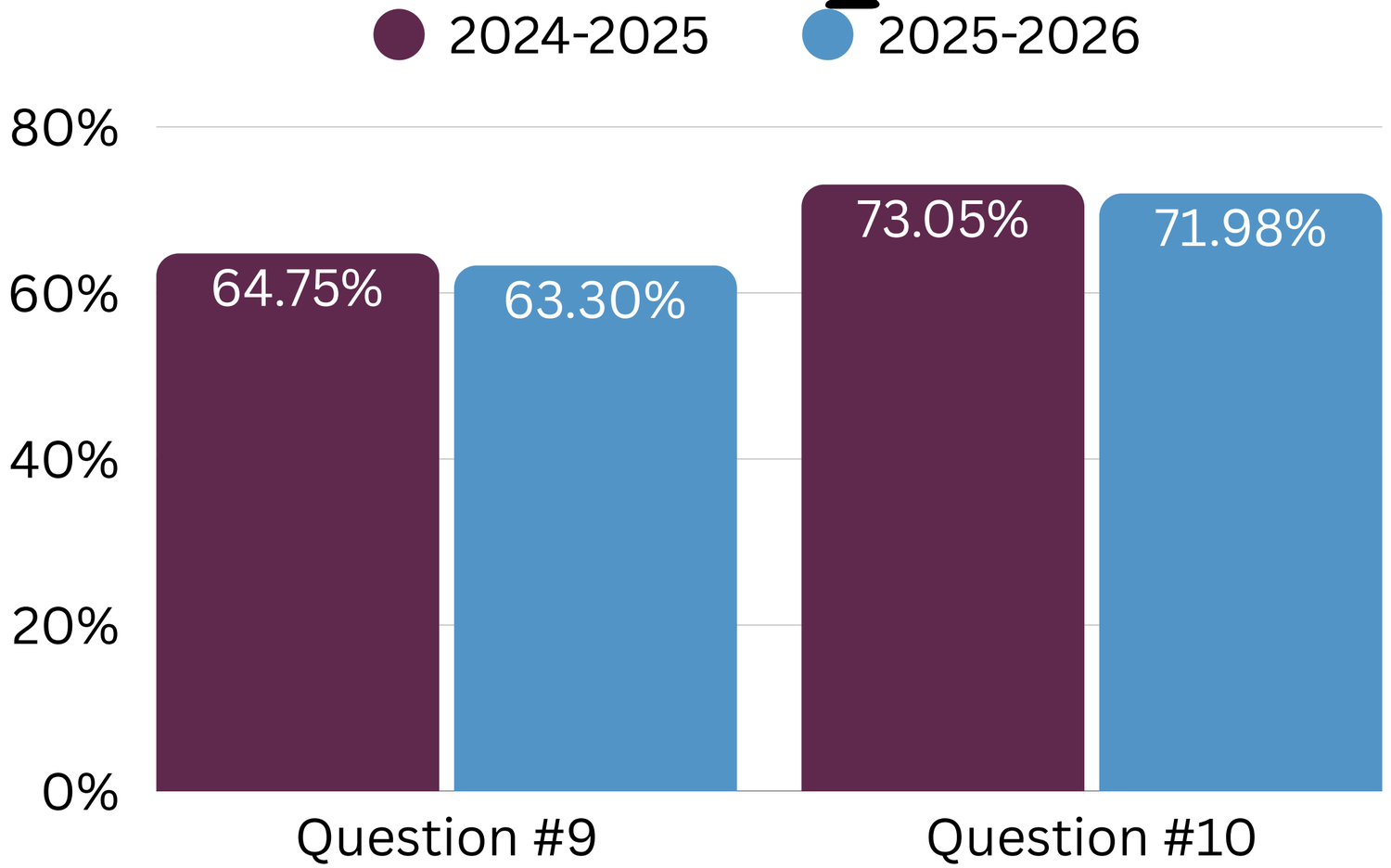


25-26	Elementary	Middle	High
#6	73.18%	50.06%	53.80%
#7	63.74%	65.36%	65.39%
#8	89.95%	74.66%	65.65%

- **Question #6:** Classes are Interesting
- **Question #7:** Classes are Challenging
- **Question #8:** Learn a lot in my classes

- Student learning remains a strong positive at 77%
- Overall class experience is consistent year to year
- Area of Focus: Variation by school level

Student Experience



- **Question #9:**

Learn my strengths

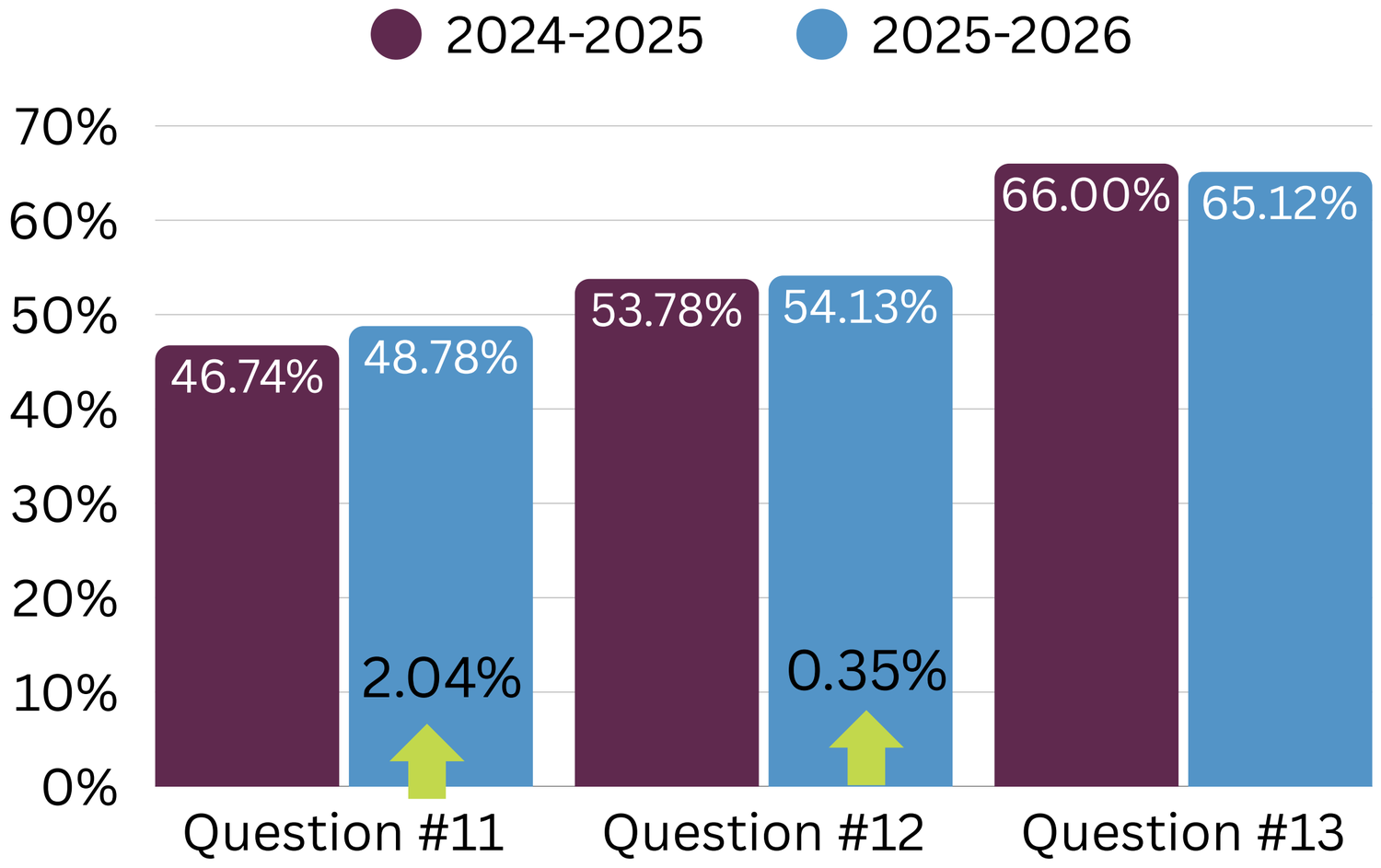
- **Question #10:**

Learn skills I need

25-26	Elementary	Middle	High
#9	77.95%	54.58%	56.16%
#10	84.43%	68.13%	62.33%

- Students feel they are learning needed skills, 72%
- Understanding personal strengths is steady but slightly lower
- Area of Focus: Supporting students in developing a clearer understanding of their individual strengths, especially in the higher grade levels

Relevance



25-26	Elementary	Middle	High
#11	67.97%	39.12%	36.79%
#12	69.61%	46.29%	44.78%
#13	84.08%	58.24%	51.40%

- **Question #11:**

Relates to outside world

- **Question #12:**

Relates to future

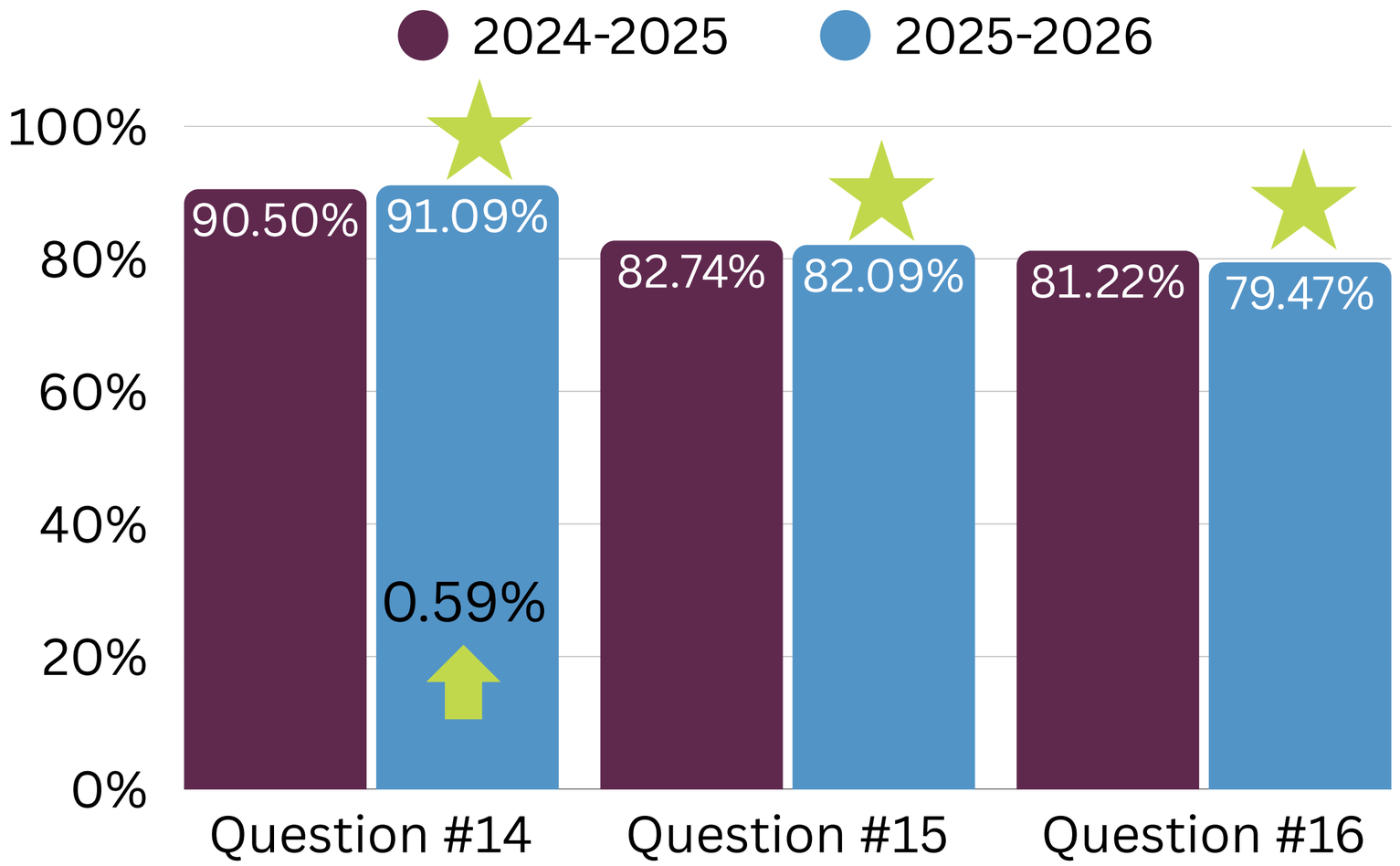
- **Question #13:**

What I learn is important

Area of Focus

- Relevance improves slightly but remains an opportunity for improvement
- Students see importance of learning more than application
- Need to improve Connecting Learning to students' futures and interests

Academic Support



25-26	Elementary	Middle	High
#14	96.83%	89.56%	86.10%
#15	89.55%	78.89%	76.94%
#16	85.56%	76.35%	76.01%

