



# **Hernando School District**

## **School Board Regular Meeting**

### **Agenda - Final**

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**Tuesday, February 20, 2024**

**6:00 PM**

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

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#### **CALL TO ORDER**

#### **REFLECTION**

by Gus Guadagnino, Board Member

#### **PLEDGE OF ALLEGIANCE by Hernando High School Students**

#### **ADOPTION OF AGENDA**

1. [24-2033](#) Approval to adopt the agenda dated 2/20/2024.

#### **ELECTED OFFICIALS**

#### **STUDENT REPRESENTATIVE TO THE BOARD**

2. [24-2034](#) Student Representative, Rylee Rhineberger of Weeki Wachee High School, to Share an Update of School Related Activities and Events with the Board

#### **PRESENTATIONS**

3. [24-2020](#) Recognize the 35th Annual Florida Future Educators of America State Conference Attendees

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

#### **PROCLAMATIONS/RESOLUTIONS**

4. [24-1959](#) Approve Proclamation No. P24-003, Newspaper in Education Week 2024

**Attachments:** [NIE Proclamation 2024](#)  
[Letter form Tampa Bay Times](#)  
[Budget Sheet - NO Financial Impact](#)

5. [24-1989](#) Approval of Resolution No. R24-007 for the continuation of the Additional One Mill Ad Valorem Tax Millage

**Attachments:** [Resolution R24-007](#)  
[Budget Sheet Sept 2021 Revised NO Financial Impact ACC \(1\)](#)

#### APPROVAL OF THE MINUTES

6. [24-2032](#) Approval of the Minutes from the Workshop and Regular School Board Meeting of 2/6/2024.

**Attachments:** [02-06-24 Workshop Minutes DRAFT with links](#)  
[02-06-24 Meeting Minutes DRAFT with links](#)

#### PUBLIC HEARING ITEMS

7. [24-2008](#) Public Hearing and Final Approval of the 2023-2024 Hernando County School District's (HCSD) Media Handbook that Received Tentative Approval at the January 23, 2024 Workshop

**Attachments:** [Original Revisions Media Handbook Jan 24](#)  
[Original Strikethrough Copy Media HB Workshop 012324](#)  
[Original Clean Copy Media HB 012324](#)  
[Post Workshop Changes Media Handbook](#)  
[Post Workshop Revisions Media Handbook Revisions 2 20 24](#)  
[Post Workshop Strikethrough Copy for 2 20 24 Board Meeting](#)  
[Post Workshop Clean Copy for 2 20 24 Board Meeting](#)  
[Budget Sheet Sept 2021 Revised NO Financial Impact ACC](#)

8. [24-1996](#) Public Hearing and Final Approval of the Superintendent's Recommendation to keep the book, "All American Boys" written by Jason Reynolds and Brendan Kiely, in circulation and be made available to students in Hernando County Schools.

**Attachments:** [CHALLE 2](#)  
[CHALLE 3](#)  
[CHALLE 4](#)  
[CHC89B 1](#)  
[CH36B1 1](#)  
[All American Boys Peer Reviews](#)  
[COMMITTEE FORM FOR ALL AMERICAN BOYS HHS M4L](#)  
[SUPERINTENDENT RESPONSE ALL AMERICAN BOYS](#)  
[Budget Sheet Sept 2021 Revised NO Financial Impact ACC](#)



9. [24-1998](#) Public Hearing and Final Approval of the Superintendent's Recommendation to keep the book, "Fade" written by Lisa McMann, in circulation and be made available to students in Hernando County Schools.

**Attachments:** [CHALLENGE 79 FADE ARTIFACTS CHS 088 23 M4L](#)  
[FADE PEER REVIEWS](#)  
[CHALLENGE 79 COMMITTEE FORM FOR FADE](#)  
[CHALLENGE 79 RESPONSE FADE 08823 M4L CHS](#)  
[Budget Sheet Sept 2021 Revised NO Financial Impact ACC](#)

10. [24-2012](#) Public Hearing and Final Approval of the Superintendent's Recommendation to remove the book, "All the Things We Do in the Dark" written by Sandra Mitchell, from circulation and not be made available to students in Hernando County Schools.

**Attachments:** [CHALLENGE 36 ALL THE THINGS WE DO IN THE DARK 041 23](#)  
[ARTIFACTS](#)  
[PEER REVIEWS FOR ALL THE THINGS WE DO IN THE DARK](#)  
[CHALLENGE 36 ALL THE THINGS WE DO IN THE DARK 041 23](#)  
[COMMITTEE FORM](#)  
[CHALLENGE 36 ALL THE THINGS WE DO IN THE DARK](#)  
[SUPERINTENDENT RESPONSE M4L 041 23](#)  
[Budget Sheet Sept 2021 Revised NO Financial Impact ACC](#)

#### **CITIZEN INPUT ON AGENDA ITEMS (GREEN FORMS)**

11. [24-2035](#) Citizen Input on agenda items for this meeting (Green Form)

**Attachments:** [Citizen Input Speaker Green Form 110917 ACC](#)

#### **ADOPTION OF CONSENT AGENDA**

##### **Personnel Recommendations**

12. [24-2005](#) Approval of the Personnel Recommendations

**Attachments:** [23-24 BOARD AGENDA FEBRUARY 20 2024](#)  
[Feb 20, 2024 Agenda ESOL](#)  
[2024 Inst. Supplements & Differentiated Pay for 2-20-24](#)  
[2024 Noninst., PTS & Adm. Supplements for 2-20-24](#)

##### **All Other Teaching & Learning Agenda Items**

13. [24-1957](#) Approve the Memorandum of Understanding between Pasco Hernando State College and Hernando Schools for the Facility Shared Use Agreement.

**Attachments:** [20240110101024087](#)  
[Budget Sheet Sept 2021 Revised NO Financial Impact ACC](#)

14. [24-1995](#) Approve the revisions to 2023-2024 Athletic Handbook that was Board approved on January 23, 2024.

**Attachments:** [24-1995 Athletic Handbook Strikethrough pdf 02062024](#)  
[24-1995 Athletic Handbook clean pdf 02062024](#)  
[Budget Sheet Sept 2021 Revised NO Financial Impact ACC](#)

15. [24-2007](#) Approve Field Trip for Hernando and Nature Coast Technical High School Students to Orlando, Florida to Attend the 2024 CyberLaunch Florida Competition on February 29 - March 1, 2024

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

#### All Other Business Services Agenda Items

16. [24-1999](#) Approval to Accept the Audit Report for the Hernando County Education Direct Support Organization, Inc. (Education Foundation) for Fiscal Year Ending June 30, 2023.

**Attachments:** [2022 23 HCEF Audit](#)  
[Budget Sheet HCEF Audit ACC](#)

17. [24-2000](#) Accept the Audit of BEST Academy for Fiscal Year Ending June 30, 2023

**Attachments:** [2023 brooksville engineering science and technology academy](#)  
[Budget NO Financial Impact ACC](#)

18. [24-2001](#) Accept the Audit of Gulf Coast Academy of Science & Technology for Fiscal Year Ending June 30, 2023

**Attachments:** [2023 gulf coast academy of science and technology](#)  
[Budget NO Financial Impact ACC](#)

19. [24-2002](#) Accept the Audit of Gulf Coast Elementary for Fiscal Year Ending June 30, 2023

**Attachments:** [2023 gulf coast elementary school](#)  
[Budget NO Financial Impact ACC](#)

20. [24-2003](#) Accept the Internal Account Audit Report for Fiscal Year Ending June 30, 2023

**Attachments:** [2023 Internal Account Audit Report](#)  
[Budget Sheet - Internal Account Audit](#)

#### All Other Support Operations Agenda Items

21. [24-1997](#) Approve the donation of two buses on behalf of the Transportation and Property Departments.

**Attachments:** [Budget Sheet - No Financial Impact](#)

**All Other Purchase Order/Bid Agenda Items**

22. [24-1984](#) Approve the award of Bid No. #24-165-25, Commercial Food Service Equipment for School Cafeterias awarded to multiple vendors and authorize an estimated expenditure of \$3,870,000.00 for the school food service refresh project and an estimated annual spending of \$200,000.00 for the purchase of commercial food service equipment district-wide on an as-needed basis.

**Attachments:** [24-165-25 Commercial Food Service Equipment \(02-20-24\)](#)  
[Budget Sheet 24-1984](#)

23. [24-2006](#) Approve the award of Bid No. 24-485-26 RA, Janitorial/Custodial Products & Supplies (Warehouse Delivery) REBID, awarded to multiple vendors and authorize the purchase of custodial supplies on an as needed basis for an estimated annual spending of \$258,410.49.

**Attachments:** [24-485-26 RA Janitorial Custodial \(02-20-24\)](#)  
[Budget Sheet Janitorial](#)

24. [24-2010](#) Approve the Adoption and Purchase of K-12 Social Studies Materials from the Florida School Book Depository and TCI and Authorize the Issuance of Purchase Orders for an Estimate Amount of \$1,904,500.00

**Attachments:** [Hernando Social Studies K 5 Presentation](#)  
[Hernando Social Studies 9 12 Presentation](#)  
[TCI Hernando Co MS SS Board Presentation Slides FL](#)  
[Economics with Financial Literacy](#)  
[US History](#)  
[Personal Psychology Hernando County](#)  
[TCI Quote Q 26035 5 KP1](#)  
[Brooksville K 5 MHE SS](#)  
[Challenger K8 K 5 MHE SS](#)  
[Chocachatti K 5 MHE SS](#)  
[Deltona K 5 MHE SS](#)  
[Eastside K 5 MHE SS](#)  
[Explorer K8 K 5 MHE SS](#)  
[JD Floyd K 5 MHE SS](#)  
[Moton K 5 MHE SS](#)  
[Pine Grove K 5 MHE SS](#)  
[Spring Hill K 5 MHE SS](#)  
[Suncoast K 5 MHE SS](#)  
[Westside K 5 MHE SS](#)  
[Winding Waters K 5 MHE SS](#)  
[Sales Proposal Hernando County Public Schools 1 9 2024](#)  
[Budget Sheet SS TB Adoption](#)

25. [24-2018](#) Approve the Purchase of the i-Ready Extended Support Program with Math Benchmarks and Instructional Coaching from Curriculum Associates and Authorize the Issuance of a Purchase Order for an Estimated Amount of \$ 231,000.00

**Attachments:** [Hernando 2024 iReady Partnership](#)  
[Hernando Co SD 8 Days Extended PL Days Quote 3473892](#)  
[Hernando SD Co Extended PD 13 days per target school Quote 3473883](#)  
[Standard Addendum to Agreements-Curriculum Associates](#)  
[Budget Sheet Sept iReady](#)

26. [24-2019](#) Approve renewing bid no. 21-936-39 RN, Generator Equipment On-Site Repairs & Preventative Maintenance Services, to Paramount Power, Inc., for Generator Equipment On-Site Repairs & Preventative Maintenance Services and authorize the purchase for an estimated annual amount of \$43,620.00.

