



Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	STANDARDS OF ETHICAL CONDUCT
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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 remuneration 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

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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

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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.

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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

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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

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Book	Policy Manual
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Title	EMPLOYMENT OF ADMINISTRATORS
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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.

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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

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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.

Revised 2/27/18
 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. 1001.41
- 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



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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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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 remuneration 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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Legal

- 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 10/25/22
Revised 7/25/23

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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
- 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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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 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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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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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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[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").

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.

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
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Adopted	June 13, 2017
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.

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 F.S. 1003.453
 F.S. 1003.455

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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.

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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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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 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.

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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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	F.S. 1003.01
	F.S. 1003.41
	F.S. 1003.4156
	F.S. 1003.4282
	F.S. 1003.491

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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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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 Beginning 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. ~~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.~~
- 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 assignment 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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Legal	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

Last Modified by Maria Cain on May 11, 2026



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 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
Section	Vol 26 N 1 REVISED
Title	DROPOUT PREVENTION AND ACADEMIC INTERVENTION PROGRAMS
Code	*po2455 fsj 1/19/26 jfk 3/13/26 CHOICE jfk 3/24/26
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	
Adopted	June 13, 2017
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.

- Revised 8/28/18
- 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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- Legal
- 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

Last Modified by Maria Cain on April 20, 2026



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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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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. 1012.23
	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.

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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
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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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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



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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 remuneration 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.

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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

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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

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3242 - **PROFESSIONAL LEARNING**

Professional Learning System

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

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

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

The District's comprehensive professional learning system will incorporate school improvement plans and 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, 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.

Revised 8/28/18

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 remuneration 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 or Federal law.

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

Professional Learning Catalog

A. Components

As part of its coordinated system of professional 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.

Revised 8/27/19
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
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Code	*po5136 fsj 1/20/26 JGA jfk4/20/26 - JD 4/21/26
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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 includes 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.]~~

Revised 2/27/18
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
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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

Last Modified by Maria Cain on May 11, 2026



Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	SELF-ADMINISTERED MEDICATION AND EPINEPHRINE USE
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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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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.

Revised 2/11/20

Revised 3/8/22

Revised 12/13/22

Revised 12/12/23

Revised 5/14/24

Revised 11/19/24

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Legal

F.S. 1002.3105

F.S. 1003.02
F.S. 1003.4156
F.S. 1008.22
F.S. 1008.25
F.A.C. 6A-1.09422
F.A.C. 6A-1.094221
F.A.C. 6A-1.094222
F.A.C. 6A-6.0533

Last Modified by Maria Cain on April 20, 2026



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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 ~~their~~ his/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.

Revised 8/28/18

Revised 8/27/19

Revised 3/8/22

Revised 12/12/23

Revised 6/24/25

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Legal F.S. 1006.07
 F.S. 1006.13
 F.S. 1012.584

Last Modified by Maria Cain on May 11, 2026



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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

Last Modified by Maria Cain on May 11, 2026



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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.

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

F.S. 1006.09

F.S. 1006.10

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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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- Legal F.S. 1003.01
- F.S. 1003.02
- F.S. 1003.32
- F.S. 1006.09
- 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. 381.0056
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- F.S. 1002.20
- F.S. 1002.22
- 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
- F.S. 1003.53
- F.S. 1003.55
- 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

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Book	Policy Manual
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Title	INSTRUCTIONAL MATERIALS ALLOCATION
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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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- Legal F.S. 1006.28
- F.S. 1006.40
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Book	Policy Manual
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Title	WEB CONTENT, APPS, AND SERVICES
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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
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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 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

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Book	Policy Manual
Section	Vol 26 N 1 REVISED
Title	EMERGENCY AND CRISIS MANAGEMENT
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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

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Book	Policy Manual
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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, 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.

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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

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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

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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.

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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

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