- **Question #14:**

Teachers want me to do my best

- **Question #15:**

Teachers don’t give up on me

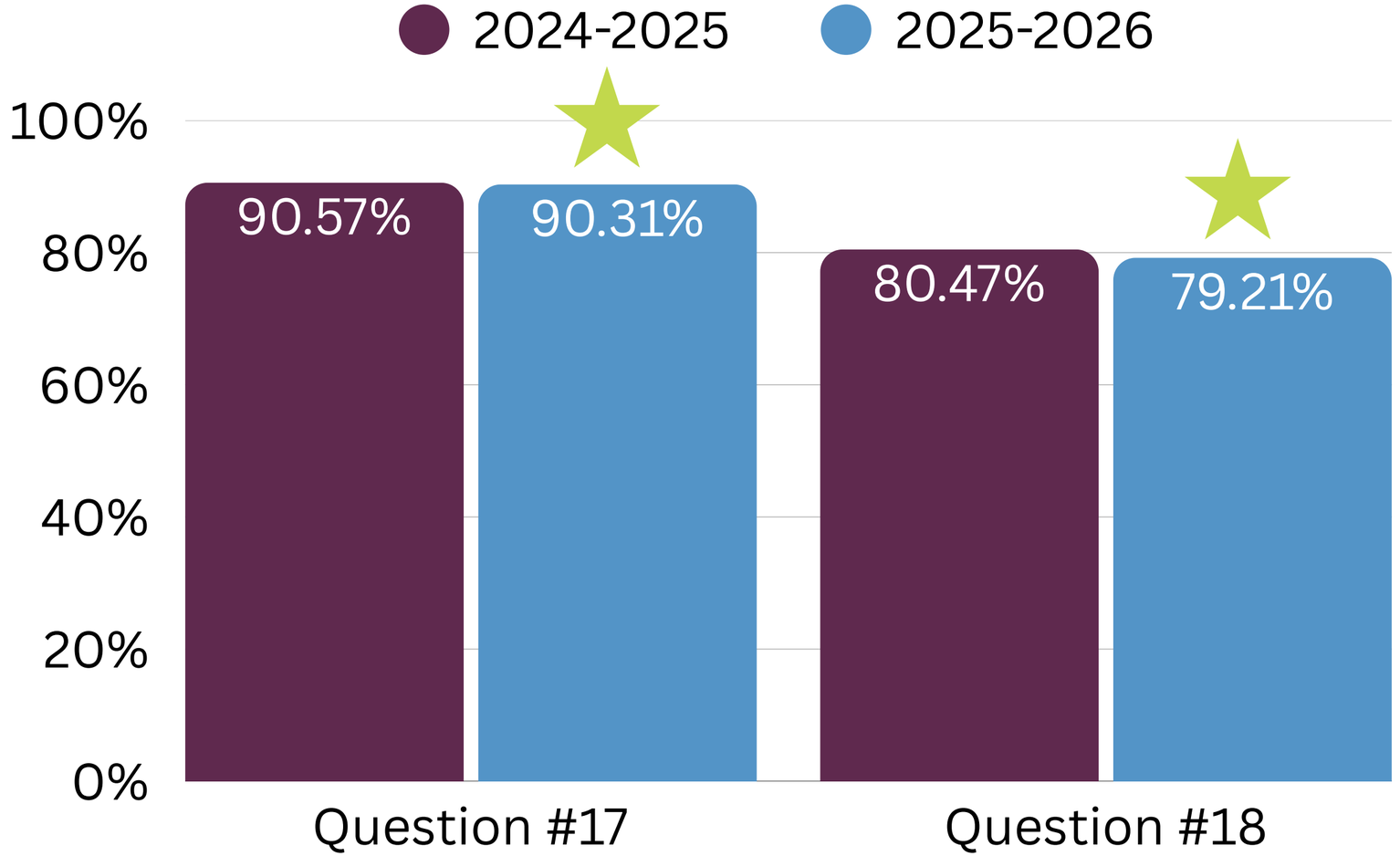
- **Question #16:**

Teachers help me

Area of Strength-All Levels

- Strong overall perception of teacher support
- Academic support remains strong

Involvement



- **Question #17:**

I try my best

- **Question #18:**

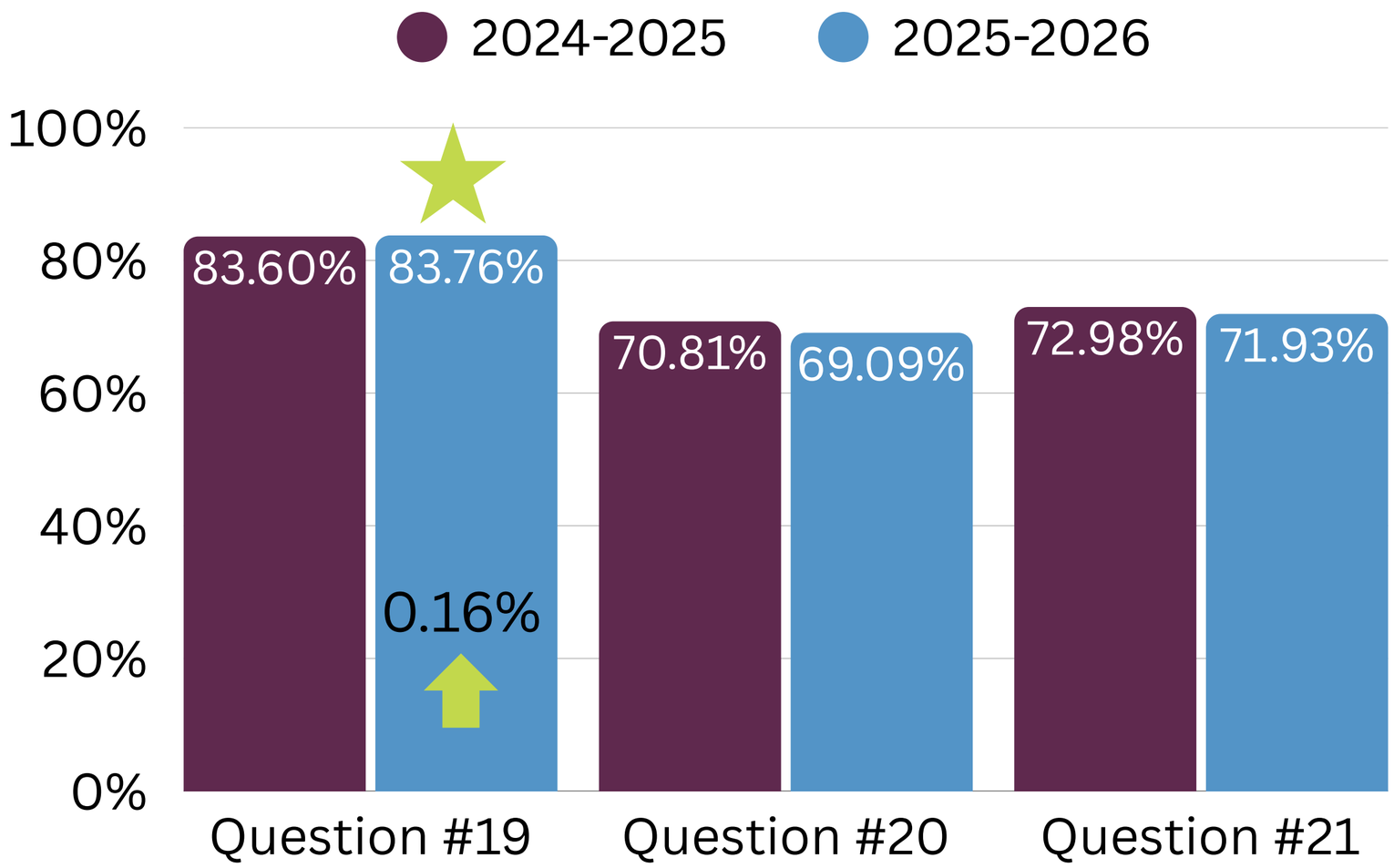
I participate in class

25-26	Elementary	Middle	High
#17	95.11%	88.89%	86.34%
#18	89.79%	76.14%	70.65%

Area of Strength-All Levels

- High levels of engagement: large majority of students are actively engaged in classroom activities
- Students show a strong commitment to effort and perseverance across all school-levels

Persistence



- **Question #19:**

I keep trying when difficult

- **Question #20:**

I ask for help if I need it

- **Question #21:**

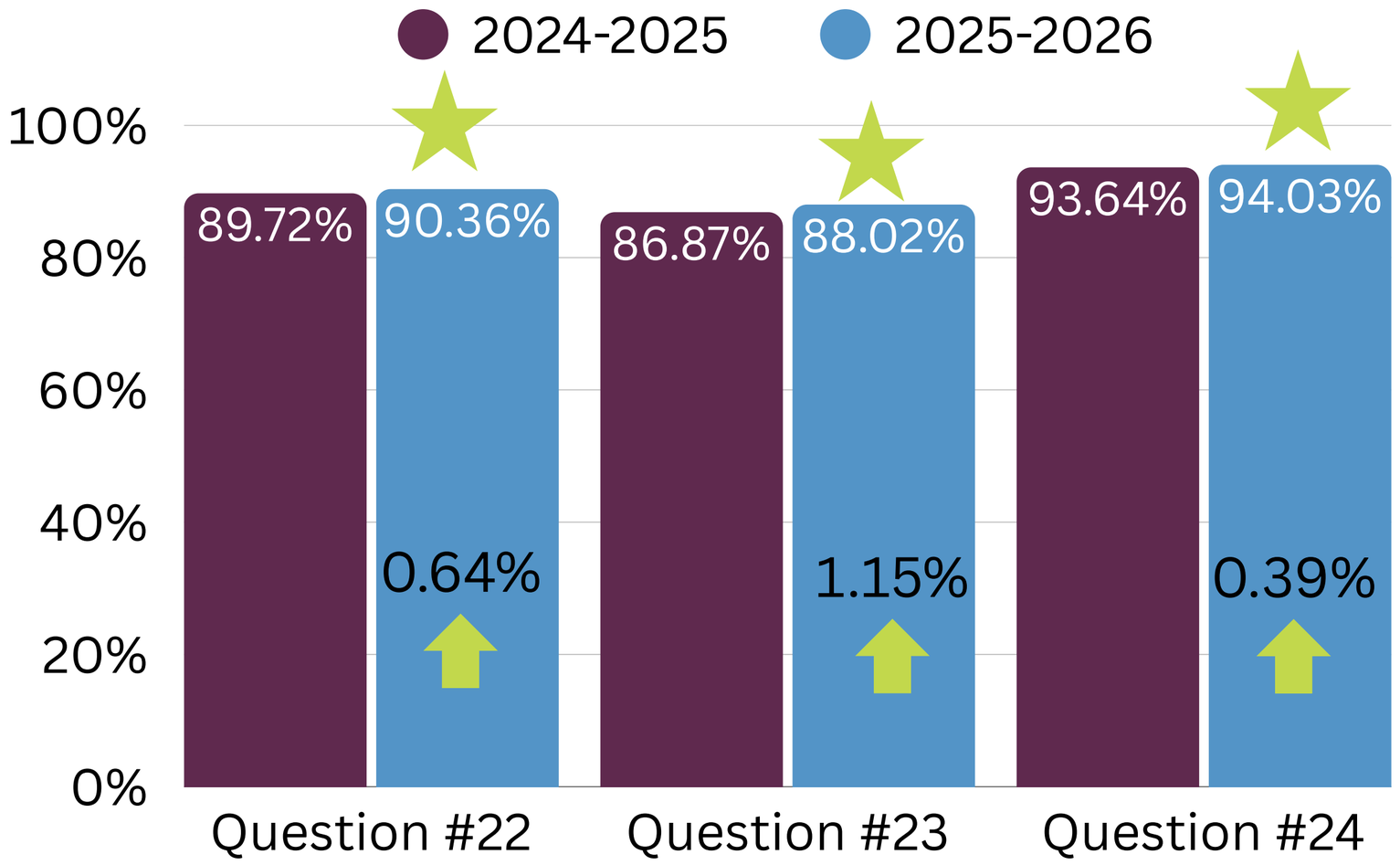
I'm patient when learning

25-26	Elementary	Middle	High
#19	90.92%	79.12%	80.46%
#20	75.17%	63.65%	68.04%
#21	77.59%	64.90%	73.14%

Area of Strength

- Students demonstrate strong perseverance when learning gets challenging
- Students feel supported → students stay engaged → students persist through challenges.

Self-Management



- **Question #22:**

I follow rules

- **Question #23:**

I’m kind to other students

- **Question #24:**

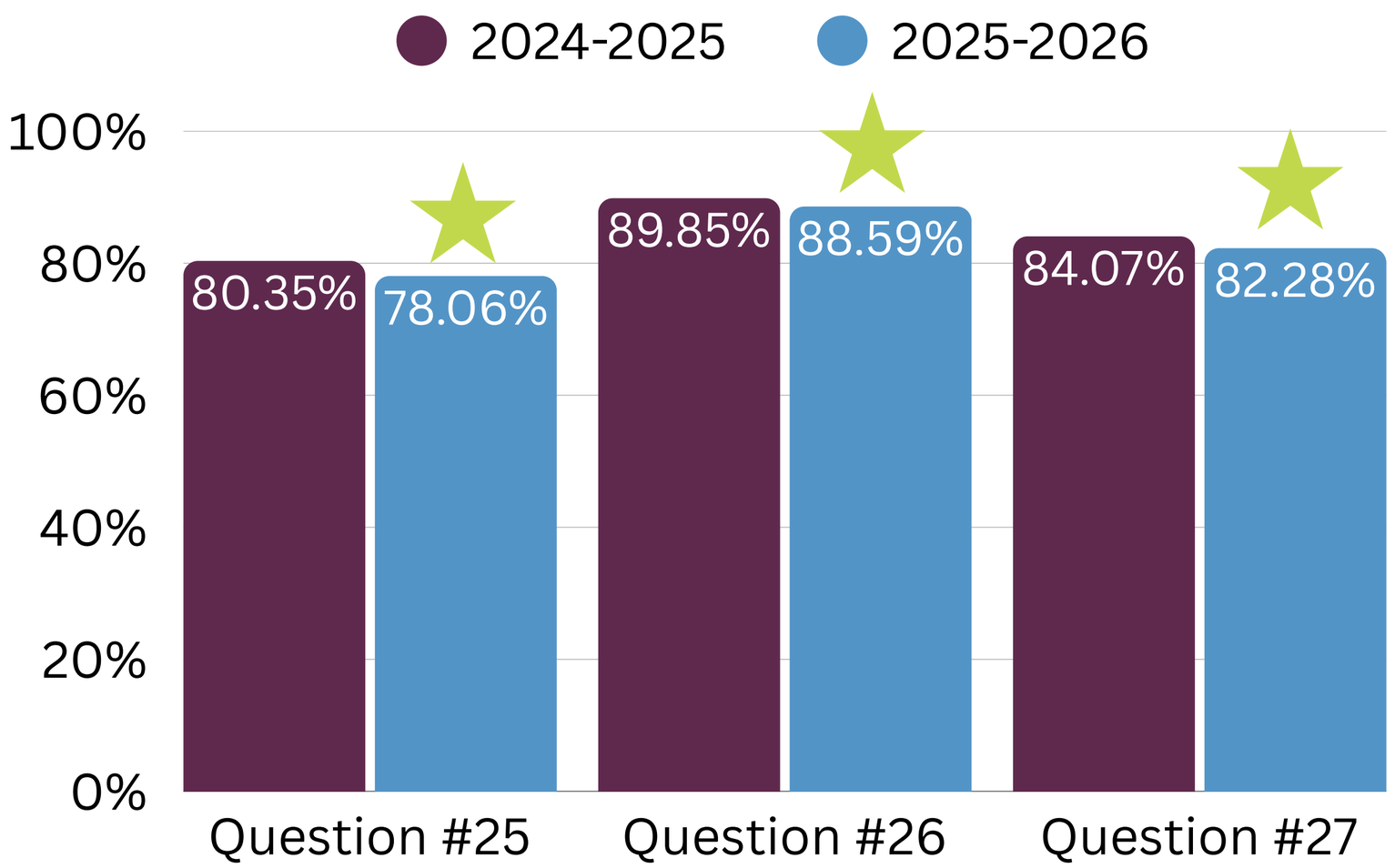
I’m kind to teachers

25-26	Elementary	Middle	High
#22	92.49%	87.28%	91.33%
#23	91.23%	83.97%	88.77%
#24	95.79%	92.18%	94.01%

Area of Strength-All Levels

- Positive trends, strong adult relationships, and improving peer interactions.
- Student–adult positive relationships across school settings