**Attachments:** [21-936-39 RN Generator Equipment \(02-20-2024\).pdf](#)  
[Budget Sheet 24-2019.pdf](#)

#### ITEMS REMOVED FROM CONSENT AGENDA FOR ACTION

#### ADDENDUM ITEMS

#### CITIZEN INPUT ON GENERAL TOPICS (PINK FORMS)

27. [24-2036](#) Citizen Input on Hernando County School issues on which the School Board customarily takes action (Pink Form - non-agenda items)

**Attachments:** [Citizen Input Speaker Pink Form 110917 ACC](#)

#### INFORMATIONAL AGENDA ITEMS

#### GENERAL COUNSEL

#### SCHOOL BOARD COMMENTS

#### ADJOURNMENT

The next School Board Meetings are scheduled for March 12, 2024:  
2:00 PM - Workshop  
6:00 PM - Regular Meeting

#### Mission Statement

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

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# Hernando School District

## School Board Regular Meeting

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**Agenda Item # 1. 24-2033**

2/20/2024

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**Title and Board Action Requested**

Approval to adopt the agenda dated 2/20/2024.

**Executive Summary**

The Superintendent of Schools, hereby requests the Board adopt the agenda dated 2/20/2024.

**My Contact**

John Stratton  
Superintendent of Schools

**2023-28 Strategic Focus Area**

Other

**Financial Impact**

No Financial Impact

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



# Hernando School District

## School Board Regular Meeting

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**Agenda Item # 2. 24-2034**

2/20/2024

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**Title and Board Action Requested**

Student Representative, Rylee Rhineberger of Weeki Wachee High School, to Share an Update of School Related Activities and Events with the Board

**Executive Summary**

Student Representative, Rylee Rhineberger of Weeki Wachee High School, to Share an Update of School Related Activities and Events with the Board

**My Contact**

Rylee Rhineberger  
Student Representative to the School Board

**2023-28 Strategic Focus Area**

Priority 1: Student Success

**Financial Impact**

No Financial Impact



# Hernando School District

## School Board Regular Meeting

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**Agenda Item # 3. 24-2020**

2/20/2024

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**Title and Board Action Requested**

Recognize the 35th Annual Florida Future Educators of America State Conference Attendees

**Executive Summary**

The Supervisor of College and Career Programs, on behalf of the Superintendent of Schools, hereby requests the Board to recognize the students in our Teachers Academies at Hernando High School and Weeki Wachee High School who attended the 35<sup>th</sup> Annual FFEA State Conference in Orlando and competed in the five available competition areas for high school and college FFEA students. The conference was filled with professional development and sharing of best practices and camaraderie amongst students from across the state.

**My Contact**

Beth Lastra

Supervisor of College and Career Programs

352-797-7000, ext. 474

**2018-23 Strategic Focus Area**

Pillar 1: Student Achievement

**Financial Impact**

The cost of this agenda item is \$0, see attached budget sheet. The cost of the previous fiscal year was \$0.

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

**A. Item Currently Budgeted -**

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

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

**B. Item Currently Not Budgeted -\*\***

Funding Source						
Account Name						
Account Number	<u>Fund</u>	<u>Function</u>	<u>Object</u>	<u>Cost Center</u>	<u>Project</u>	<u>Sub Project</u>
Amount \$						

Funding Source						
Account Name						
Account Number	<u>Fund</u>	<u>Function</u>	<u>Object</u>	<u>Cost Center</u>	<u>Project</u>	<u>Sub Project</u>
Amount \$						

**C. History**

Check one:

Prior Year Budget: ☐New for Current Year: ☐

Prior Year Approved Budget: \$

Prior Year Actual Spent: \$

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





# Hernando School District

## School Board Regular Meeting

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**Agenda Item # 4. 24-1959**

2/20/2024

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**Title and Board Action Requested**

Approve Proclamation No. P24-003, Newspaper in Education Week 2024

**Executive Summary**

The Director of Communications, on behalf of the Superintendent of Schools, hereby requests the Board approve Proclamation number P24-003, acknowledging March 4-8, 2024 as "Newspaper in Education Week 2024" to encourage parents, students and teachers to read the newspaper daily in school and at home to enhance and enrich their lives.

**My Contact**

Karen Jordan  
Director of Communications  
(352) 797-7009 ext. 129

**2023-28 Strategic Focus Area**

Priority 3: Community Connection

**Financial Impact**

See attached budget sheet.

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



**Proclamation No. P24 -003  
Newspaper in Education Week  
March 4-8, 2024**

WHEREAS, research tells us that the best way to help children discover the joy of reading and become lifelong readers is to involve them early and often; and

WHEREAS, helping a child learn and love to read improves students' chances for success in school and beyond; and

WHEREAS, research shows that students who learn using the newspaper as an educational resource are more likely to become lifelong readers and informed and engaged citizens; and

WHEREAS, Newspaper in Education is an international program that encourages the use of the daily newspaper as a "living textbook" for students from primary through adult education levels; and

WHEREAS, the Tampa Bay Times and Hernando Sun Newspaper in Education programs serve educators, students and families by providing classroom newspapers, companion materials and instructional support; and

WHEREAS, Newspaper in Education Week is commemorated and celebrated annually during the first full school week in March;

THEREFORE BE IT RESOLVED that the Hernando County School Board is pleased to commemorate Newspaper in Education Week 2024 and encourages students to read the newspaper daily in school and at home to enhance and enrich their lives.

Adopted at the regular session of the School Board meeting held on this 20th day of February 2024.

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**Linda Prescott  
Board Chair**

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**John Stratton  
Superintendent**

January 4, 2024

Hernando County School Board  
Linda Prescott, Chairperson  
919 N Broad St  
Brooksville, FL 34601

Dear Chairperson Prescott and Board Members:

**I am writing to request that the Hernando County School Board recognize the mission of the Tampa Bay Times and Hernando Sun Newspaper in Education programs with a proclamation celebrating Newspaper in Education Week 2024.**

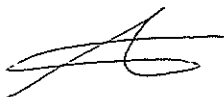
Newspaper in Education Week, celebrated annually during the first full school week in March, recognizes the accomplishments of NIE programs across the country and around the world. **NIE Week 2024 will be celebrated March 4-8, 2024.**

For more than half a century, the Tampa Bay Times NIE program has served Tampa Bay educators, students and families by providing print and digital newspapers, award-winning educational publications, teacher guides, lesson plans, educator workshops and many more resources – all at no cost to schools, teachers or families.

As our schools continue to recover from the disruption caused by the COVID-19 pandemic, our teachers, students and families need access to quality learning materials more than ever. **Please join us in supporting our community's schools by recognizing NIE Week 2024.**

Thank you very much for your support.

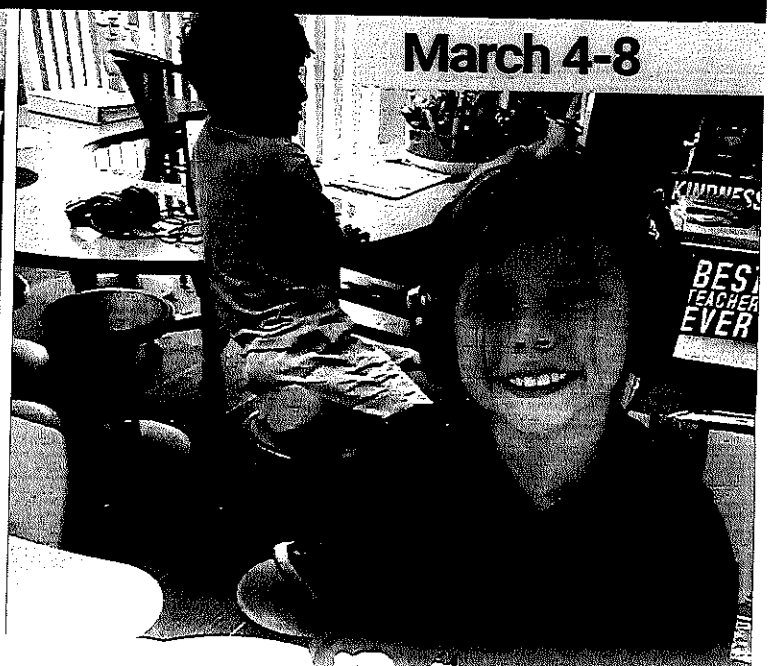
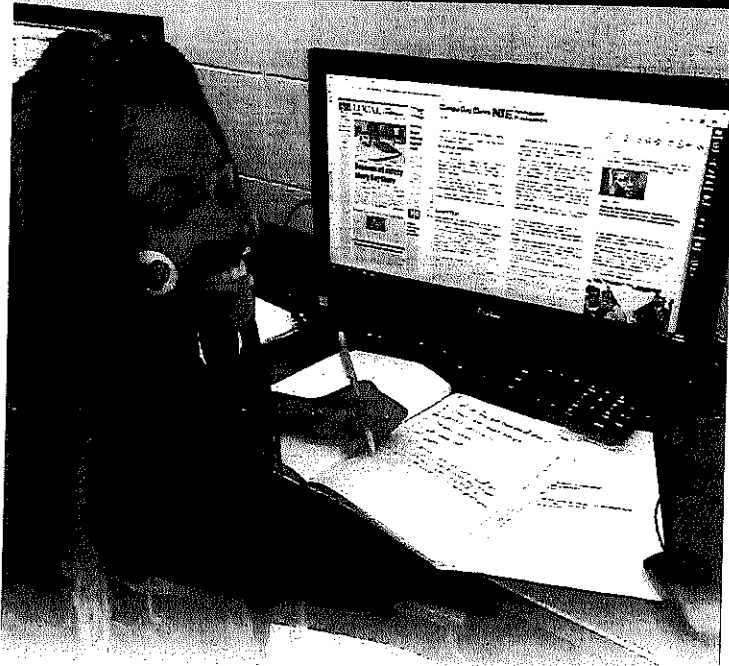
Sincerely,



Sue Bedry  
Tampa Bay Times Newspaper in Education  
sbedry@tampabay.com | 727-893-8969

# Newspaper in Education Week 2024

March 4-8



Newspaper in Education Week recognizes the accomplishments of NIE programs across the country and around the world. It is celebrated annually during the first full school week in March.

Newspaper in Education (NIE) is an international program that promotes literacy by using the newspaper as a teaching tool – a “living textbook.”

The Tampa Bay Times NIE program provides Tampa Bay schools with class sets of the Times plus award-winning original educational publications, teacher guides, lesson plans, educator workshops and many more resources – all at no cost to schools, teachers or families.

**Tampa Bay Times**  
**NIE**  
newspaper in education  
[tampabay.com/nie](http://tampabay.com/nie)



## DID YOU KNOW?

### IN 2022-2023:

- NIE provided almost 10 million e-Newspaper licenses and more than 200,000 print copies of the Tampa Bay Times to classrooms across Tampa Bay.
- NIE served 786 teachers at 452 schools in Citrus, Hernando, Hillsborough, Manatee, Pasco and Pinellas counties.
- NIE produced 12 original educational publications, three of which won national awards from the National Newspaper Association.

PR105206

Visit [tampabay.com/nie](http://tampabay.com/nie) for more information about NIE

**A. Item Currently Budgeted -**

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

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

**B. Item Currently Not Budgeted -\*\***

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

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

**C. History**

Check one:

Prior Year Budget: ☐New for Current Year: ☐

Prior Year Approved Budget: \$

Prior Year Actual Spent: \$

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



# Hernando School District

## School Board Regular Meeting

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**Agenda Item # 5. 24-1989**

2/20/2024

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**Title and Board Action Requested**

Approval of Resolution No. R24-007 for the continuation of the Additional One Mill Ad Valorem Tax Millage

**Executive Summary**

The Superintendent of Schools hereby requests the Board Approve Resolution No. R24-007 for the continuation of the Additional One Mill Ad Valorem Tax Millage.

**My Contact**

John Stratton

Superintendent of Schools

**2023-28 Strategic Focus Area**

Priority 4: Fiscal Stability and Capital Planning

**Financial Impact**

No Financial Impact

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

**RESOLUTION NO. R24-007**

**RESOLUTION OF THE SCHOOL BOARD OF HERNANDO COUNTY, DIRECTING THE BOARD OF COUNTY COMMISSIONERS OF HERNANDO COUNTY TO CALL AN ELECTION AT WHICH THE ELECTORS WITHIN THE COUNTY WILL BE ASKED FOR THE CONTINUATION OF THE ONE MILL AD VALOREM TAX MILLAGE FOR SCHOOL OPERATIONAL PURPOSES FOR FOUR ADDITIONAL YEARS; PROVIDING FOR FINDINGS OF FACT; PROVIDING FOR DIRECTION TO CALL AN ELECTION ASKING THE VOTERS TO CONTINUE THE ONE MILL AD VALOREM TAX FOR SCHOOL OPERATIONS: PROVIDING FOR APPROVAL OF THE REFERENDUM QUESTION AND BALLOT TITLE**

**WHEREAS**, the School Board of Hernando County (the “Board”) is charged with operating the public schools within Hernando County, Florida; and,

**WHEREAS**, the Board has as its primary goal the continued improvement of the education provided to the students attending its public schools; and,

**WHEREAS**, the education funds available to the Board through the state funding formula and the Required Local Effort do not give the Board adequate resources to create the standard in education that its students require; and,

**WHEREAS**, Section 1011.73(2), Florida Statutes, authorizes the qualified electors of the Hernando School District to approve additional millage for operational purposes; and

**WHEREAS**, the Board is aware that voters in some Florida school districts have approved additional millage for school operations and have seen gains in student results; and,

**WHEREAS**, some Florida school districts have used the additional revenue generated by the increased millage to recruit and hire additional instructional personnel, including teachers, school support staff, and certified school mental health counselors, creating a challenging competition for Hernando County's limited pipeline of qualified personnel; and,

**WHEREAS**, the Board intends that revenues generated by the additional millage shall be used to attract and retain high-quality teachers and staff with competitive salaries and provide additional staff to support student needs; and,

**WHEREAS**, the Board further intends to use additional millage funds to maintain and increase school safety measures, increase mental health services for students, provide students and staff with devices, resources and support, and to maintain and increase educational opportunities for students; and,

**WHEREAS**, a Citizens Volunteer Millage Committee shall be appointed and continue to review annual spending; and,

**WHEREAS**, charter schools are public schools and therefore shall receive a proportionate share from the additional funding source; and,

**WHEREAS**, millage rates for the Required Local Effort in Hernando County have steadily decreased over the past 10 years, reducing the impact on property owners and creating ample space for an increase without nearing the cap allowed by law; and,

**WHEREAS**, all of the funds collected from this 1 mill increase will stay in Hernando County, thus improving local economic conditions; and,

**WHEREAS**, the Board finds that it is in the best interest of students to give qualified electors the opportunity to approve additional millage for school operations.



**NOW, THEREFORE, BE IT RESOLVED** by the School Board of Hernando County, Florida, in a public meeting duly called and assembled:

1. That pursuant to Section 1011.73(2), Florida Statutes, the Board of County Commissioners of Hernando County is hereby directed to call an election on November 5, 2024, for the qualified electors of Hernando County to vote on whether to continue the increase of ad valorem millage by one mill. Collections for the additional millage shall begin January 2026, and shall terminate after four years from its enactment, as authorized by Section 1011.71(9), Florida Statutes, unless renewed by said voters.

2. The substance of the millage referendum question and the ballot title shall read:

HERNANDO SCHOOL DISTRICT

MILLAGE ELECTION FOR PUBLIC SCHOOL STUDENTS

Shall the School Board of Hernando County renew the levy of ad- valorem operating millage of 1 mill annually to 1) attract and retain high-quality teachers and staff with competitive salaries and provide additional staff to support student needs, 2) maintain and increase school safety measures and increase mental health services for students, 3) provide students and staff with devices, resources and support, 4) maintain and increase educational opportunities for all students, and 5) appoint a Citizens Volunteer Millage Committee for the continued review of annual spending.

\_\_\_\_\_ YES, for millage

\_\_\_\_\_ NO, against millage

**A. Item Currently Budgeted -**

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

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

**B. Item Currently Not Budgeted -\*\***

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

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

**C. History**

Check one:

Prior Year Budget: ☐New for Current Year: ☐

Prior Year Approved Budget: \$

Prior Year Actual Spent: \$

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



# Hernando School District

## School Board Regular Meeting

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**Agenda Item # 6. 24-2032**

2/20/2024

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**Title and Board Action Requested**

Approval of the Minutes from the Workshop and Regular School Board Meeting of 2/6/2024.

**Executive Summary**

The Superintendent of Schools, hereby requests the Board approve the minutes.

**My Contact**

Kelly A. Pogue

Secretary to the School Board and General Counsel

Pogue\_k@hcsb.k12.fl.us

**2023-28 Strategic Focus Area**

Other

**Financial Impact**

No Financial Impact



# Hernando School District

## School Board Workshop

### Minutes - Draft

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Tuesday, February 6, 2024

2:00 PM

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

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#### CALL TO ORDER

**Present:** Linda Prescott  
Susan Duval  
Gus Guadagnino  
Mark Johnson  
Shannon Rodriguez

*The workshop was called to order at 2:03 P.M. Also present, were Ayanna, Hypolite, School Board Attorney, John Stratton, Superintendent and Rylee Rhineberger, Student Representative.*

#### PRESENTATIONS

*Mrs. Prescott stated that she wanted to address the Board about board decorum before we start the presentations. After Mrs. Prescott made her comments, she asked the Board to discuss these changes after today's workshop presentations. She asked the Board to refrain from interrupting and to not talk over speakers. She stated that she will use the gavel if someone starts speaking over another person.*

1. [24-1970](#) Review the Presentation of i-Ready Extended Support Program with Math Benchmarks and Instructional Coaching

**Attachments:** [Hernando 2024 iReady Partnership](#)  
[Hernando Co SD 8 Days Extended PL Days Quote 3473892](#)  
[Hernando SD Co Extended PD 13 days per target school Quote 3473883](#)  
[Budget Sheet Sept iReady](#)

*John Morris, Director of Secondary Programs came forward to present this item. Mrs. Michalicka, Assistant Superintendent of Teaching and Learning came forward to present additional information.*

*Mr. Johnson asked if we currently use iReady in math. Mr. Morris stated that was correct. He also stated that they use a combination of iReady data and state data to determine which students are not performing well. Mr. Johnson asked if we are going to receive a discount for performance failures; or some type of guarantees that the scores will improve. Mr. Morris explained the purpose of this program is to improve instructional practices. Mrs. Michalicka stated that they use the iReady diagnostic tool to get the data based on our state benchmarks and they use the instructional path in elementary and in intensive programs, which is a supplemental resource, it is not a*

curriculum that we use. She also stated that they use the state adopted textbook list as the core curriculum. It was determined that we have one high school math coach, two middle school math coaches and two elementary level math coaches. Ms. Duval asked if it would be fair to say that the teachers who are part of this training module would then be able to share their new expertise with other teachers. Mrs. Michalicka stated that would be the end goal. Discussion took place on the changing of math standards. Mr. Morris stated that they are taught different ways to do a problem, but students are not tested on doing a math problem a certain way. Mrs. Rodriguez stated like Mr. Johnson, she herself is not a fan of iReady. She then read from what she found online about iReady and asked if they have we explored other companies? Mrs. Michalicka answered that they have and use some different vendors, but wanted to clarify what Mrs. Rodriguez read. She stated that we are not only using iReady data, but also using FAST data, STAR data, and mostly importantly using the classroom assessment data. They discussed the iReady dashboard that teachers, district level staff and parents can go in to view. Mrs. Rodriguez asked to see the data for our schools. Much discussion took place on measuring success using the PM2 and PM3 gains data. Mr. Johnson would like to have a specific benchmark. Mr. Stratton stated that the PM2 data is the baseline and program evaluations (PEP) are still utilized. Mrs. Rodriguez mentioned the literacy rate. She believes there is something better out there and would like to see money spent on reading specialists. Much discussion took place on VPK. Mr. Guadagnino explained how the Early Learning Coalition (ELC) developed a VPK curriculum, which had started as a program without it. He stated you can tell which students went to VPK and which ones did not.

2. [24-1954](#) Presentation of the Adoption and Purchase of K-12 Social Studies Materials

**Attachments:** [Hernando Social Studies K 5 Presentation](#)  
[Hernando Social Studies 9 12 Presentation](#)  
[TCI Hernando Co MS SS Board Presentation Slides FL](#)  
[Economics with Financial Literacy](#)  
[US History](#)  
[Personal Psychology Hernando County](#)  
[TCI Quote Q 26035 5 KP1](#)  
[Brooksville K 5 MHE SS](#)  
[Challenger K8 K 5 MHE SS](#)  
[Chocachatti K 5 MHE SS](#)  
[Deltona K 5 MHE SS](#)  
[Eastside K 5 MHE SS](#)  
[Explorer K8 K 5 MHE SS](#)  
[JD Floyd K 5 MHE SS](#)  
[Moton K 5 MHE SS](#)  
[Pine Grove K 5 MHE SS](#)  
[Spring Hill K 5 MHE SS](#)  
[Suncoast K 5 MHE SS](#)  
[Westside K 5 MHE SS](#)  
[Winding Waters K 5 MHE SS](#)  
[Sales Proposal Hernando County Public Schools 1 9 2024](#)  
[Budget Sheet SS TB Adoption](#)

*John Morris, Director of Secondary Programs, and Tiffany Howard, Director of Elementary Programs came forward to present this item. Mr. Morris explained the timeline and that these books have already been state approved. Representatives from McGraw Hill and TCI came forward to make a presentation.*