Future Aspirations



- **Question #25:**

I plan to continue my education

- **Question #26:**

I’m confident I’ll find a career

- **Question #27:**

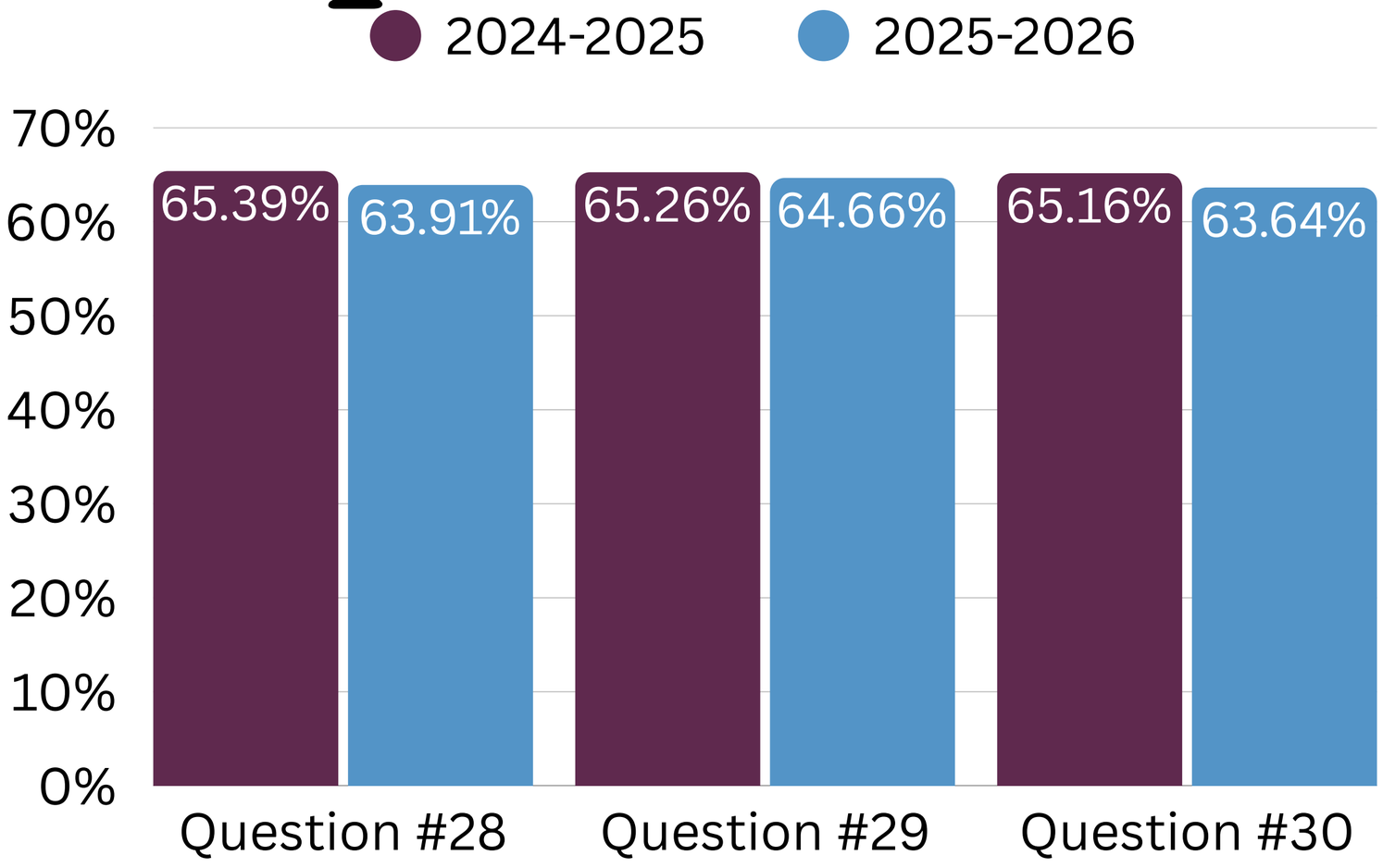
I’m excited about my future

25-26	Elementary	Middle	High
#25	78.08%	75.90%	80.43%
#26	91.32%	87.70%	86.43%
#27	85.79%	79.99%	80.78%

Area of Strength-All Levels

- Most students reporting confidence in their education and career paths
- Majority of students still plan to pursue further education

Acceptance



- **Question #28:**

I feel respected

- **Question #29:**

I feel like I belong

- **Question #30:**

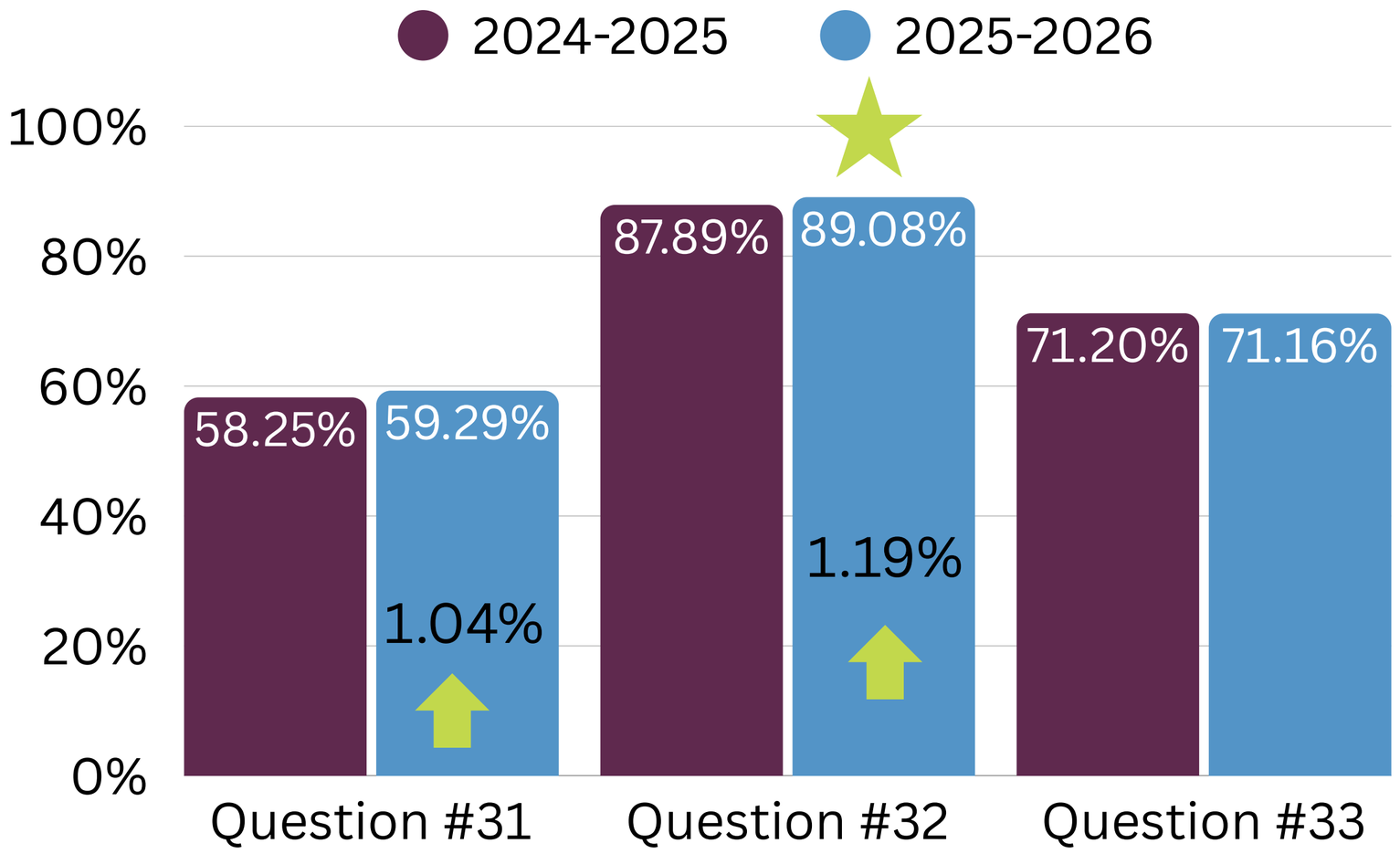
I’m proud of this school

25-26	Elementary	Middle	High
#28	74.39%	55.33%	61.34%
#29	75.13%	58.66%	59.22%
#30	79.04%	54.22%	56.38%

Area of Focus

- All 3 areas show a slight decline
- Need to strengthen belonging, respect, and school pride
- Elementary students report strong feelings of acceptance

Relationship Management



25-26	Elementary	Middle	High
#31	71.50%	49.33%	56.22%
#32	89.32%	91.34%	86.34%
#33	73.30%	78.63%	71.48%

- Students report strong and improving peer connections
- Need to strengthen feeling of student support

- **Question #31:**

I feel supported by students

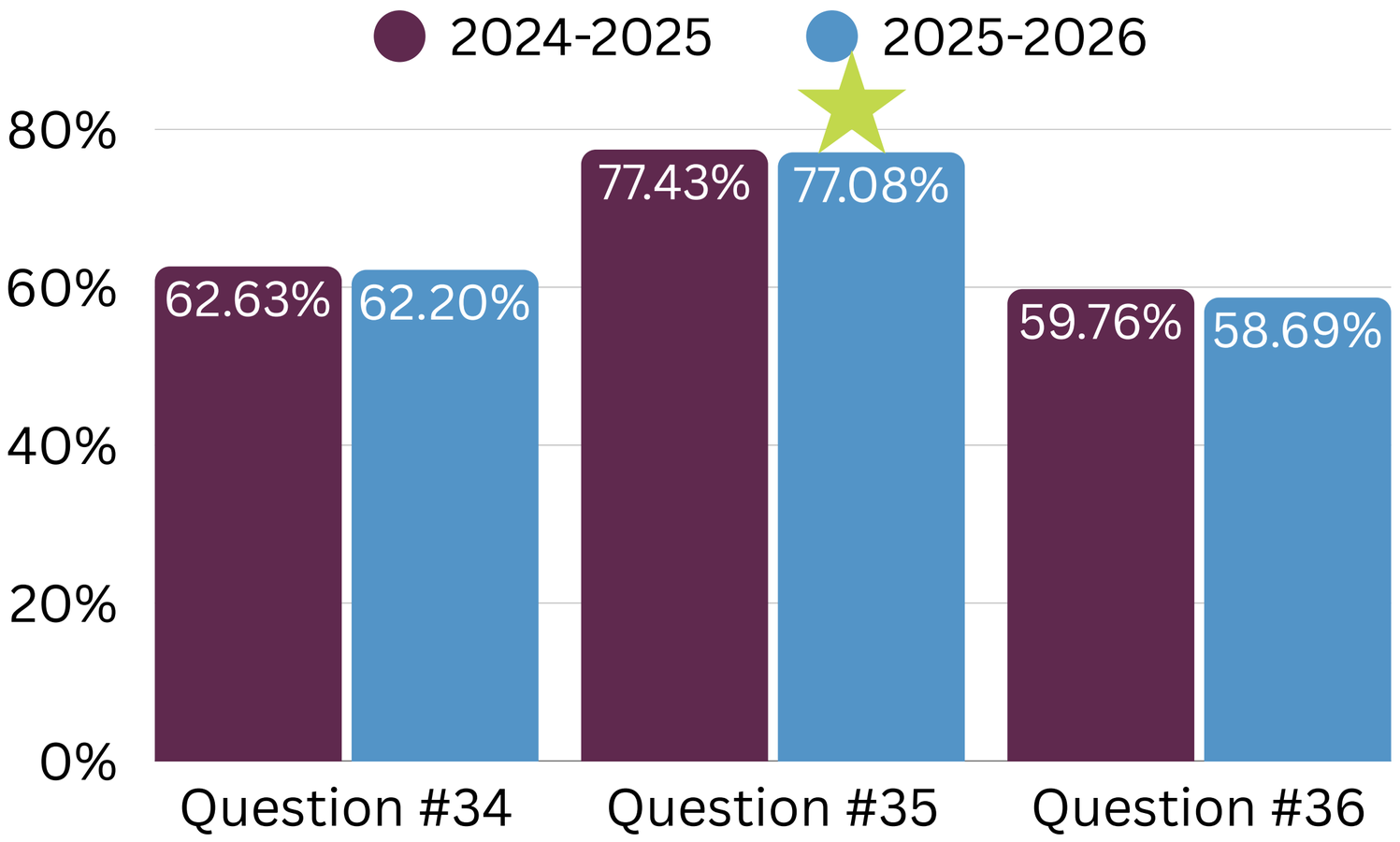
- **Question #32:**

I have at least one friend to sit with

- **Question #33:**

I’m comfortable talking about important things

Relationship w/ Peers



- **Question #34:**

My friends think school is important

- **Question #35:**

My friends work hard

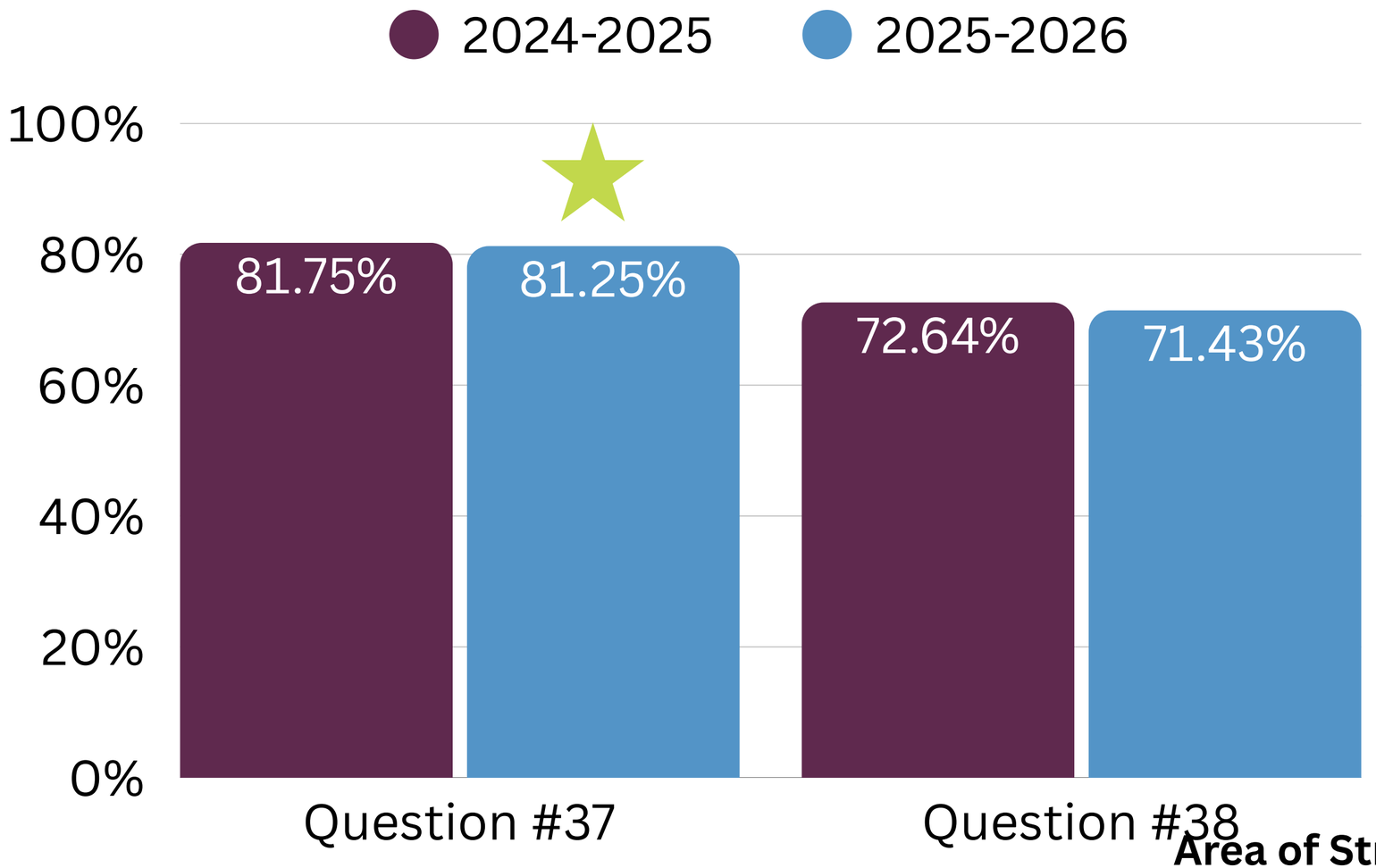
- **Question #36:**

My friends like this school

25-26	Elementary	Middle	High
#34	72.13%	52.14%	61.88%
#35	87.03%	69.29%	74.66%
#36	75.76%	47.26%	51.64%