## **GENERAL COUNSEL**

## **ADDENDUM ITEMS**

## **GOOD OF THE ORDER/BOARD DISCUSSION**

### **School Board Comments**

*Mr. Johnson asked to discuss the proclamation that he drafted. Mr. Guadagnino expressed that he thought this proclamation would have been something to support all humanity against terrorism and to not keep going back to Israel. Mr. Johnson stated that he gave examples of what is going on in the world today. Mr. Johnson and Mrs. Rodriguez suggested changes. Mr. Guadagnino was still not in agreement and was expecting a proclamation against all terrorism. Ms. Duval stated that she will not support any proclamation such as this. Mr. Johnson stated that he is not sure how to expand it beyond the one paragraph and does not mind changing it. Mr. Johnson suggested changes again and will bring it back to Board for discussion.*

*Mr. Johnson stated he provided a comparison of the house and senate bills.*

**24-2030** Handouts from the Workshop of February 6, 2024

**Attachments:** [Dereg Comparison Senate-House 01302024](#)  
[HCSD Proclamation against the world - DRAFT](#)

## **ADJOURNMENT**

*The workshop adjourned at 4:16 P.M.*

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**Superintendent**

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**Board Chair**

### **Mission Statement**

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

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# Hernando School District

## School Board Regular Meeting

### Minutes - Draft

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Tuesday, February 6, 2024

6:00 PM

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

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#### CALL TO ORDER

**Present:** Board Chair Linda Prescott  
Vice Chair Susan Duval  
Board Member Gus Guadagnino  
Board Member Mark Johnson  
Board Member Shannon Rodriguez

*The meeting was called to order at 6:04 P.M. Also present were Ayanna Hypolite, School Board Attorney, John Stratton, Superintendent, and Rylee Rhineberger, Student Representative.*

#### REFLECTION

by Mark Johnson, Board Member

#### PLEDGE OF ALLEGIANCE by F.W. Springstead High School students

*Dana Pearce, Principal of Springstead High School came forward to spotlight her school.*

#### ADOPTION OF AGENDA

1. [24-1990](#) Approval to adopt the agenda dated 2/6/2024.

**RESULT:** ADOPTED AS AMENDED

**MOVER:** Mark Johnson

**SECONDER:** Susan Duval

**AYES:** Prescott, Duval, Guadagnino, Johnson, Rodriguez

*Mrs. Prescott read that she allows for the deletion of item #18. 24-1875: Approve the Deed of Dedication with Hernando County for a portion of Lot 14 of Hi-Way Farms Subdivision.*

#### ELECTED OFFICIALS

*No one came forward to speak on this item.*

#### STUDENT REPRESENTATIVE TO THE BOARD

2. [24-1991](#) Student Representative, Rylee Rhineberger of Weeki Wachee High School, to Share an Update of School Related Activities and Events with the Board

**PRESENTATIONS**

3. [24-1909](#) Recognition of the February HCSD Veteran

**Attachments:** [Budget Sheet - No Financial Impact](#)

*Karen Jordan, Director of Communications came forward to present this item. Terri Washington was recognized by Lisa Braithwaite, Principal at EK8.*

4. [24-1973](#) Recognition of Al Sorrentino, the CHS Athletic Director, for earning his Certified Athletic Administrator designation from the National Interscholastic Athletic Administrators Association.

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

*Dustin Kupcik, District Athletic Director, came forward to recognize Al Sorrentino from Central High School for earning this award.*

5. [24-1985](#) Approve Proclamation No. P24-006, Black History Month 2024

**Attachments:** [Black History Month 2024](#)

[Budget Sheet - No Financial Impact](#)

**RESULT:** **ADOPTED**

**MOVER:** Mark Johnson

**SECONDER:** Shannon Rodriguez

**AYES:** Prescott, Duval, Guadagnino, Johnson, Rodriguez

*Karen Jordan, Director of Communications came forward to present this item. Ms. Yant and Ms. Williams came forward to say a few words on this proclamation.*

**HERNANDO COUNTY EDUCATION FOUNDATION DONATIONS**

6. [24-1972](#) Presentation by the Hernando County Education Foundation

**Attachments:** [2-6-24 Budget Sheet HCEF](#)

**RESULT:** **ADOPTED**

**MOVER:** Mark Johnson

**SECONDER:** Susan Duval

**AYES:** Prescott, Duval, Guadagnino, Johnson, Rodriguez

*Debbye Warrell, HCEF came forward to present this item.*



**PROCLAMATIONS/RESOLUTIONS**

7. [24-1988](#) Approve Proclamation No. P24-005, Proclaim February 11th to February 17th of 2024, as Future Business Leaders-Phi Beta Lambda (FBLA-PBL) Week

**Attachments:** [Proclamation No P24 005](#)  
[Budget Sheet Proclamation P24 005](#)

**RESULT:** **ADOPTED**

**MOVER:** Susan Duval

**SECONDER:** Mark Johnson

**AYES:** Prescott, Duval, Guadagnino, Johnson, Rodriguez

*Beth Lastra, Supervisor of College and Career Programs, came forward to introduce this item. Students, Rylee Rhineberger and Amaya Pereira, came forward to read the proclamation.*

**APPROVAL OF THE MINUTES**

8. [24-1992](#) Approval of the Minutes from the Workshop and Regular School Board Meeting of 1/23/2024.

**Attachments:** [01-23-24 Workshop Minutes DRAFT with links](#)  
[01-23-24 Meeting Minutes DRAFT with links](#)

**RESULT:** **ADOPTED**

**MOVER:** Gus Guadagnino

**SECONDER:** Mark Johnson

**AYES:** Prescott, Duval, Guadagnino, Johnson, Rodriguez

**PUBLIC HEARING ITEMS**

9. [24-1966](#) Public Hearing and Final Approval of the Superintendent's Recommendation to keep the book, "The Black Friend: On Being a Better White Person" written by Frederick Joseph, in circulation and be made available to students in Hernando County Schools.

**Attachments:** [Challenge 35 The Black Friend Request for Reconsideration Form and Artifacts M4L 039 23](#)  
[The Black Friend Peer Reviews](#)  
[Challenge 35 The Black Friend Committee Recommendation Form 039 23](#)  
[CHALLENGE 35 RESPONSE THE BLACK FRIEND 039 23 M4L HHS 1](#)  
[Budget Sheet Sept 2021 Revised NO Financial Impact ACC](#)

**RESULT:** **FAILED**

**MOVER:** Susan Duval

**SECONDER:** Shannon Rodriguez

**AYES:** Prescott, Duval

**NAYS:** Guadagnino, Johnson, Rodriguez

*Ayanna Hypolite, School Board Attorney read the instructions for this item. The following citizens came forward to speak: Carol Yakimo-Alvelo and Kim Mulrooney. Mr. Johnson read part of a bill and stated this book should not be in our school district. Mrs. Rodriguez stated that this book is divisive, cites racism, hate speech and promotes CRT. Mr. Guadagnino asked if someone from the committee can speak. Mr. Johnson stated that he sees a violation of state law. Mr. Stratton stated that the law that was cited is in regard to instructional material and library books are not instructing in. Mrs. Hypolite agreed. Discussion took place on when these books were checked out.*

10. [24-1968](#) Public Hearing and Final Approval of the Superintendent's Recommendation to keep the book, "America" written by E.R. Frank, in circulation and be made available to students in Hernando County Schools.

**Attachments:** [CHALLENGE 37 AMERICA REQUEST FOR RECONSIDERATION FORM AND ARTIFACTS](#)  
[Challenge 37 America Peer Reviews](#)  
[Challenge 37 America Committee Recommendation Form NCTHS](#)  
[Challenge 37 America Superintendent Response](#)  
[Budget Sheet Sept 2021 Revised NO Financial Impact ACC](#)

**RESULT:** **ADOPTED**

**MOVER:** Gus Guadagnino

**SECONDER:** Linda Prescott

**AYES:** Prescott, Duval, Guadagnino

**NAYS:** Johnson, Rodriguez

*The following citizens came forward to speak: Carol Yakimo-Alvelo and Kim Mulrooney.*

*Mr. Johnson expressed his opinion on this book. Mrs. Rodriguez agreed with Mrs. Mulrooney who stated that these children need help, but does not believe it is through these books. Mr. Guadagnino stated that he does not think anyone is being forced to read these books. Discussion took place on someone telling Mrs. Rodriguez not to read from a book at a previous meeting.*

11. [24-1969](#) Public Hearing and Final Approval of the Superintendent's Recommendation to keep the book, "The Kite Runner" written by Khaled Hosseine, in circulation and be made available to students in Hernando County Schools.

**Attachments:** [Challenge 95 The Kite Runner Artifacts NCTHS 0106 23](#)  
[Challenge 101 The Kite Runner Artifacts -CHS 0112-23](#)  
[Challenge 102 The Kite Runner Artifacts WWHS 0113 23](#)  
[The Kite Runner Peer Reviews](#)  
[Challenges 95 101 102 The Kite Runner Committee Recommendation Form NCTHS](#)  
[Budget Sheet Sept 2021 Revised NO Financial Impact ACC](#)  
[02-06-24 Meeting Handout by C. Yakimo 11. 24-1969](#)

**RESULT:** **FAILED**

**MOVER:** Shannon Rodriguez

**SECONDER:** Gus Guadagnino

**AYES:** Prescott, Duval

**NAYS:** Guadagnino, Johnson, Rodriguez

*The following citizen's came forward to speak on this item: Carol Yakimo-Alvelo and Kim Mulrooney. Mr. Johnson stated his opinion on this book. Mrs. Rodriguez stated her concern with the wording of the agenda item, specifically how it reads that it is the superintendent's recommendation. Mr. Stratton stated that they have had this discussion before and that this is the committees recommendation, but it is his agenda and he is just following the process that the board has laid out. Mrs. Prescott stated her opinion on the book from when she read it.*

#### EXPULSION RECOMMENDATIONS

12. [24-1965](#) Enter a Final Order Expelling the Student in Case No. E2024-01-01 for one (1) year.

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

**RESULT:** **ADOPTED**

**MOVER:** Mark Johnson

**SECONDER:** Gus Guadagnino

**AYES:** Prescott, Duval, Guadagnino, Johnson, Rodriguez

13. [24-1967](#) Enter a Final Order Expelling the Student in Case No. E2024-01-02 for one (1) year.

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

**RESULT:** **ADOPTED**

**MOVER:** Mark Johnson

**SECONDER:** Linda Prescott

**AYES:** Prescott, Duval, Guadagnino, Johnson, Rodriguez

**CITIZEN INPUT ON AGENDA ITEMS (GREEN FORMS)**

14. [24-1993](#) Citizen Input on agenda items for this meeting (Green Form)

**Attachments:** [Citizen Input Speaker Green Form 110917 ACC](#)

*No one came forward to speak on this item. The board recessed at 7:59 P.M. and reconvened at 8:05 P.M.*

**ADOPTION OF CONSENT AGENDA**

*The following agenda items were pulled from the consent agenda for discussion:*

*19. 24- 1962: Approve Renewing Bid No.21-200-33 RN: Promotional Products: Screen Printing, Embroidery Services and Custom Orders RE-BID to Multiple Vendors and Authorize Purchases on an as Needed Basis for an Estimated Annual Amount of \$220,000.00*

*21. 24-1964: Award Bid No. 24-204-16, Computers & Technology: Equipment, Software, Peripheral Devices and Related Products to multiple vendors and authorize the purchase of the goods and/or services for an annual estimated spending of \$2,000,000.00.*

**RESULT:**           **APPROVED THE CONSENT AGENDA**

**MOVER:**           Mark Johnson

**SECONDER:** Gus Guadagnino

**AYES:**            Prescott, Duval, Guadagnino, Johnson, Rodriguez

**Personnel Recommendations**

15. [24-1961](#) Approval of Personnel Recommendations

**Attachments:** [23-24 BOARD AGENDA FEBRUARY 6 2024](#)  
[2023 2024 OFF ESOL Teachers 2 6 2024](#)  
[2024 Inst. Supplements & Differentiated Pay for 2-6-24](#)  
[2024 Noninst., PTS & Adm. Supplements for 2-6-24](#)

**All Other Teaching & Learning Agenda Items**

16. [24-1971](#) Approve out of state field trip for Commander Christian Cruz and NJROTC Cadets to Blacksburg, South Carolina for Orienteering Nationals on March 14 - March 18, 2024.

**Attachments:** [Budget Sheet CHS 031424](#)

**All Other Business Services Agenda Items**

17. [24-1960](#) Approve Fiscal Year 2023-2024 Budget Amendment No. 2 for Quarter Ending December 31, 2023

**Attachments:** [24 GF BA 2](#)  
[24 DSF BA 2](#)  
[24 CPF BA 2](#)  
[24 FSF BA 2](#)  
[24 SRF BA 2](#)  
[24 ESSER II BA 2](#)  
[24 ESSER III BA 2](#)  
[24 ARP-HCY BA 2](#)

**All Other Support Operations Agenda Items****All Other Purchase Order/Bid Agenda Items**

20. [24-1963](#) Approve the Purchase of Dual Enrollment (DE) Tuition from the University of Florida (UF) and Authorize the Issuance of Purchase Orders Not to Exceed \$10,000.00

**Attachments:** [UF DE Agreement Approved 050923](#)  
[Budget Sheet UF Agreement](#)

**ITEMS REMOVED FROM CONSENT AGENDA FOR ACTION**

18. [24-1875](#) Approve the Deed of Dedication with Hernando County for a portion of Lot 14 of Hi-Way Farms Subdivision.

**Attachments:** [24-1875 Deed of Dedication](#)  
[24-1875 Budget Sheet](#)

*This item was deleted from the agenda at the adoption of the agenda.*

19. [24-1962](#) Approve Renewing Bid No.21-200-33 RN: Promotional Products: Screen Printing, Embroidery Services and Custom Orders RE-BID to Multiple Vendors and Authorize Purchases on an as Needed Basis for an Estimated Annual Amount of \$220,000.00

**Attachments:** [21 200 33 RN Promotional Products 02 06 2024](#)  
[Budget Sheet Bid No. 21 200 33 RN](#)

**RESULT:** ADOPTED

**MOVER:** Shannon Rodriguez

**SECONDER:** Linda Prescott

**AYES:** Prescott, Duval, Guadagnino, Johnson, Rodriguez

*This item was pulled from the consent agenda for discussion by Board Member Rodriguez. Mr. Stratton explained this renewal.*

21. [24-1964](#) Award Bid No. 24-204-16, Computers & Technology: Equipment, Software, Peripheral Devices and Related Products to multiple vendors and authorize the purchase of the goods and/or services for an annual estimated spending of \$2,000,000.00.

**Attachments:** [24-204-16 Computers & Technology \(02-06-24\) Tabulation Budget Sheet](#)

**RESULT:** ADOPTED

**MOVER:** Shannon Rodriguez

**SECONDER:** Linda Prescott

**AYES:** Prescott, Duval, Guadagnino, Johnson, Rodriguez

*This item was pulled from the consent agenda for discussion by Board Member Rodriguez. Mr. Joe Amato, Director of TIS came forward to explain this item.*

## ADDENDUM ITEMS

### CITIZEN INPUT ON GENERAL TOPICS (PINK FORMS)

22. [24-1994](#) Citizen Input on Hernando County School issues on which the School Board customarily takes action (Pink Form - non-agenda items)

**Attachments:** [Citizen Input Speaker Pink Form 110917 ACC](#)

*Ayanna Hypolite, School Board Attorney read the instructions for this item. The following citizens came forward to speak: Susan Pribil, Cheryl Paradis, Madalyn Sapia, Gabriella Buchel, Kim Mulrooney, Diane Liptak, Aja Moore, Wendy Porter, Carla Johns.*

## INFORMATIONAL AGENDA ITEMS

### GENERAL COUNSEL

### SCHOOL BOARD COMMENTS

*Ms. Duval thanked the BOCC for supporting the name change of the South Brooksville Kennedy Park to the Coach Lorenzo Hamilton Senior Park. Mr. Guadagnino thanked everyone for coming out and wished everyone a happy valentines days. Mrs. Rodriguez thanked the citizen who spoke about the removal of the informal meetings. She also agreed with a speaker who spoke on being able to write a note if their child is sick. Mrs. Rodriguez spoke about impact fees and allowing students to work for longer hours and various other topics. Mr. Johnson wished everyone a happy valentines day. He also explained some updates on impact fees. Mr. Johnson stated that he believes there should be an informal meeting. He also spoke about starting a fishing team at Weeki Wachee High School (WWHS). There will be a fishing clinic on April 13th at WWHS at 8 A.M. Mrs. Prescott thanked everyone for coming out. Mrs. Prescott stated that they can discuss having the informals brought back. Mr. Stratton explained that the chair at the time decided to not put the informals on the calendar that was voted on in November. He stated that the Board can decide having them. Mrs. Prescott explained that at the Organizational meeting in November, no one brought up the informals. Mr. Johnson stated that he did not realize they went away permanently. Mr. Guadagnino explained what the original purpose of the informal was. Mr. Johnson disagreed with him. Mrs. Prescott asked the board to consider using their speaker buttons, as they did in the past. Mr. Johnson agreed. They also spoke about allowing each*

*board member 10 minutes to speak. Mrs. Hypolite warned of making motions without having public input. Mr. Johnson stated that he plans on speaking about disciplines at the next meeting, which will be longer than 10 minutes. Mr. Stratton spoke about absenteeism, impact fees, student disciplines, and dress code. He also spoke about teacher professional development as it was an incredible event. The next citizens academy is this Thursday. He also shared that the Interlocal is happening on March 14th at PHSC, at the Brooksville Campus and the City of Brooksville is hosting. Mrs. Prescott brought up the Juneteenth holiday and would like an agenda item on it for discussion.*

**ADJOURNMENT**

*The meeting adjourned at 9:20 P.M.*

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**Superintendent**

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**Board Chair****Mission Statement**

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

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# Hernando School District

## School Board Regular Meeting

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**Agenda Item # 7. 24-2008**

2/20/2024

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**Title and Board Action Requested**

Public Hearing and Final Approval of the 2023-2024 Hernando County School District's (HCSD) Media Handbook that Received Tentative Approval at the January 23, 2024 Workshop

**Executive Summary**

The Supervisor of Literacy, Intervention and Elementary Academic Programs, on behalf of the Superintendent of Schools, hereby requests the Board to give final approval for the 2023-2024 HCSD Media Handbook. The handbook has been revised based on new legislation from Florida Statutes and Board Policy that pertain to Media and Instructional Materials. Revisions were also made following input from School Board Members at the January 23, 2024 Workshop.

**My Contact**

Kelly Downey  
Supervisor of Literacy, Intervention and Elementary Academic Programs  
352-797-7000 ext. 280  
downey\_k@hcsb.k12.fl.us

**2023-28 Strategic Focus Area**

Priority 1: Student Success

**Financial Impact**

See attached budget sheet.

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



## Revisions to Media Handbook

Board Workshop January 2024

All revisions made to the Media Handbook are made in collaboration with district personnel and are based on new legislation, existing Florida Statutes, and School Board policies and procedures. The pages with changes in the strikethrough documents are the following:

(Cover page) – Update Board Members

- add Effective and Adoption date February 6, 2024

Page 2-3-Table of Contents updated to reflect new page numbers

Page 5– Added Vision Statement

- updated formatting

Page 7- Updated formatting

- Removed statute notation

Page 8– Added 5 paragraphs to District Media Duties to include challenge process, card catalog management, assisting school media centers that do not have media specialists.

Pages 9-10- Omit Framework for 21<sup>st</sup> Century Learning

Page 10-11- Add READS- Florida’s K-12 Integrated Library Media Reading Guidelines

Page 11-13- Omit AASL Standards Framework for Learners and American Library Association Library Bill of Rights

Page 13- Moved Section titled Media Responsibilities (not new language section moved)

- Updated formatting

Page 14- added FLDOE Collection Development Process

Page 17- Strikethrough Funding Sources due to formatting concerns

Page 23- Strikethrough “handbooks” and “Availability” to update language.

Page 24- Strikethrough Daily procedural items unnecessary for the scope of the District Media Handbook

- Strikethrough “Closing” and “The following are suggested...” “Delete”, “Print”, “Print”, “This may be done at the end...”, “Procedures” in order to provide clear language and flow.

- Added language in Book Fair section to meet new state statute 1006.28 and school board policy 2522

Page 25- Strikethroughs regarding book fair procedures outside the scope of the District Media Handbook.

Page 25-26 Updated State Statute and language to meet classroom library requirements.

Page 26- Updated formatting

- Updated Public Record and Data Requests language to ensure accurate records across the district

- Updated the language to bring awareness and increase participation

- New heading “Reading Encouragement Programs” additional programs added with hyperlinks

Page 27- Added “E-Books and Students with Accommodations”

- Omitted Sunshine State Young Readers Award guidelines due to staying within the scope of the district Media Handbook

Page 28-29- Updated the language to promote professional growth available beyond the district.

Page 30- Omitted “General Collection Selection Criteria” moved to page 14.

- Altered heading to “Policies, Statutes, and Rules”

Page 31-64 All statutes and policies were altered to hyperlinks to maintain most recent legislation.

Page 65-69-Moved to Page 23-29

Page 70-Removed forms and provided hyperlinks to documents.

# Hernando County School District Media Handbook



**HERNANDO  
SCHOOL DISTRICT**

**Learn it. Love it. Live it.**

Effective: February 6, 2024

Adopted: June 27, 2023

School Board:

~~Gus Guadagnino, Chairperson~~

Linda Prescott, Chairperson

Susan Duval, Vice Chairperson

Gus Guadagnino, Board Member

Mark Johnson, Board Member

~~Linda Prescott, Board Member~~

Shannon Rodriquez, Board Member

John Stratton, Superintendent

Hernando County School District

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## **Introduction**

### **Vision**

To inspire and support the pursuit of individual greatness.

### **District Mission**

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

### **Media Mission**

The mission of the Hernando County School District library media centers is to provide a broad range of educational material to enrich and support the curriculum and to meet the needs of individual students and teachers.