- Students generally perceive their friends as hardworking
- Need to strengthen peer attitudes toward school

Relationship w/ Adults



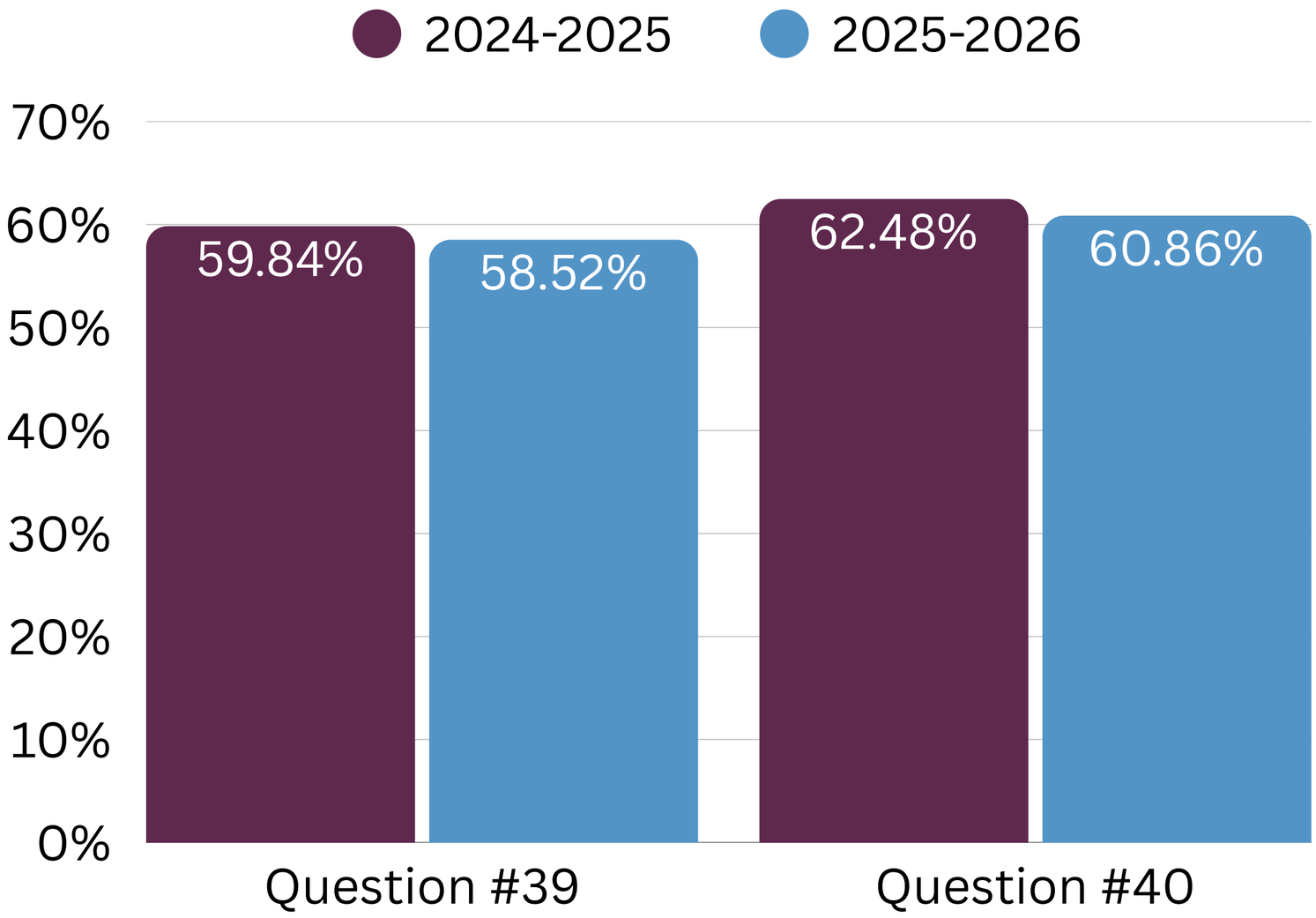
- **Question #37:**
I feel supported by teachers

- **Question #38:**
I feel supported by admin

25-26	Elementary	Middle	High
#37	89.44%	75.75%	77.83%
#38	85.19%	65.37%	62.17%

Area of Strength-All Levels

- Over 81% of students report feeling supported by teachers
- Support from administrators remains positive



25-26	Elementary	Middle	High
#39	70.35%	48.86%	55.50%
#40	72.87%	52.64%	56.19%

- **Question #39:**

I can be myself around adults

- **Question #40:**

Generally, I like coming to school

Area of Focus

- Continue strengthening students' comfort being themselves around adults
- Increase students' overall enjoyment of coming to school



2025-2026 Employee Engagement Survey

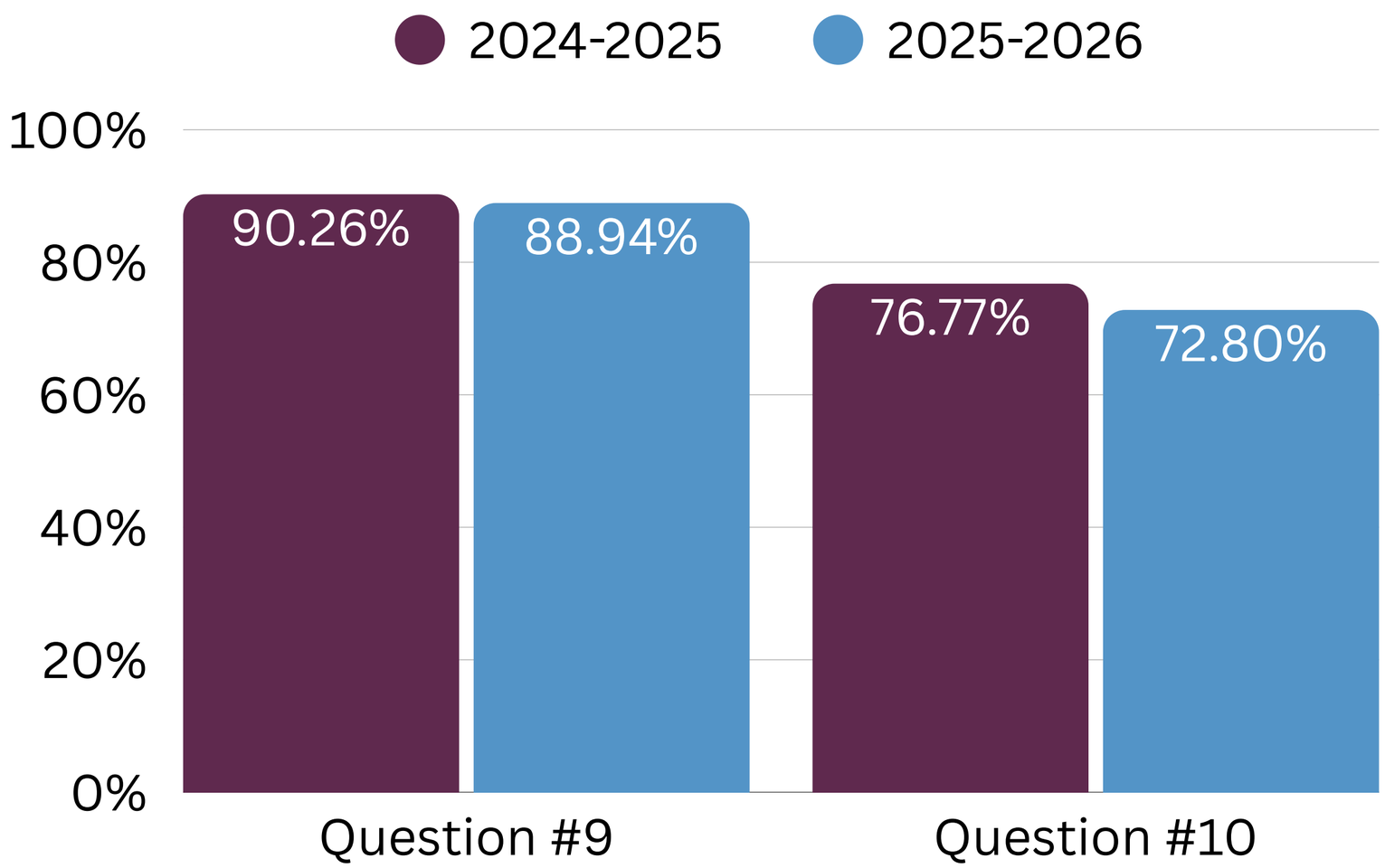
★ areas of strength

Responses: 2,626 (95+)

★ **Participation: 85%** (+4%)

Hernando County Schools

District Feedback



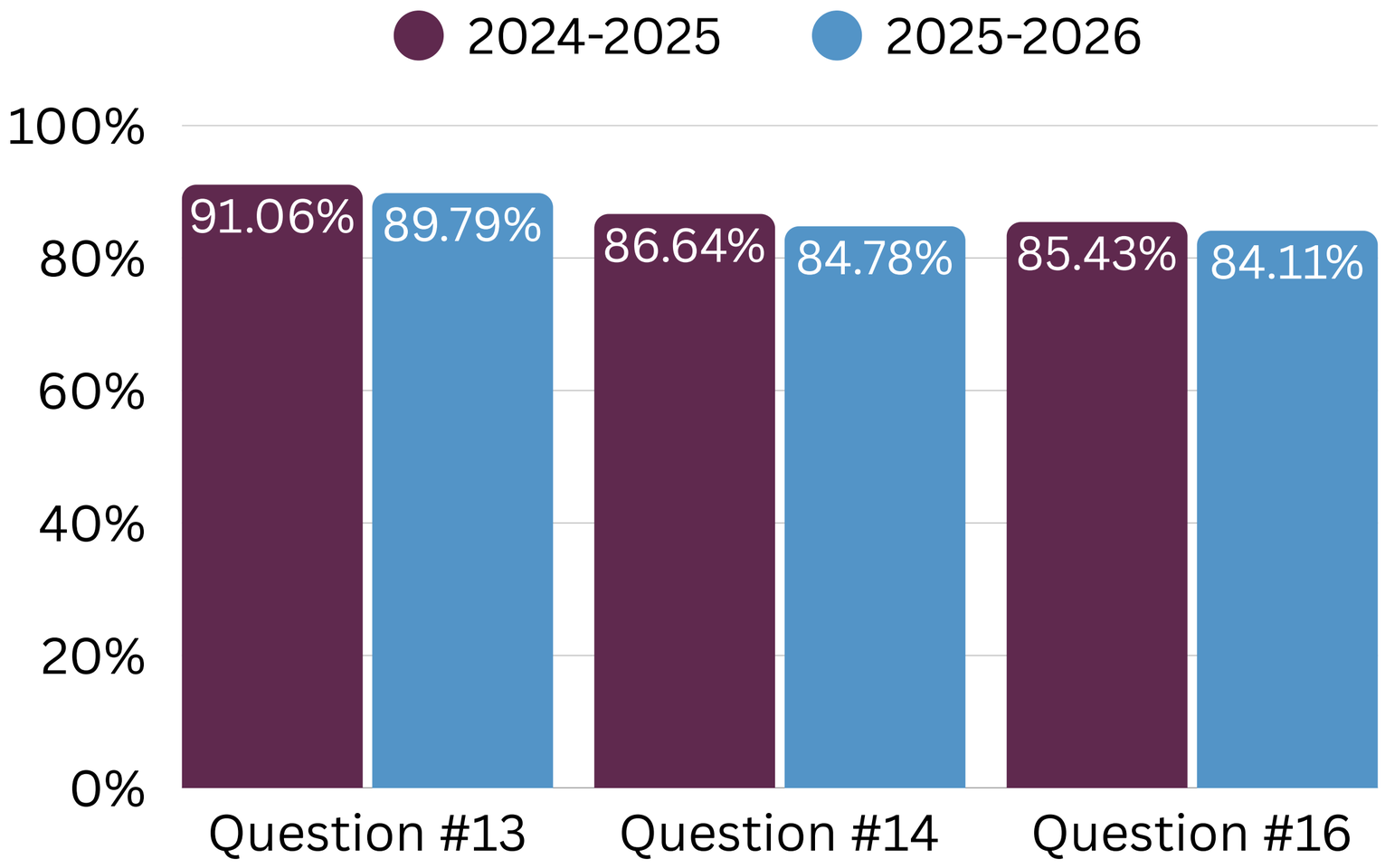
- **Question #9:**

The District Strategic Plan gives clear goals and focus for our district.

- **Question #10:**

District training helps me perform my job.

District Feedback-Continued



- **Question #13:**

The HCSD vision and mission are reflected in daily operations.

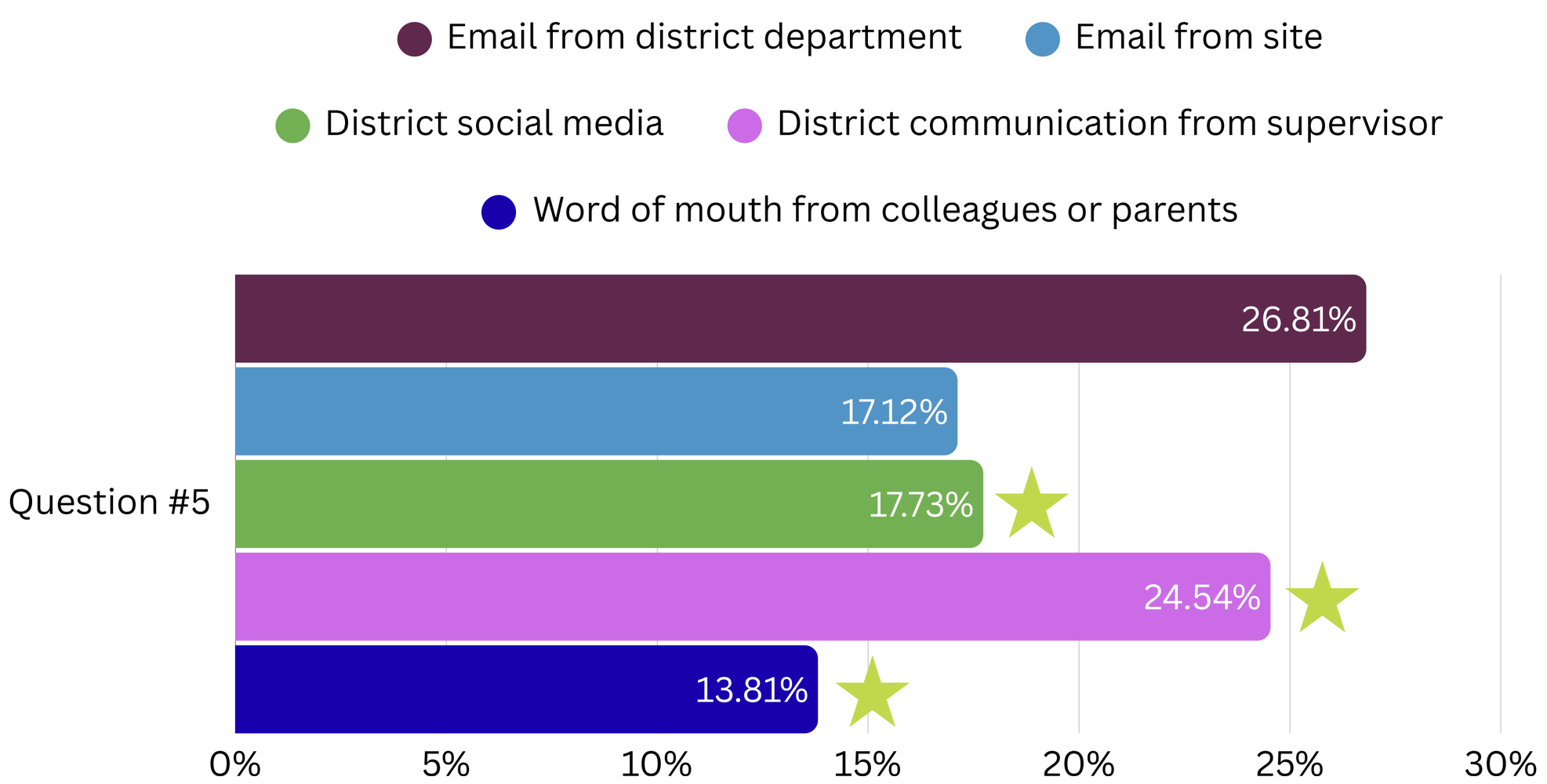
- **Question #14:**

I would be comfortable to refer a friend to work in HCSD.

- **Question #16:**

Satisfaction with district internal communications.

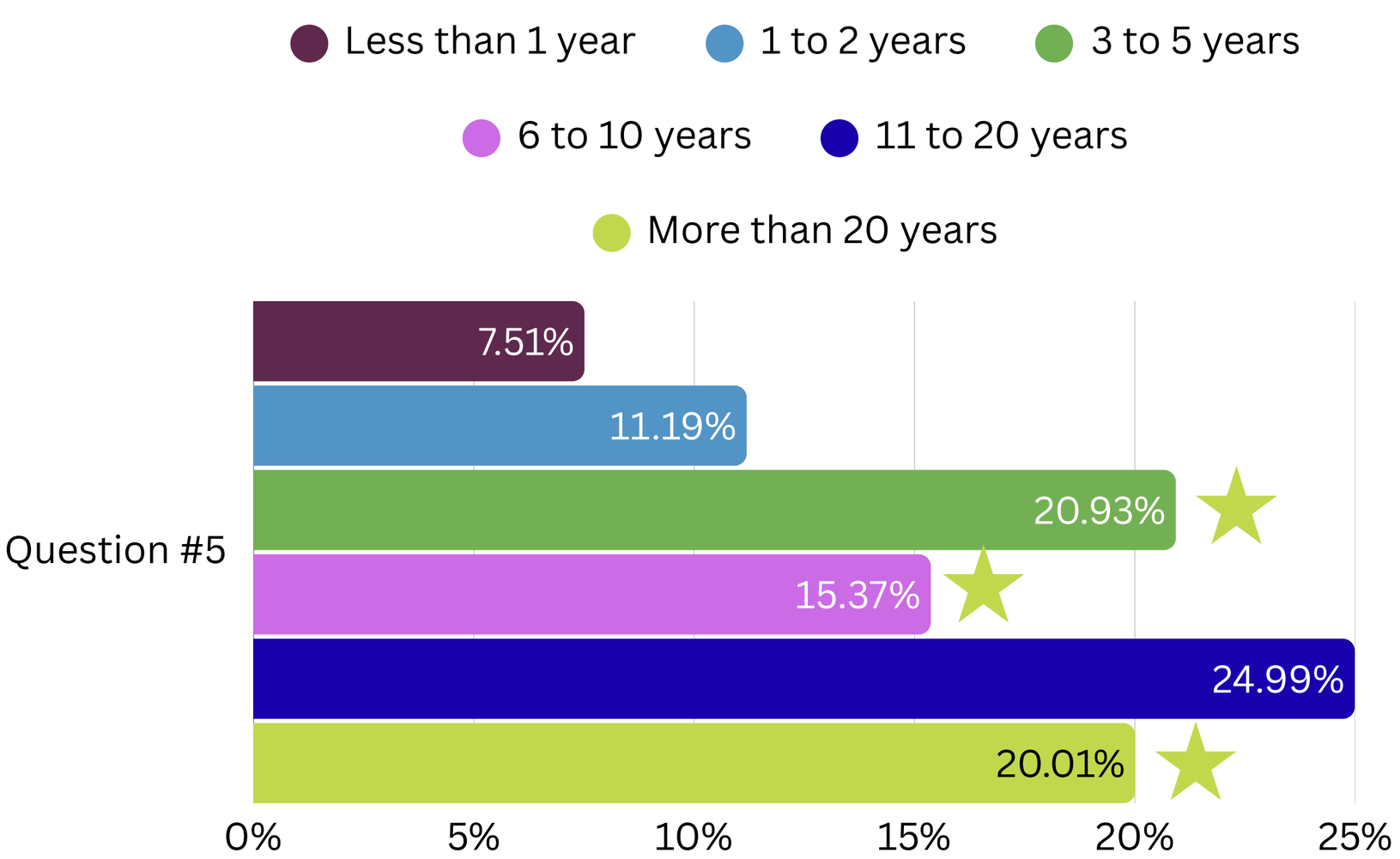
District Communication



- **Question #15:**

The way information is provided about our school district.

Longevity

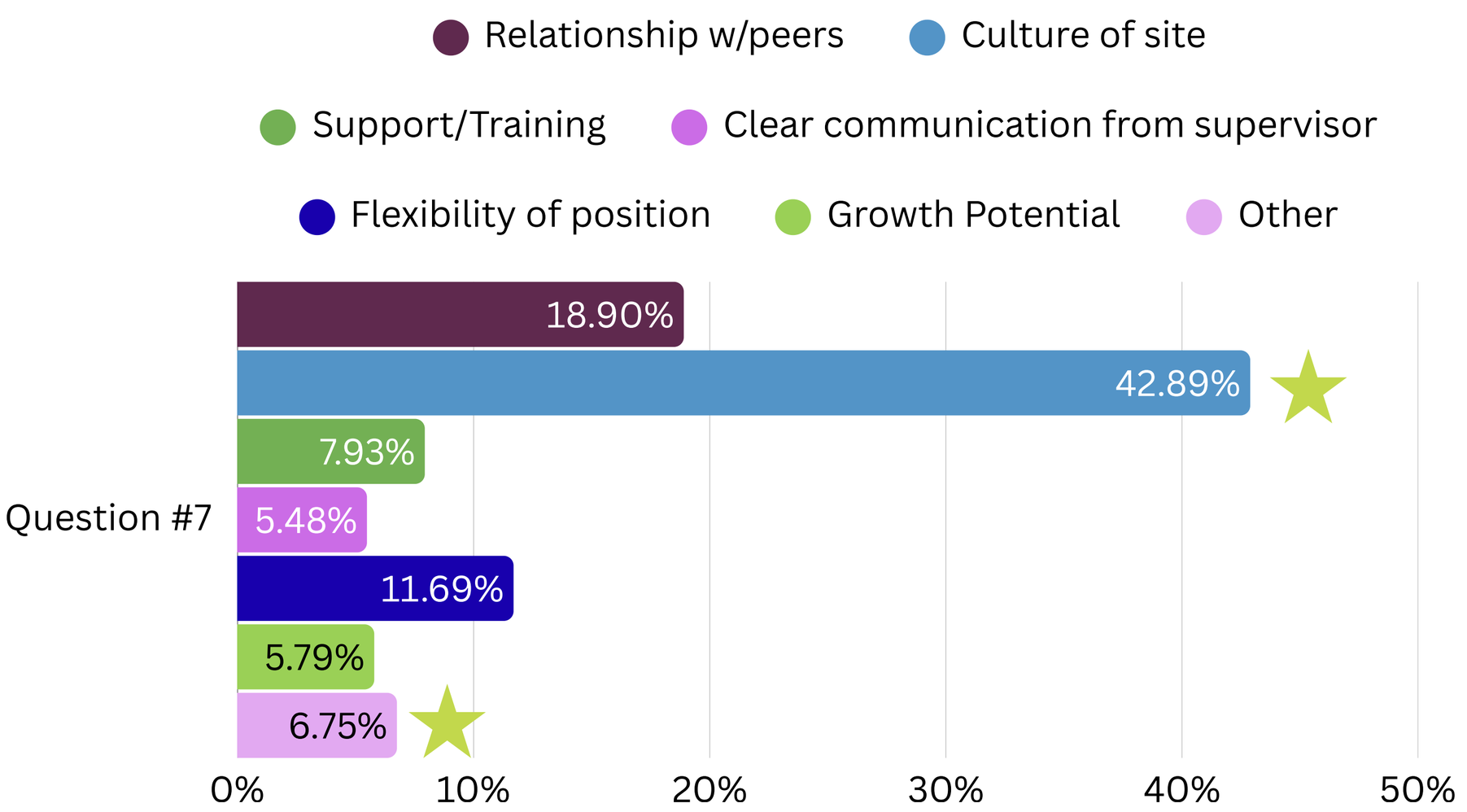


- **Question #5:** Length of time worked in Hernando County Schools.

Retention

- **Question #7:**

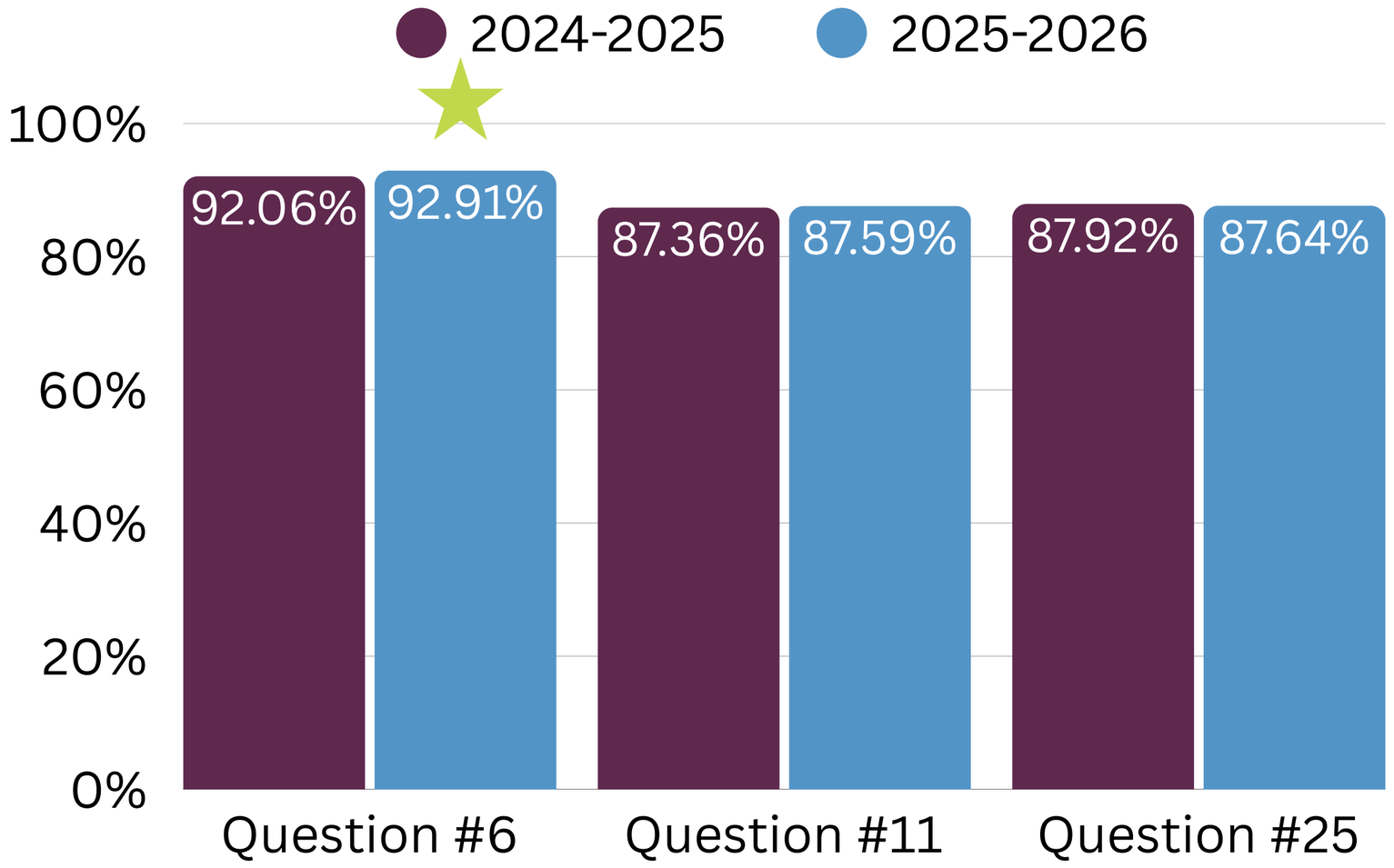
Most important retention factor.



“Other” Feedback:

- Salary
- Increased Workload
- Lack of time to complete tasks

Feeling Valued & Celebrated



Area of Strength:

- Employees feel more valued at their schools, sites, or within their departments.

- **Question #6:**

I feel I am a valued member of my team at school, site, or department.