### **Purpose**

- Encourage and support the love of reading and learning.
- Increase access to provide excellence in the library media centers' resources, facilities, and services.
- Enrich and support the curriculum.
- Meeting the needs of individual students and teachers.
- Impact the instructional program for students by strengthening the teaching/learning process through staff development, curriculum integration, and information literacy.
- Build community connections among school library media centers, public libraries, and other sources of information.
- Stimulate student, parent, school, and community partnerships.

### **Goals**

- To expose our students to a wide variety of literature and literature-based activities that will encourage them to become lifelong readers for learning and pleasure.
- To provide print and non-print materials in all formats that support the curriculum of our schools and that meet the instructional and individual information needs of our students.
- To inspire students and staff to become effective users of ideas and information.

- To create and maintain a trusting caring environment.

## Media Specialist at the School Level

~~1012.01(2)(c) F.S. Librarians/media specialists~~— Librarians/media specialists are staff members responsible for providing school library media services.

~~These employees~~ They are responsible for evaluating, selecting, organizing, and managing media and technology resources, equipment, and related systems; facilitating access to information resources beyond the school; working with teachers to make resources available in the instructional programs; assisting teachers and students in media productions; and instructing students in the location and use of information resources.

~~The school library media program is not only integral to and supportive of the school curriculum, but also provides a mechanism for choice and exploration beyond the prescribed course of study.~~ The school library media program provides a wide range of resources and information that satisfy the educational needs and interests of students.

Materials are selected to meet the wide range of students' individual learning styles. The school library media center is a place where the students may explore more fully classroom subjects that interest them. They can expand their imagination, delve into areas of personal interest, and develop the ability to think clearly, critically, and creatively about the resources they have chosen to read, hear, or view.

The school library media center provides a setting where the students develop skills they will need as adults to locate, analyze, evaluate, interpret, and communicate information and ideas in an information-rich world. Students are encouraged to realize their potential as informed citizens who think critically and solve problems, to observe rights and responsibilities relating to the generation and flow of information and ideas, and to appreciate the value of literature in an educated society. ~~As a teacher, the~~ The library media specialist collaborates with students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs, and to understand and communicate the information the resources provide.

~~An effective instructor of students, the~~ Library media specialists are knowledgeable about current research on teaching and learning and skilled in applying its findings to a variety of situations - particularly those that call upon students to access, evaluate, and use information from multiple sources in order to learn to think, and to create and apply new knowledge.

A curricular leader and a full participant on the instructional team, the library media specialist constantly updates ~~personal~~ information and research skills and knowledge in order to work effectively with teachers, administrators, and other staff - both to expand their general understanding of informational issues and to provide them with specific opportunities to develop sophisticated skills in information literacy, including the uses of information technology.

Library Media Specialists are current in best practices informational and literacy skills and state and federal statutes regarding information literacy.



## **Media Specialist at the District Level**

District Media Specialists work with school media specialist and personnel to assure compliance with district policies and procedures along with compliance with state statutes regarding media use and materials.

District Media Specialists facilitate and coordinate the school district book challenge process. They are responsible for multiple aspects of the challenge process and preparing the necessary documents to bring the challenge to the School Board for vote.

The District Media Specialists are responsible for the maintenance and updating of the school district OPAC application used by school media centers. District Media Specialists verify the accuracy of information and standardization of the information entered into the Online Public Access Catalog (OPAC) application.

When necessary, the District Media Specialist will vet and weed material from school media centers who are without a full-time certified Media Specialist. In addition, the DMS will vet new materials prior to purchase and book fairs prior to the start of the fair according to state statutes.

The District Media Specialists are responsible for overseeing the administration and annual renewal of the Florida State Mandated Media Specialist Training (HB 1467, §1006.29(6), §1006.31(2)).

Any additional roles and responsibilities as per HB 1467.

District Media Specialists (DMS) will assist District Personnel as well as School Media Personnel through the entire textbook adoption process. This includes but is not limited to: Inventory, Processing, Cataloging, and Distribution of materials at all school sites.

Arrival of New Materials- As textbook/library materials arrive at school sites without Media Personnel on staff – District Media Specialists (DMS) are contacted by schools to help assist with verifying delivery, processing/cataloging of materials and distribution of materials to teachers and students.

Out of Adoption Materials – At school sites with no Media Personnel on staff – DMS are contacted by school sites to help assist with deletion of out of adoption materials from collections, preparing materials for transfer, and coordinating with district warehouse for transfer.

~~School Media Personnel – DMS will assist ALL school-based media personnel as needed throughout the course of the school year.~~

Curating list of books removed from school sites due to objections to materials used in classrooms, made available in school library, or included on a reading list (§1006.28(2) F.S.).

Dual Enrollment – DMS will assist with the organization, collating, cataloging and distribution of materials to students at a Dual Enrollment site(s).

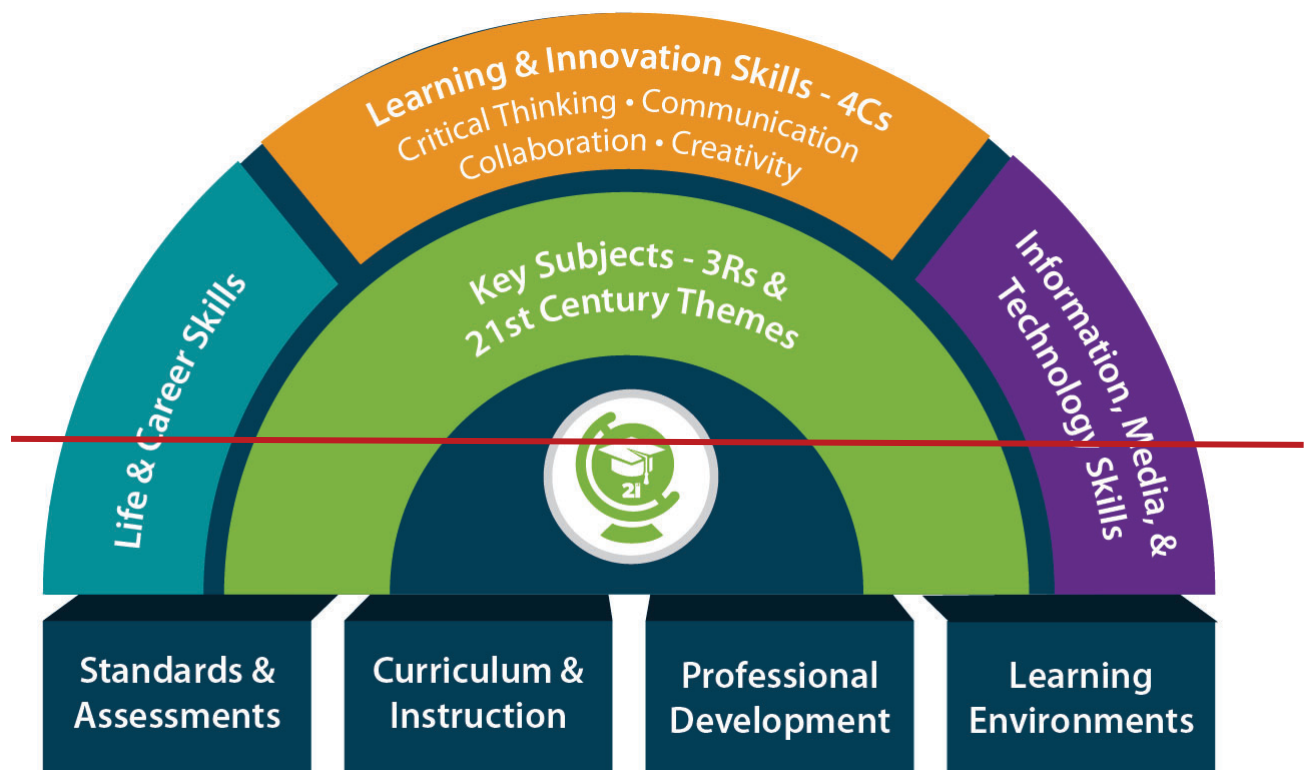
~~State Mandated Media Training HB 1467, s. 1006.29(6), s. 1006.31(2), Any additional roles and responsibilities as per HB 1467.~~

#### ~~F. Information Literacy Standards~~

#### ~~Framework for 21st Century Learning~~

~~Used with permission~~

~~<https://bfk.org> [https://static.battelleforkids.org/documents/p21/P21\\_Framework\\_Brief.pdf](https://static.battelleforkids.org/documents/p21/P21_Framework_Brief.pdf)~~



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### READS- Florida's K-12 Integrated Library Media Reading Guidelines

#### READS:

- Read (as a personal activity)
- Explore (characteristics, history, and awards of creative works)
- Analyze (structure and aesthetic features of creative works)
- Develop (a literary-based product)
- Score (reading progress)

One of the goals of the school library media program is to provide intellectual and physical access to a broad range of literature and informational reading materials for personal pleasure and curriculum support. Library media programs aggressively support reading through a variety of promotional and instructional strategies that are carefully crafted to meet the unique needs of learners at each developmental stage. Additionally, the library instructional and promotional activities are collaboratively planned with classroom teachers so that the concepts and skills taught in the classroom are reinforced, enriching the learning experience.

- [READS - Read Chart \(PDF, 28KB\)](#)
- [READS - Explore Chart \(PDF, 33KB\)](#)
- [READS - Analyze Chart \(PDF, 28KB\)](#)
- [READS - Develop Chart \(PDF, 32KB\)](#)
- [READS - Scores Chart \(PDF, 28KB\)](#)
- [READS - 6th Grade Summary \(PDF, 28KB\)](#)
- [READS - 7th Grade Summary \(PDF, 28KB\)](#)
- [READS - 8th Grade Summary \(PDF, 27KB\)](#)
- [READS - 9-10th Grade Summary \(PDF, 27KB\)](#)
- [READS - 11-12th Grade Summary \(PDF, 28KB\)](#)

[Florida Department of Education](#)