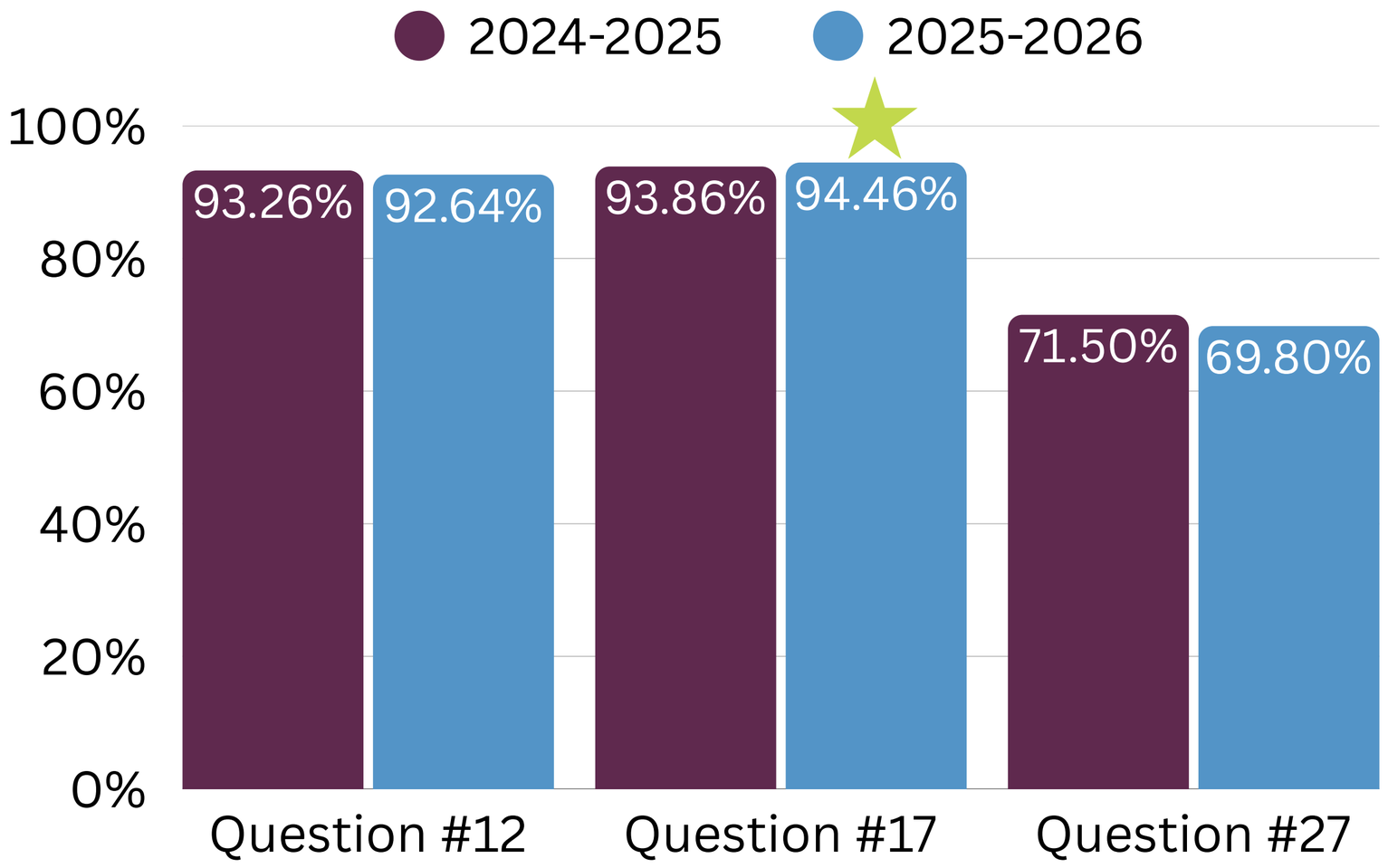
- **Question #11:**

My site celebrates successes.

- **Question #25:**

Staff are recognized.

Supervisor Feedback



Area of Strength:

- Supervisors are making expectations clear to all staff.

- **Question #12:**

My supervisor is visible at my school, site, or department.

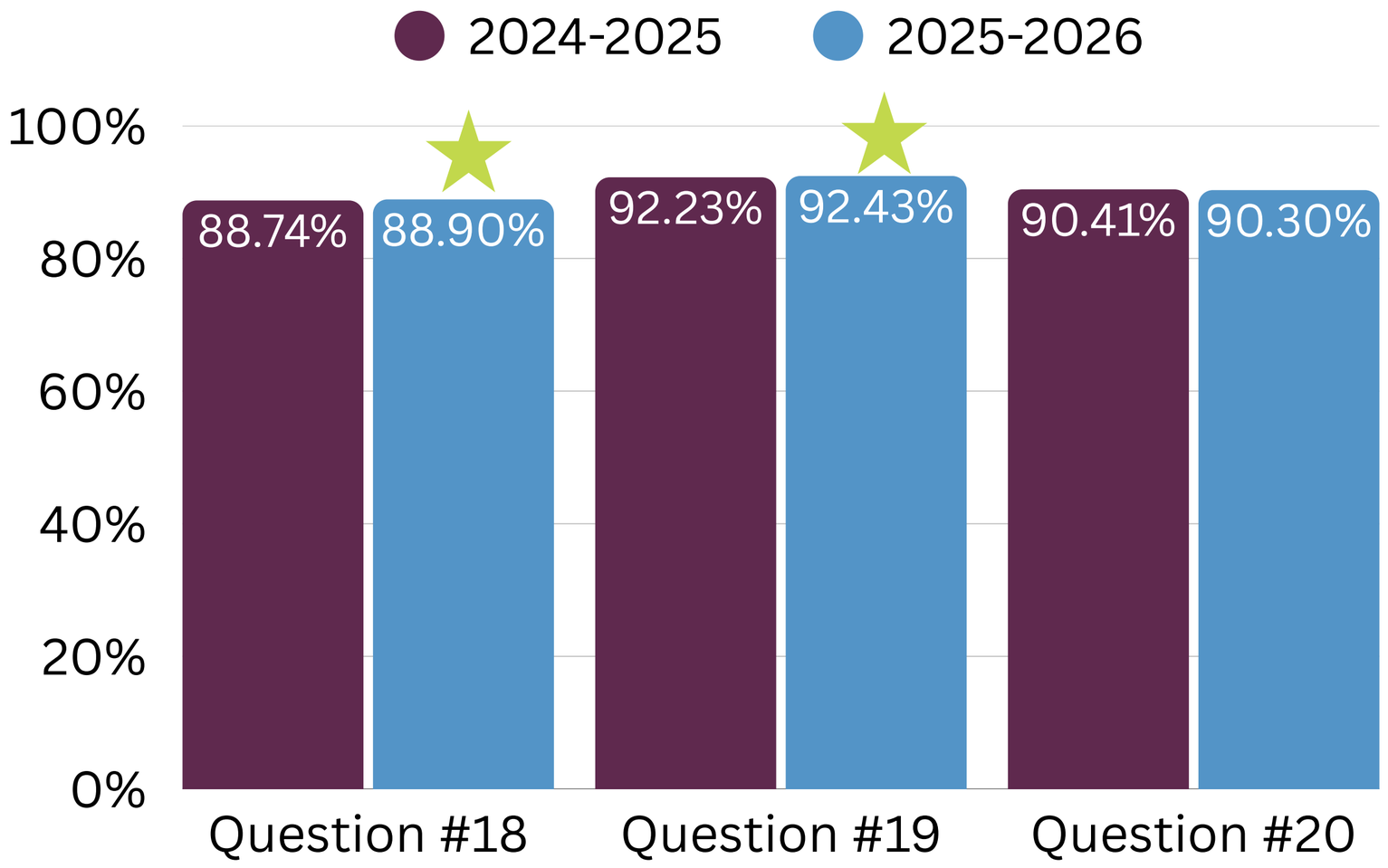
- **Question #17:**

My supervisor outlines expectations for my job.

- **Question #27:**

My workload is reasonable

Communication



Area of Strength:

- Constructive feedback and support from supervisors continues to increase.

- **Question #18:**

My supervisor regularly gives me constructive feedback.

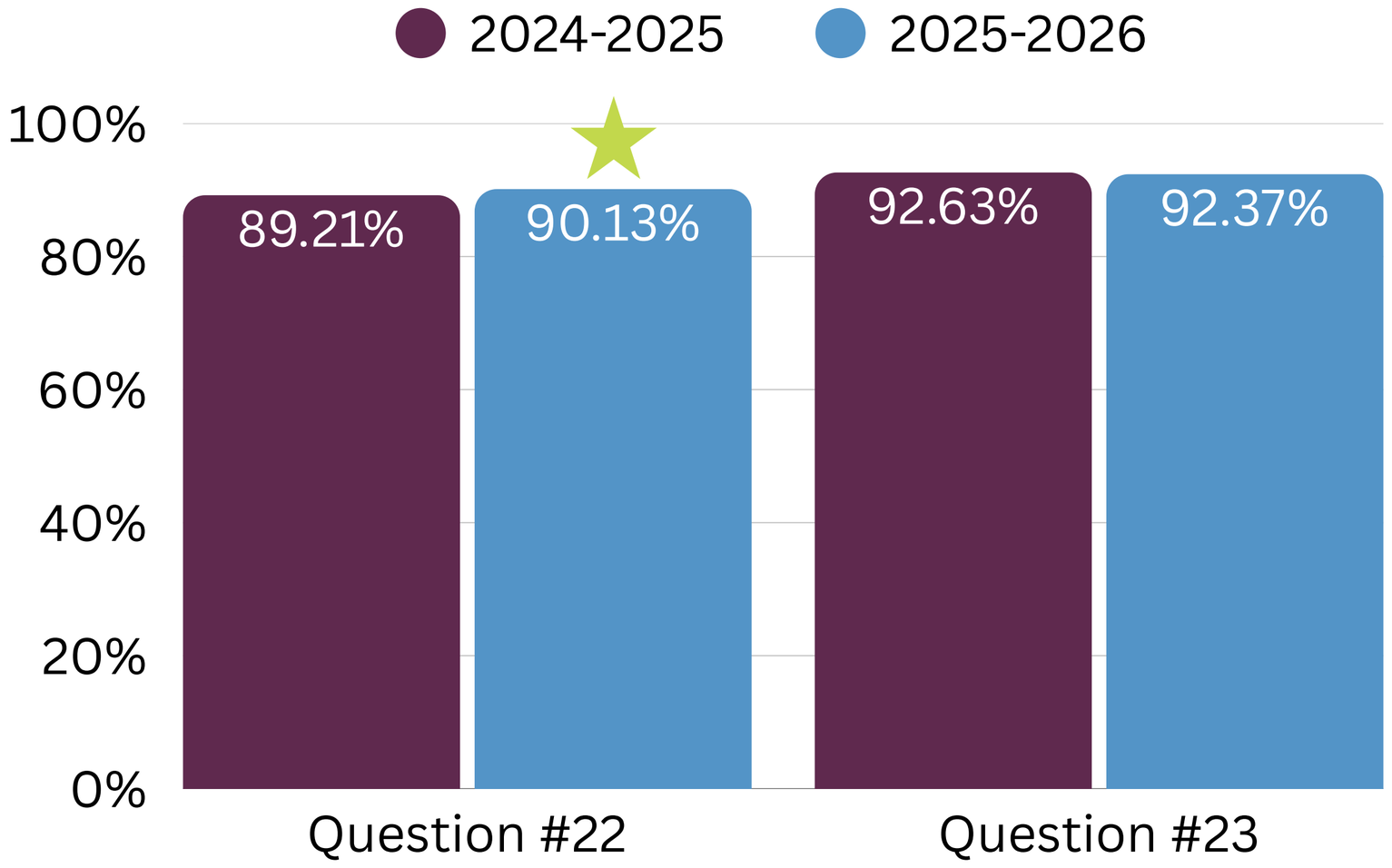
- **Question #19:**

My supervisor supports me when needed.

- **Question #20:**

My supervisor clearly communicates important information.

Policies and Decision Making



- **Question #22:**

My supervisor fairly implements policies at my school/site.

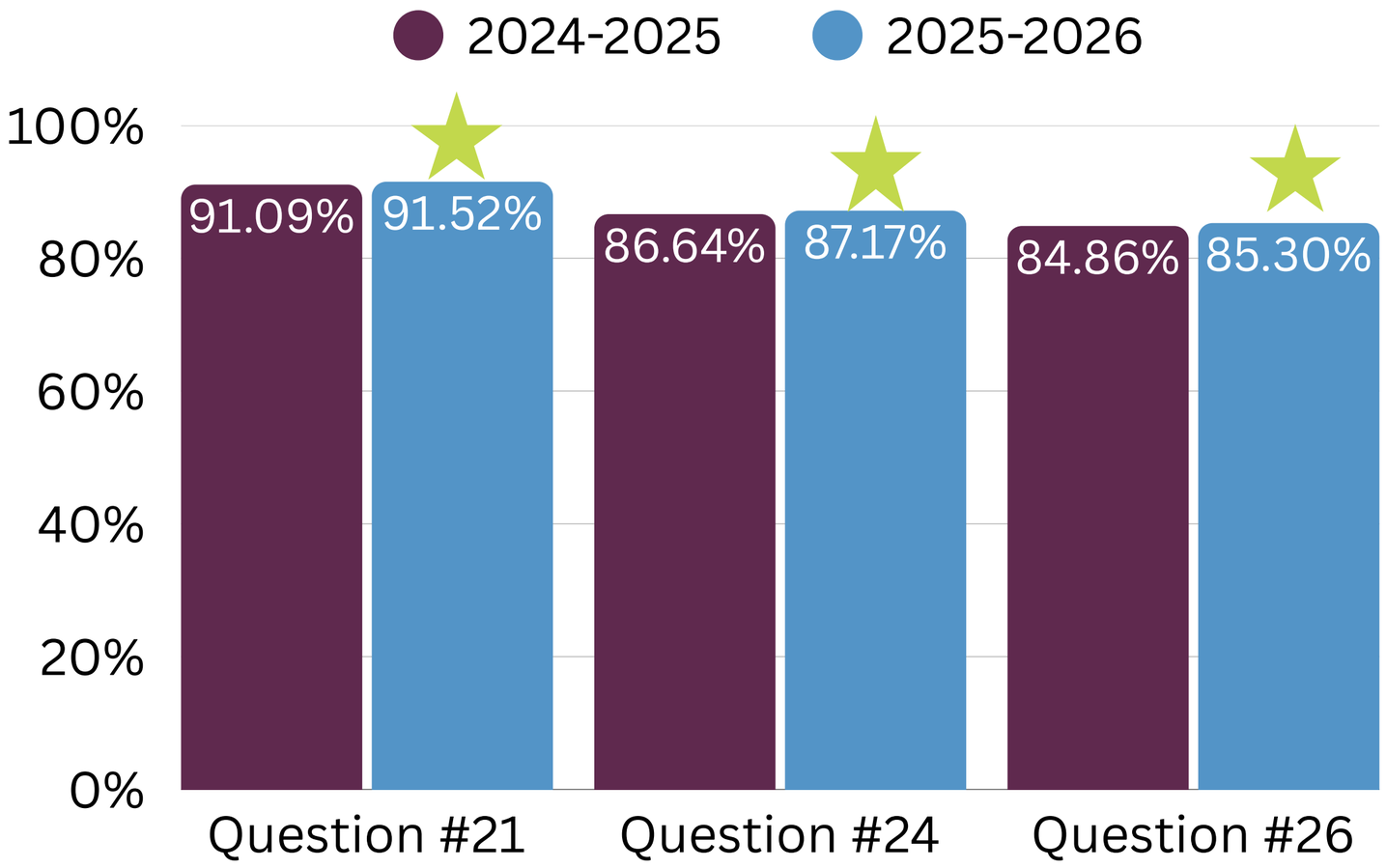
- **Question #23:**

I trust my supervisor to make good decisions.

Area of Strength:

- Consistency from suoervisors with implementing policies increased.

Culture



Area of Strength:

- All three areas related to culture increased!

- **Question #21:**

My supervisor makes a positive impact on culture of school or department.