## *AASL Standards Framework for Learners*



# AASL Standards Framework for Learners

DOMAINS AND COMPETENCIES	SHARED FOUNDATIONS AND KEY COMMITMENTS					
	I. INQUIRE	II. INCLUDE	III. COLLABORATE	IV. CURATE	V. EXPLORE	VI. ENGAGE
	Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.	Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.	Work effectively with others to broaden perspectives and work toward common goals.	Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.	Discover and innovate in a growth mindset developed through experience and reflection.	Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
<b>A. THINK</b>	Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.	Learners contribute a balanced perspective when participating in a learning community by: 1. Articulating an awareness of the contributions of a range of learners. 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Describing their understanding of cultural relevancy and placement within the global learning community.	Learners identify collaborative opportunities by: 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction.	Learners act on an information need by: 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.	Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.	Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
<b>B. CREATE</b>	Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. 2. Designing and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning.	Learners adjust their awareness of the global learning community by: 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities.	Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.	Learners gather information appropriate to the task by: 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme.	Learners construct new knowledge by: 1. Problem solving through cycles of design, implementation, and reflection. 2. Persisting through self-directed pursuits by tinkering and making.	Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal knowledge products that allow others to credit content appropriately.
<b>C. SHARE</b>	Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience.	Learners exhibit empathy with and tolerance for diverse ideas by: 1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are represented.	Learners work productively with others to solve problems by: 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes.	Learners exchange information resources within and beyond their learning community by: 1. Accessing and evaluating collaboratively constructed information sites. 2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. 3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.	Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance. 2. Co-constructing innovative means of investigation. 3. Collaboratively identifying innovative solutions to a challenge or problem.	Learners responsibly, ethically, and legally share new information with a global community by: 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience.
<b>D. GROW</b>	Learners participate in an ongoing inquiry-based process by: 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.	Learners demonstrate empathy and equity in knowledge building within the global learning community by: 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community.	Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.	Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. 3. Openly communicating curation processes for others to use, interpret, and validate.	Learners develop through experience and reflection by: 1. Iteratively responding to challenges. 2. Recognizing capabilities and skills that can be developed, improved, and expanded. 3. Open-mindedly accepting feedback for positive and constructive growth.	Learners engage with information to extend personal learning by: 1. Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge. 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

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### Florida Standards

<https://www.fldoe.org/academics/standards/>

[www.epalms.org/Public/search/Standard](http://www.epalms.org/Public/search/Standard)

## G. American Library Association Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services:

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or

~~views of those contributing to their creation.~~

~~2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.~~

~~3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.~~

~~4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.~~

~~5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.~~

~~6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.~~

~~7. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.~~

~~[www.ala.org/advocacy/intfreedom/librarybill](http://www.ala.org/advocacy/intfreedom/librarybill)~~

## **Section II**

### **POLICIES AND GUIDELINES**

#### **A. Florida Statutes**

**847.012 F.S.—Harmful materials; sale or distribution to minors or using minors in production prohibited; penalty.**

1. As used in this section, "knowingly" means having the general knowledge of reason to know, or a belief or ground for belief which warrants further inspection or inquiry of both:

- (a) ~~The character and content of any material described herein which is~~

- reasonably susceptible of examination by the defendant, and
2. ~~The age of the minor; A person's ignorance of a minor's age, a minor's misrepresentation of his or her age, a bona fide belief of a minor's age, or a minor's consent may not be raised as a defense in a prosecution for a violation of this section.~~
  3. ~~A person may not knowingly sell, rent, or loan for monetary consideration to a minor:~~
    - (a) ~~Any picture, photograph, drawing, sculpture, motion picture film, videocassette, or similar visual representation or image of a person or portion of the human body which depicts nudity or sexual conduct, sexual excitement, sexual battery, bestiality, or sadomasochistic abuse and which is harmful to minors, or~~
    - (b) ~~Any book, pamphlet, magazine, printed matter however reproduced, or sound recording which contains any matter defined in s. 847.001, explicit and detailed verbal descriptions or narrative accounts of sexual excitement, or sexual conduct and that is harmful to minors.~~
  4. ~~A person may not knowingly use a minor in the production of any material described in subsection (3), regardless of whether the material is intended for distribution to minors or actually distributed to minors.~~
  5. ~~An adult may not knowingly distribute to a minor on school property, or post on school property, any material described in subsection (3). As used in this subsection the term "school property" means the grounds or facility of any kindergarten, elementary school, middle school, junior high school, or secondary school, whether public or non-public. This subsection does not apply to the distribution or posting of school-approved instructional materials that by design serve as a major tool for assisting in the instruction of a subject or course by school officers, instructional personnel, administrative personnel, school volunteers, educational support employees, or managers as those terms are defined in s. 1012.01.~~
  6. ~~Any person violating any provision of this section is guilty of a felony of the third degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084.~~
  7. ~~Every act, thing, or transaction forbidden by this section constitutes a separate offense and is punishable as such.~~
  8. (a) ~~The circuit court has jurisdiction to enjoin a violation of this section upon complaint filed by the state attorney in the name of the state upon the relation of such state attorney.~~  
  
(b) ~~After the filing of such a complaint, the judge to whom it is presented may grant an order restraining the person complained of until final hearing or further order of the court. Whenever the relator state attorney requests a judge of such court to set a hearing upon an application for a restraining order, the judge shall set the hearing for a time within 3 days after the making of the request. The order may not be made unless the judge is satisfied that sufficient notice of the application therefor [sic] has been given to the party restrained of the time when and place where~~

~~the application for the restraining order is to be made.~~

~~(c) — The person sought to be enjoined is entitled to a trial of the issues within 1 day after joinder of issue, and a decision shall be rendered by the court within 2 days after the conclusion of the trial.~~

~~(d) — If a final decree of injunction is entered, it must contain a provision directing the defendant having the possession, custody, or control of the materials, matters, articles, or things affected by the injunction to surrender the same to the sheriff and requiring the sheriff to seize and destroy the same. The sheriff shall file a certificate of her or his compliance.~~

~~(e) — In any action brought as provided in this section, a bond or undertaking may not be required of the state or the state attorney before the issuance of a restraining order provided for by paragraph (b), and the state or the state attorney may not be held liable for costs or for damages sustained by reason of the restraining order in any case where a final decree is rendered in favor of the person sought to be enjoined.~~

~~(f) — Every person who has possession, custody, or control of, or otherwise deals with, any of the materials, matters, articles, or things described in this section, after the service upon her or him of a summons and complaint in an action for injunction brought under this section, is chargeable with knowledge of the contents and character thereof.~~

- ~~9. The several sheriffs and state attorneys shall vigorously enforce this section within their respective jurisdictions.~~
- ~~10. This section does not apply to the exhibition of motion pictures, shows, presentations, or other representations regulated under s. 847.013.~~

**847.0133 F.S.**—~~A person may not knowingly sell, rent, loan, give away, distribute, transmit, or show any obscene material to a minor. For purposes of this section "obscene material" means any obscene book, magazine, periodical, pamphlet, newspaper, comic book, story paper, written or printed story or article, writing paper, card, picture, drawing, photograph, motion picture film, figure, image, videotape, videocassette, phonograph record, or wire or tape or other recording, or any written, printed, or recorded matter of any such character which may or may not require mechanical or other means to be transmuted into auditory, visual, or sensory representations of such character, or any article or instrument for obscene use, or purporting to be for obscene use or purpose. The term "obscene" shall have the same meaning as set forth in s. 847.001.~~

~~(. is a 3-page document that defines obscenity)~~

## **1003.42 Required Instruction**



~~The State Board of Education is encouraged to adopt standards and pursue assessment of the requirements of this subsection. Instructional programming that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other school wide character building and veteran awareness initiative meets the requirements of paragraph (t).~~

~~(3) — The Legislature acknowledges the fundamental truth that all persons are equal before the law and have inalienable rights. Accordingly, instruction and supporting materials on the topics enumerated in this section must be consistent with the following principles of individual freedom:~~

~~(a) — No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.~~

~~(b) No race is inherently superior to another race.~~

~~(c) No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.~~

~~(d) — Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.~~

~~(e) — A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.~~

~~(f) — A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.~~

#### **1006.28 — Duties of district school board, district school superintendent, and school principal regarding K-12 instructional materials.**

~~(1) DEFINITIONS.—~~

~~(a) — As used in this section, the term:~~

~~1. — “Adequate instructional materials” means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hard backed or soft backed textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serve as the basis for instruction for each student in the core subject areas of mathematics, language arts, social studies, science, reading, and literature.~~

~~2. “Instructional materials” has the same meaning as in s. 1006.29(2).~~

~~(b) — As used in this section and s. 1006.283, the term “resident” means a person~~



who has maintained his or her residence in this state for the preceding year, has purchased a home that is occupied by him or her as his or her residence, or has established a domicile in this state pursuant to s. 222.17.

~~(c) As used in this section and ss. 1006.283, 1006.32, 1006.35, 1006.37, 1006.38, 1006.40, and 1006.42, the term “purchase” includes purchase, lease, license, and acquire.~~

~~(2) DISTRICT SCHOOL BOARD.—The district school board has the constitutional duty and responsibility to select and provide adequate instructional materials for all students in accordance with the requirements of this part. The district school board also has the following specific duties and responsibilities:~~

~~(a) Courses of study; adoption.—Adopt courses of study, including instructional materials, for use in the schools of the district.~~

~~1.—Each district school board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school library, or included on a reading list, whether adopted and purchased from the state-adopted instructional materials list, adopted and purchased through a district instructional materials program under s. 1006.283, or otherwise purchased or made available.~~

~~2. Each district school board must adopt a policy regarding an objection by a parent or a resident of the county to the use of a specific material, which clearly describes a process to handle all objections and provides for resolution. The process must provide the parent or resident the opportunity to proffer evidence to the district school board that:~~

~~a.—An instructional material does not meet the criteria of s. 1006.31(2) or s. 1006.40(3)(d) if it was selected for use in a course or otherwise made available to students in the school district but was not subject to the public notice, review, comment, and hearing procedures under s. 1006.283(2)(b)8., 9., and 11.~~

~~b.—Any material used in a classroom, made available in a school library, or included on a reading list contains content that is pornographic or prohibited under s. 847.012, is not suited to student needs and their ability to comprehend the material presented, or is inappropriate for the grade level and age group for which the material is used.~~

~~If the district school board finds that an instructional material does not meet the criteria under sub-subparagraph a. or that any other material contains prohibited content under sub-subparagraph b., the school district shall discontinue use of the material for any grade level or age group for which such use is inappropriate or unsuitable.~~

~~3. Each district school board must establish a process by which the parent of a~~

~~public-school student or a resident of the county may contest the district school board's adoption of a specific instructional material. The parent or resident must file a petition, on a form provided by the school board, within 30 calendar days after the adoption of the instructional material by the school board. The school board must make the form available to the public and publish the form on the school district's website. The form must be signed by the parent or resident, include the required contact information, and state the objection to the instructional material based on the criteria of s. 1006.31(2) or s. 1006.40(3) (d). Within 30 days after the 30-day period has expired, the school board must, for all petitions timely received, conduct at least one open public hearing before an unbiased and qualified hearing officer. The hearing officer may not be an employee or agent of the school district. The hearing is not subject to the provisions of chapter 120; however, the hearing must provide sufficient procedural protections to allow each petitioner an adequate and fair opportunity to be heard and present evidence to the hearing officer. The school board's decision after convening a hearing is final and not subject to further petition or review.~~

~~4. Meetings of committees convened for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the district school board must be noticed and open to the public in accordance with s. 286.011. Any committees convened for such purposes must include parents of district students.~~

~~(b) Instructional materials.—Provide for proper requisitioning, distribution, accounting, storage, care, and use of all instructional materials and furnish such other instructional materials as may be needed. Instructional materials used must be consistent with the district goals and objectives and the course descriptions established in rule of the State Board of Education, as well as with the applicable Next Generation Sunshine State Standards provided for in s. 1003.41.~~