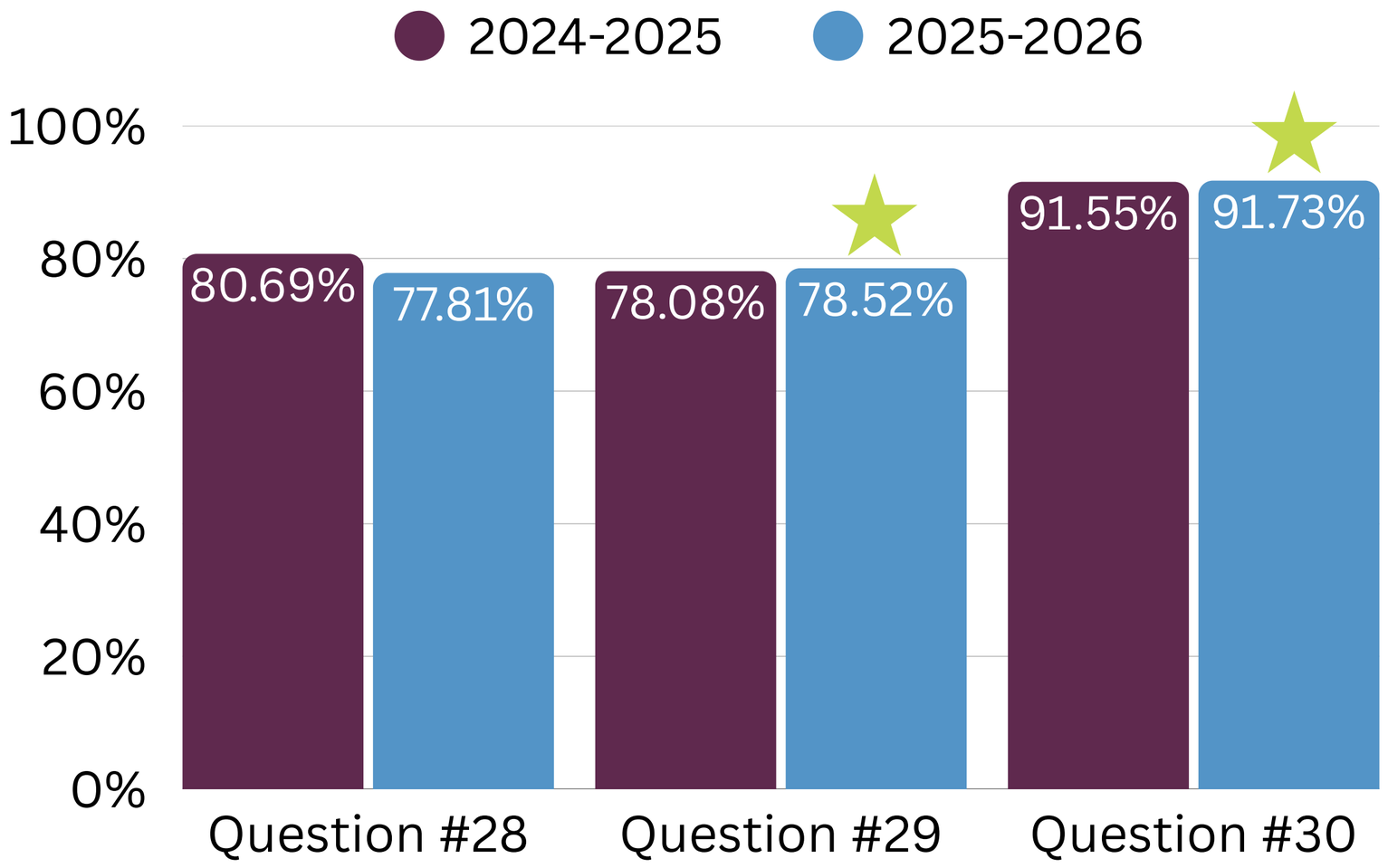
- **Question #24:**

There is a positive working environment.

- **Question #26:**

I am motivated to contribute more than what is expected.

Professional Learning & Goals



Area of Strength:

- Leadership opportunities and clear goals both increased.

- **Question #28:**

Professional Development exists at my site to support my job.

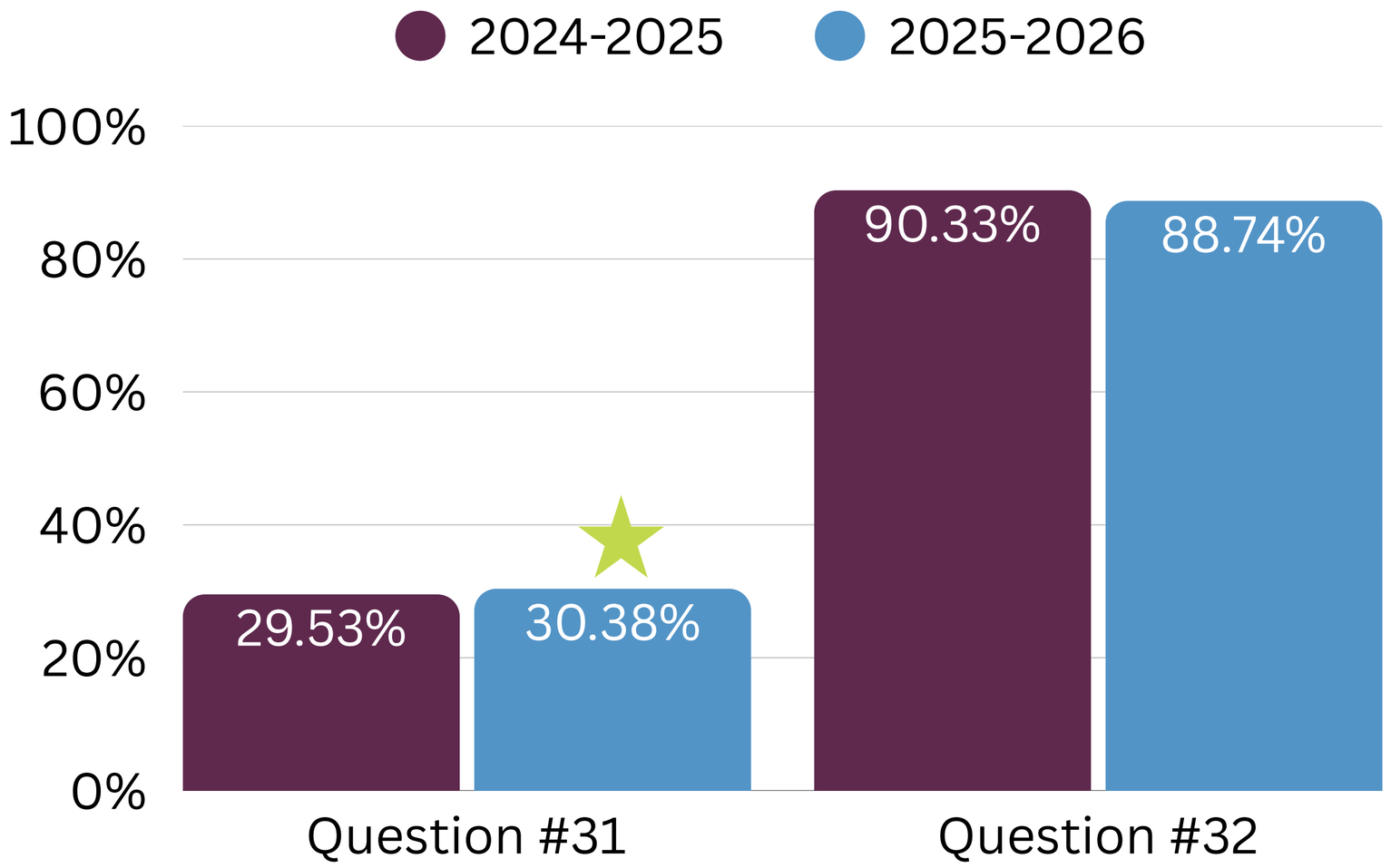
- **Question #29:**

There are leadership opportunities at my site.

- **Question 30:**

There are clear goals at my site.

Homegrown



- **Question #31:**

I am an alumni of Hernando County Schools.

- **Question #32:**

My Residence is in Hernando County.

Area of Strength:

- The number of homegrown employees continues to increase.



Employee Engagement Survey

Next Steps:

- Data shared individual data with all schools, sites, and departments.
  - School Sites received all school data, along with instructional and non-instructional breakdown.
- Analyze and set goals for next year at each level.

Next Year's Participation Goal: 90%



2025-2026

Parent Engagement

Survey

Responses: 4,700

(2025- 2222)

Hernando County Schools

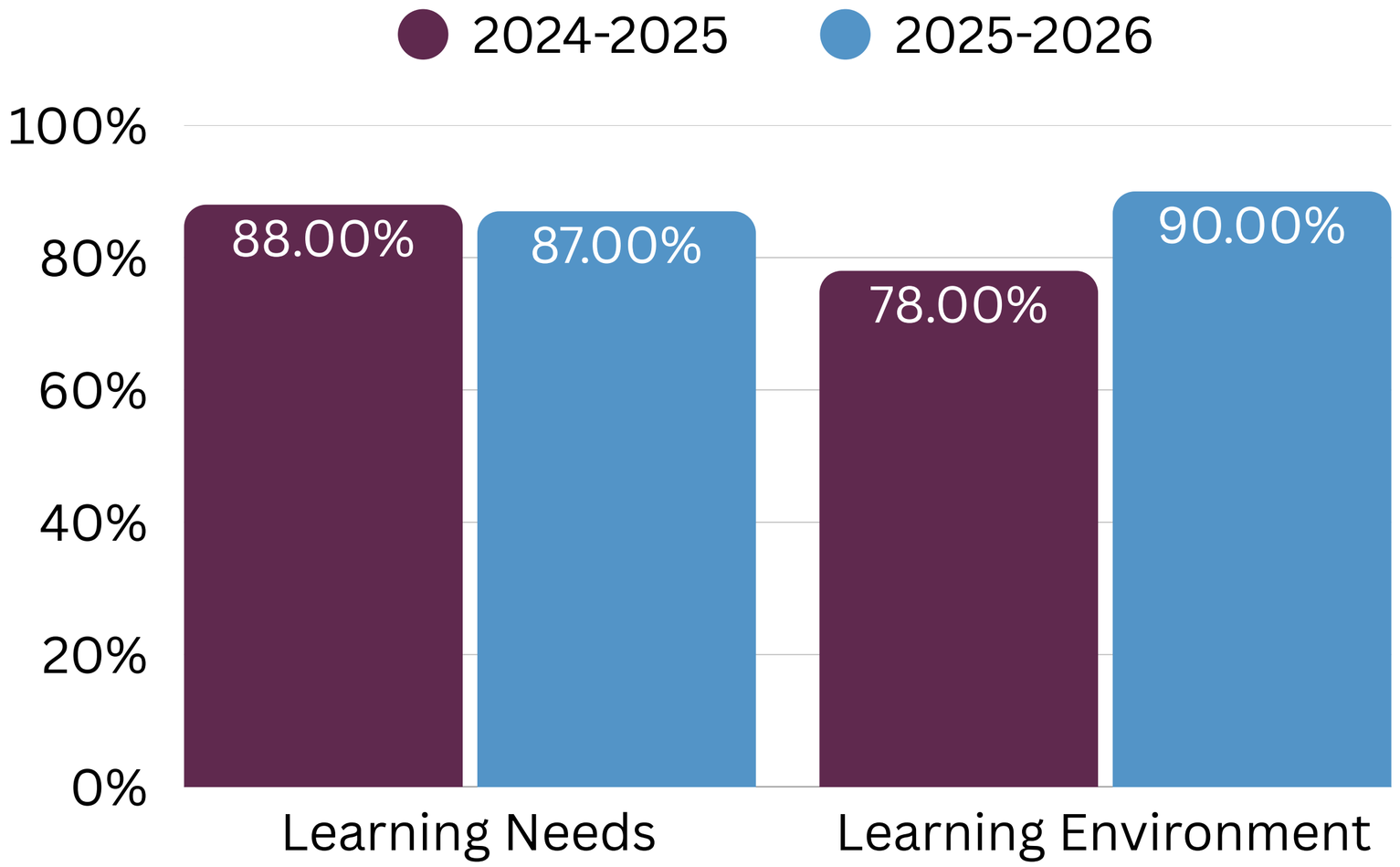


2026 Survey Key Considerations

- ***Significant increase in response rate***
- ***Streamlined format lowering completion time***
- ***5-point scale with neutral option to improve data quality***
- ***Design shifted to higher-level perception tracking with increased qualitative response options***

Hernando County Schools

Learning and Student Support



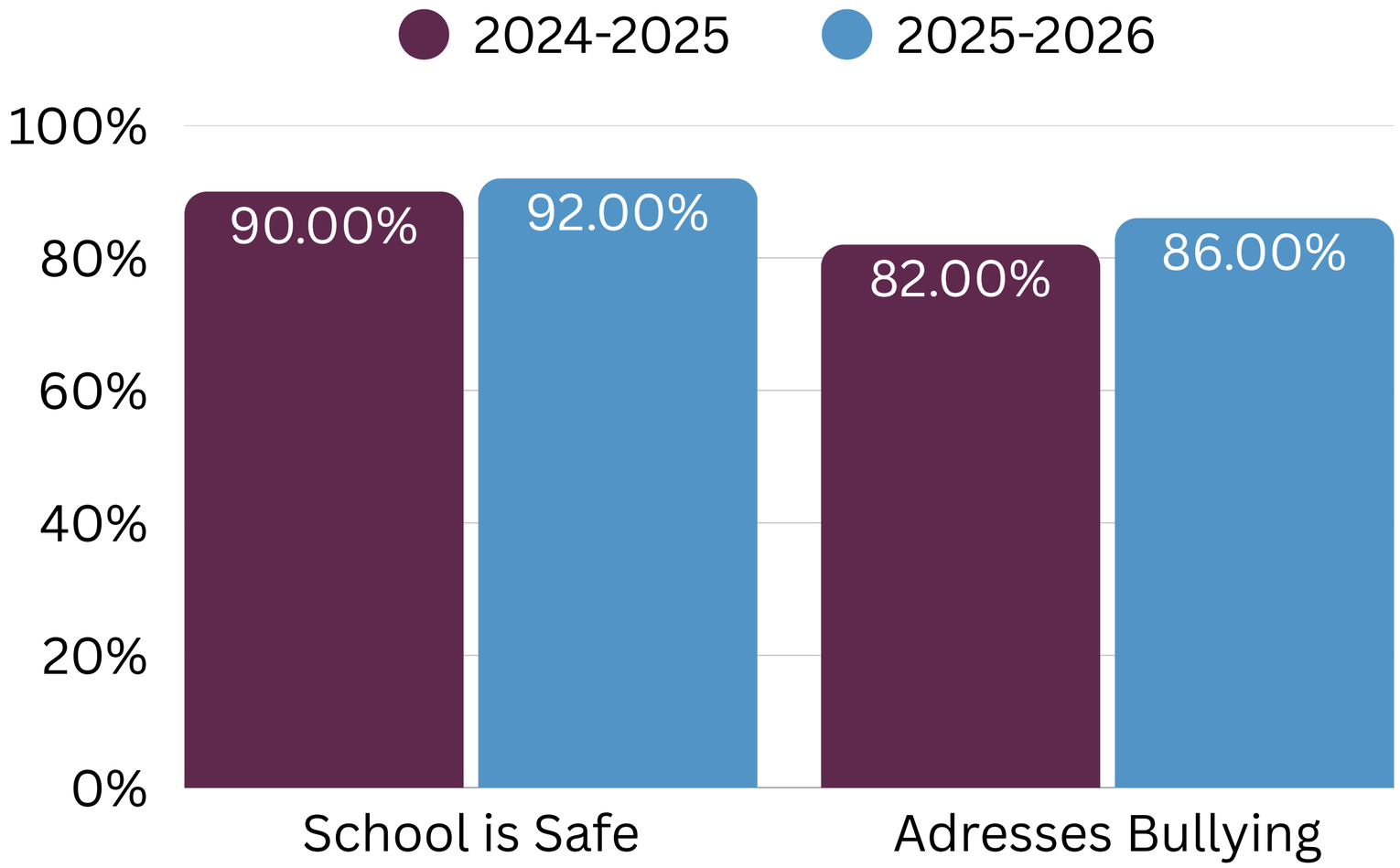
Note

- Continued strong perception of student support systems

- **Options that meet my child's learning needs:**
  87% Neutral+
  2025 Net Negative
  16% Vs. 12% 2026
- **Positive Learning Environment:**

90% Neutral+
2025 Net Negative 21%
Vs. 9% 2026

Safety



Note

- Safety remains one of the strongest categories across both years
- More Neutral Response regarding Bullying (18%)

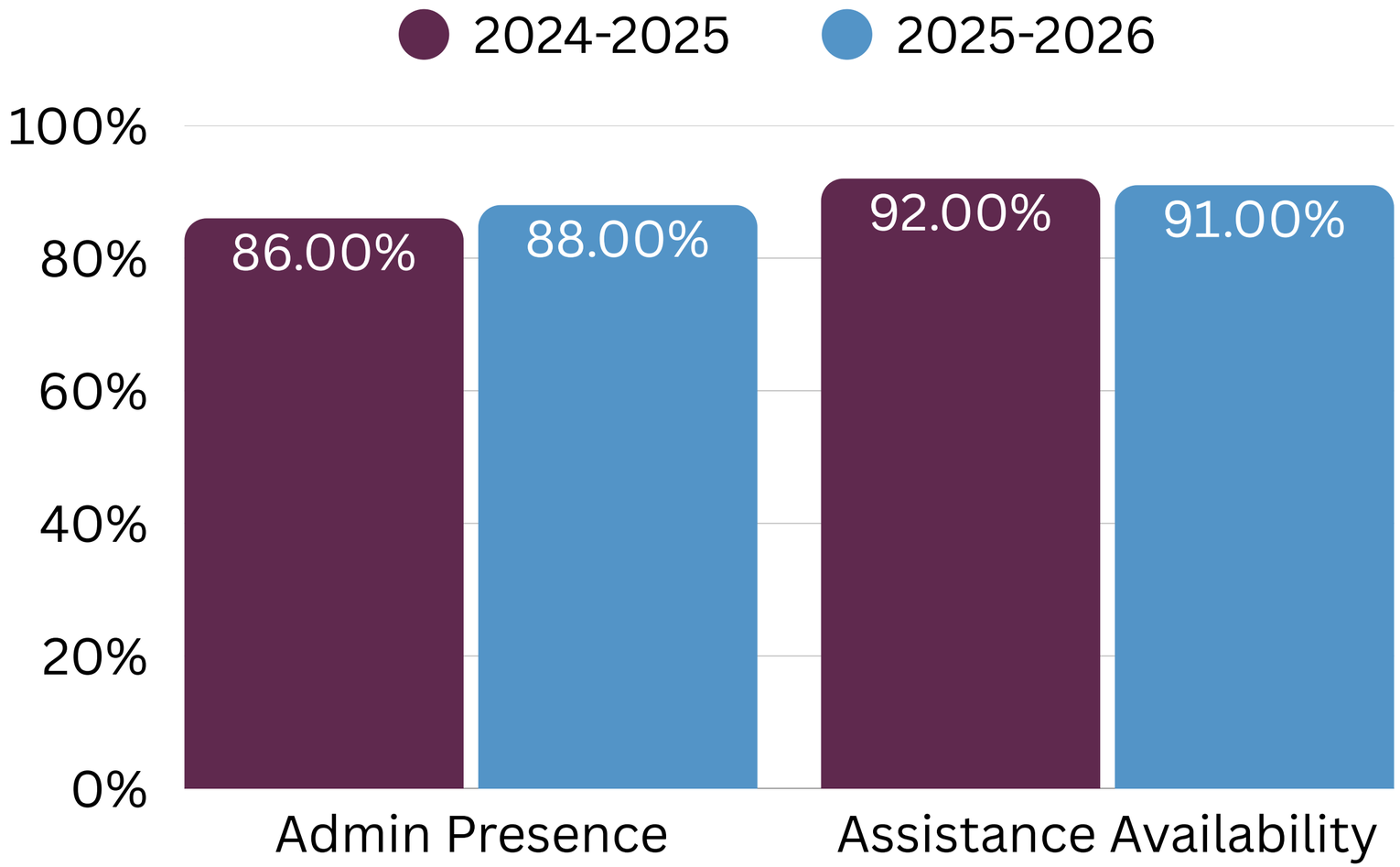
- **My School is Safe:**

87% Neutral+
2025 Net Negative 10%
Vs. 7% 2026

- **Bullying isn't tolerated:**

86% Neutral+
2025 Net Negative 19%
Vs. 13% 2026

Leadership



Note

- Several positive comments in feedback for specific faculty and staff

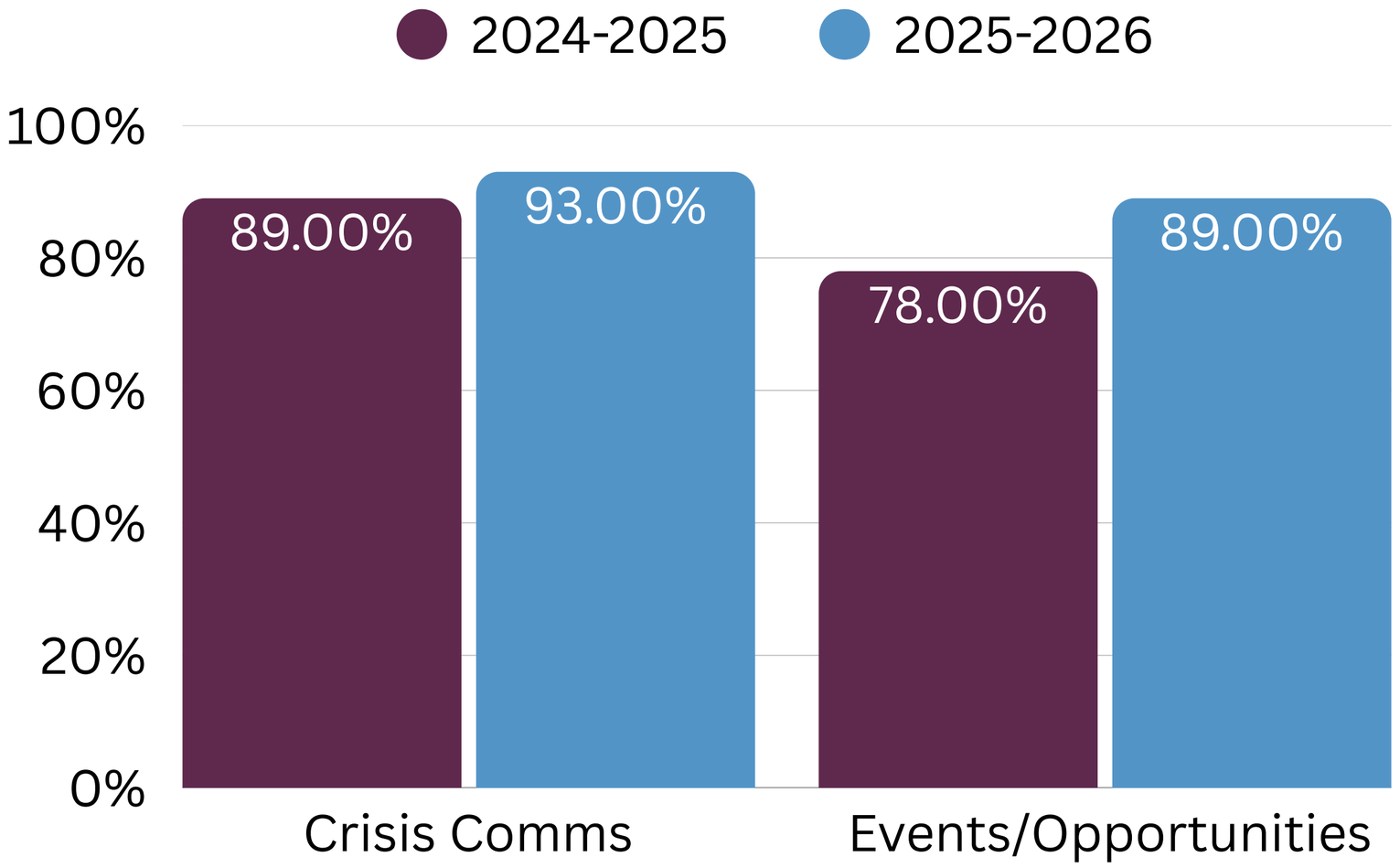
- **Admin are available, courteous and responsive:**

86% Neutral+
2025 Net Negative 14%
Vs. 12% 2026

- **There is someone available for help:**

91% Neutral+
2025 Net Negative 8%
Vs. 9% 2026

Communications



- **Crisis Communications**

93% Neutral+

2025 Net Negative 11%

Vs. 7% 2026

- **Highlighting Events and opportunities:**

93% Neutral+

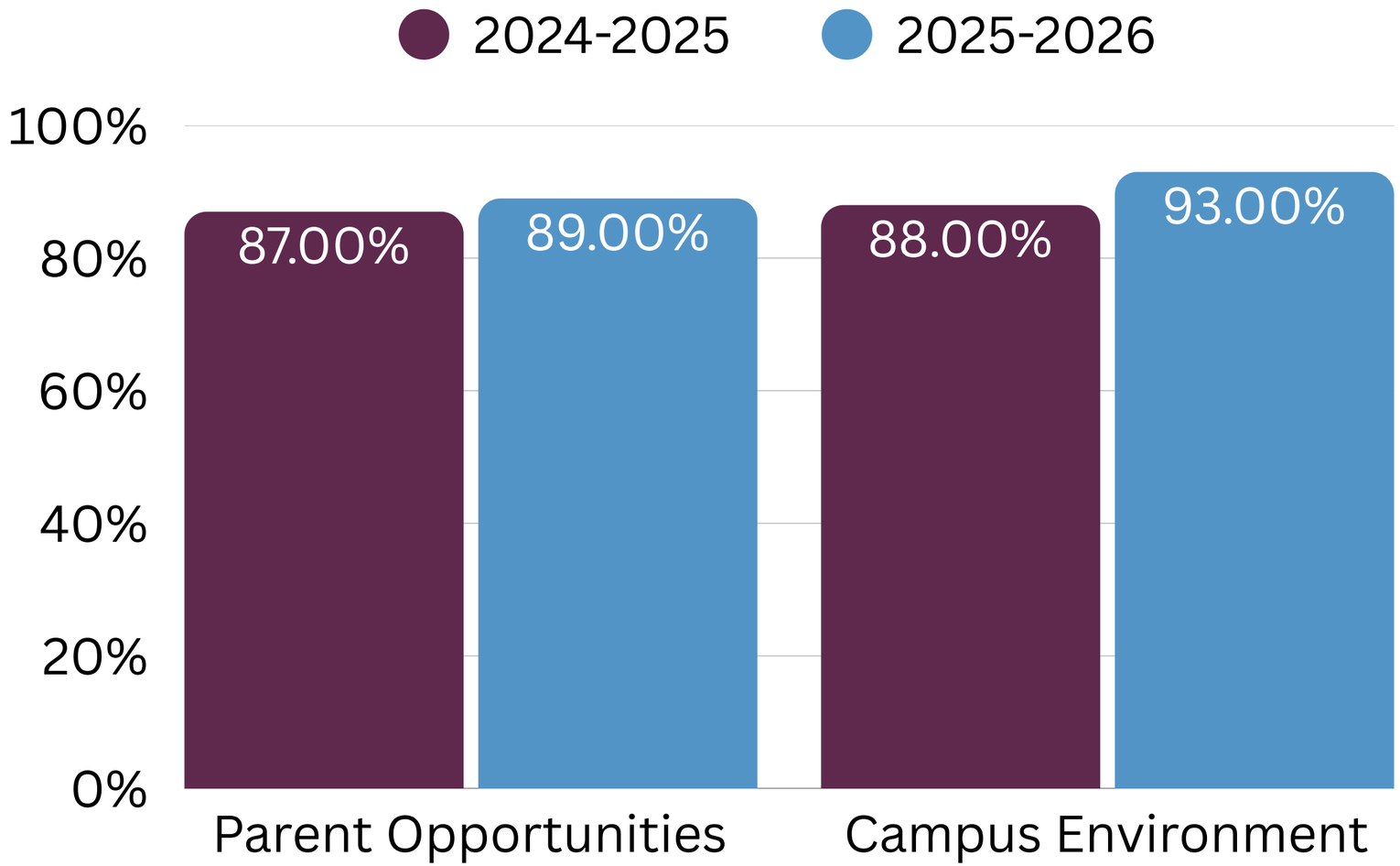
2025 Net Negative 22%

Vs. 11% 2026

Note

- 2026 continues strong ratings, especially for: Emergency notifications
- Slight shift toward: More holistic communication evaluation vs. channel-specific insights
- Overall Preferred method Text and ParentSquare

Atmosphere & Environment



Note

- Engagement remains positive but awareness is still an issue

- **Meaningful Parent/Guardian Opportunities**

89% Neutral+

2025 Net Negative 13%

Vs. 11% 2026

- **The campus is clean and welcoming**

93% Neutral+

2025 Net Negative 11%

Vs. 7% 2026

Qualitative Data

- **What do you like best about your child's school?**

2218 responses Positive: 90% Neutral: 5% Negative: 3% Undetected: 2%

Parents shared positive feedback about their child's school, highlighting a supportive and caring environment. Many appreciate strong parent-teacher communication, dedicated staff, and the quality of teachers and administrators.

- **What is one area where the school or district could improve?**

2045 responses Neutral: 47% Negative: 44% Undetected: 6% Positive: 3%

Parent feedback on areas for school or district improvement is varied, with no single dominant theme.

- **Please share any additional comments or suggestions.**

969 responses Negative: 41% Neutral: 27% Positive: 23% Undetected: 10%

Responses were largely negative, with parents expressing concerns about teacher conduct, communication, facility maintenance, and special education services. Many highlighted issues with staff responsiveness, lack of transparency in school funding, and inadequate support for students with disabilities.



2026-2027 Parent Engagement Survey

Next Steps:

Distributed Results to Schools

Adressing Qualitative Feedback Receieved

Next Year Goals: 6,000 Responses

Encouraging Active Involvement

Showcasing Parent Voice Matters

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

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****