~~(c) Other instructional materials.—Provide such other teaching accessories and aids as are needed for the school district's educational program.~~

~~(d)—School library media services; establishment and maintenance.—Establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system. Beginning January 1, 2023, school librarians, media specialists, and other personnel involved in the selection of school district library materials must complete the training program developed pursuant to s. 1006.29(6) before reviewing and selecting age-appropriate materials and library resources. Upon written request, a school district shall provide access to any material or book specified in the request that is maintained in a district school system library and is available for review.~~

~~1.—Each book made available to students through a school district library media~~

~~center or included in a recommended or assigned school or grade-level reading list must be selected by a school district employee who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated, or otherwise made available to students.~~

~~2. Each district school board shall adopt procedures for developing library media center collections and post the procedures on the website for each school within the district. The procedures must:~~

~~a. Require that book selections meet the criteria in s. 1006.40(3) (d).~~

~~b. Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.~~

~~c. Provide library media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.~~

~~d. — Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, out of date content, and required removal pursuant to subparagraph (a) 2.~~

~~3. Each elementary school must publish on its website, in a searchable format prescribed by the department, a list of all materials maintained in the school library media center or required as part of a school or grade-level reading list.~~

~~(e) — *Public participation.* — Publish on its website, in a searchable format prescribed by the department, a list of all instructional materials, including those used to provide instruction required by s. 1003.42. Each district school board must:~~

~~1. Provide access to all materials, excluding teacher editions, in accordance with s. 1006.283(2) (b) 8.a. before the district school board takes any official action on such materials. This process must include reasonable safeguards against the unauthorized use, reproduction, and distribution of instructional materials considered for adoption.~~

~~2. Select, approve, adopt, or purchase all materials as a separate line item on the agenda and <sup>+</sup>provide a reasonable opportunity for public comment. The use of materials described in this paragraph may not be selected, approved, or adopted as part of a consent agenda.~~

~~3. — Annually, beginning June 30, 2023, submit to the Commissioner of Education a report that identifies:~~

~~a. Each material for which the school district received an objection pursuant to subparagraph (a) 2. for the school year and the specific objections thereto.~~

~~b. Each material that was removed or discontinued as a result of an objection.~~

~~c. The grade level and course for which a removed or discontinued material was used, as applicable.~~

~~The department shall publish and regularly update a list of materials that were removed or discontinued as a result of an objection and disseminate the list to school districts for consideration in their selection procedures.~~

### ~~(3) DISTRICT SCHOOL SUPERINTENDENT. —~~

~~(a) — The district school superintendent has the duty to recommend such plans for improving, providing, distributing, accounting for, and caring for instructional materials and other instructional aids as will result in general improvement of the district school system, as prescribed in this part, in accordance with adopted district school board rules prescribing the duties and responsibilities of the district school superintendent regarding the requisition, purchase, receipt, storage, distribution, use, conservation, records, and reports of, and management practices and property accountability concerning, instructional materials, and providing for an evaluation of any instructional materials to be requisitioned that have not been used previously in the district's schools. The district school superintendent must keep adequate records and accounts for all financial transactions for funds collected pursuant to subsection (4).~~

~~(b) Each district school superintendent shall notify the department by April 1 of each year the state adopted instructional materials that will be requisitioned for use in his or her school district. The notification shall include a district school board plan for instructional materials use to assist in determining if adequate instructional materials have been requisitioned.~~

### ~~(4) SCHOOL PRINCIPAL. — The school principal has the following duties for the management and care of materials at the school:~~

~~(a) *Proper use of instructional materials.* — The principal shall assure that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed, pursuant to adopted district school board rule. The school principal shall communicate to parents the manner in which instructional materials are used to implement the curricular objectives of the school.~~

~~(b) *Money collected for lost or damaged instructional materials; enforcement.* — The school principal shall collect from each student or the student's parent the purchase price of any instructional material the student has lost, destroyed, or unnecessarily damaged and to report and transmit the money collected to the district school superintendent. The failure to collect such sum upon reasonable effort by the school principal may result in the suspension of the student from participation in extracurricular activities or satisfaction of the debt by the student~~

~~through community service activities at the school site as determined by the school principal, pursuant to policies adopted by district school board rule.~~

~~(c) Sale of instructional materials.—The school principal, upon request of the parent of a student in the school, shall sell to the parent any instructional materials used in the school. All such sales shall be made pursuant to rule adopted by the district school board, and the principal shall annually provide information to parents that they may purchase instructional materials and how to purchase the materials.~~

~~(d) Disposition of funds.—All money collected from the sale, exchange, loss, or damage of instructional materials shall be transmitted to the district school superintendent to be deposited in the district school board fund and added to the district appropriation for instructional materials.~~

~~(e) Accounting for instructional materials.—Principals shall see that all instructional materials are fully and properly accounted for as prescribed by adopted rules of the district school board.~~

~~(f) Selection of library media center materials.—School principals are responsible for overseeing compliance with school district procedures for selecting school library media center materials at the school to which they are assigned.~~

## **1006.29 State Instructional Materials and Reviewers**

~~(5) The department shall develop a training program for persons selected as state instructional materials reviewers and school district reviewers. The program shall be structured to assist reviewers in developing the skills necessary to make valid, culturally sensitive, and objective decisions regarding the content and rigor of instructional materials. All persons serving as instructional materials reviewers must complete the training program prior to beginning the review and selection process.~~

~~(6) The department shall develop an online training program for school librarians, media specialists, and other personnel involved in the selection and maintenance of library media and collections or materials maintained on a reading list. This training must assist reviewers in complying with the requirements of s. 1006.31(2). The department shall make this training available no later than January 1, 2023. No later than July 1, 2023, and annually thereafter, each superintendent must certify to the department that all school librarians and media specialists employed by the district have completed the online training program.~~

## **~~1006.31 Duties of the Department of Education and School District Instructional Materials Reviewer~~**

~~2) — EVALUATION OF INSTRUCTIONAL MATERIALS. — To use the selection criteria listed in s. 1006.34(2) (b) and recommend for adoption only those instructional materials aligned with the Next Generation Sunshine State Standards provided for in s. 1003.41. Instructional materials recommended by each reviewer shall be, to the satisfaction of each reviewer, accurate, objective, balanced, noninflammatory, current, free of pornography and material prohibited under s. 847.012, and suited to student needs and their ability to comprehend the material presented. Reviewers shall consider recommendation materials developed for academically talented students, such as students enrolled in advanced placement courses. When recommending instructional materials, each reviewer shall:~~

~~(a) — Include only instructional materials that accurately portray the ethnic, socioeconomic, cultural, religious, physical, and racial diversity of our society, including men and women in professional, career, and executive roles, and the role and contributions of the entrepreneur and labor in the total development of this state and the United States.~~

~~(b) — Include only materials that accurately portray, whenever appropriate, humankind's place in ecological systems, including the necessity for the protection of our environment and conservation of our natural resources and the effects on the human system of the use of tobacco, alcohol, controlled substances, and other dangerous substances.~~

~~(c) Include materials that encourage thrift, fire prevention, and humane treatment of people and animals.~~

~~(d) — Require, when appropriate to the comprehension of students, that materials for social science, history, or civics classes contain the Declaration of Independence and the Constitution of the United States. A reviewer may not recommend any instructional materials that contain any matter reflecting unfairly upon persons because of their race, color, creed, national origin, ancestry, gender, religion, disability, socioeconomic status, or occupation or otherwise contradict the principles enumerated under s. 1003.42(3).~~

## **~~1006.34 (2) (b) Powers and Duties of the Commissioner and the Department in Selecting and Adopting Instructional Materials~~**

~~In the selection of instructional materials, library media, and other reading material used in the public school system, the standards used to determine the~~

~~propriety of the material shall include:~~

- ~~1. The age of the students who normally could be expected to have access to the material.~~
- ~~2. The educational purpose to be served by the material. Priority shall be given to the selection of materials that align with the Next Generation Sunshine State Standards as provided for in s. 1003.41 and include the instructional objectives contained within the curriculum frameworks for career and technical education and adult and adult general education adopted by rule of the State Board of Education under s. 1004.92.~~
- ~~3. The degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program.~~
- ~~4. The consideration of the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state.~~

**~~1006.40—Use of instructional materials allocation; instructional materials, library books, and reference books; repair of books.~~**

~~(1)—On or before July 1 each year, the commissioner shall certify to each district school superintendent the estimated allocation of state funds for instructional materials, computed pursuant to the provisions of s. 1011.67 for the ensuing fiscal year.~~

~~(2)—Each district school board must purchase current instructional materials to provide each student in kindergarten through grade 12 with a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature. Such purchase must be made within the first 3 years after the effective date of the adoption cycle unless a district school board or a consortium of school districts has implemented an instructional materials program pursuant to s. 1006.283.~~

~~(3)(a)—Except for a school district or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283, each district school board shall use the annual allocation only for the purchase of instructional materials that align with state standards and are included on the state-adopted list, except as otherwise authorized in paragraphs (b) and (c).~~

~~(b)—Up to 50 percent of the annual allocation may be used for:~~

- ~~1. The purchase of library and reference books and nonprint materials.~~
- ~~2. 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 hard backed or soft backed textbooks, novels, electronic content, consumables, learning laboratories, manipulatives, electronic media, computer courseware or software, and other commonly accepted instructional tools as prescribed by district school board rule.~~

~~3. The repair and renovation of textbooks and library books and replacements for items which were part of previously purchased instructional materials.~~

~~(c) — District school boards may use 100 percent of that portion of the annual allocation designated for the purchase of instructional materials for kindergarten, and 75 percent 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.~~

~~(d) — Any materials purchased pursuant to this section must be:~~

- ~~1. Free of pornography and material prohibited under s. 847.012.~~
- ~~2. Suited to student needs and their ability to comprehend the material presented.~~
- ~~3. Appropriate for the grade level and age group for which the materials are used or made available.~~

~~(4) Each district school board is responsible for the content of all materials used in a classroom or otherwise made available to students. Each district school board shall adopt rules, and each district school superintendent shall implement procedures, that:~~

~~(a) Maximize student use of the district approved instructional materials.~~

~~(b) — Provide a process for public review of, public comment on, and the adoption of materials, including those used to provide instruction required by s. 1003.42, which satisfies the requirements of s. 1006.283(2)(b)8., 9., and 11.~~

~~(5) — District school boards may issue purchase orders subsequent to February 1 in an aggregate amount which does not exceed 20 percent of the current year's allocation, and subsequent to April 1 in an aggregate amount which does not exceed 90 percent of the current year's allocation, for the purpose of expediting the delivery of instructional materials which are to be paid for from the ensuing year's allocation. This subsection does not apply to a district school board or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283.~~

~~(6) — In any year in which the total instructional materials allocation for a school district has not been expended or obligated prior to June 30, the district school board shall carry forward the unobligated amount and shall add it to the next year's allocation.~~



~~(7) A district school board or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283 may use the annual allocation to purchase instructional materials not on the state-adopted list. However, instructional materials purchased pursuant to this section which are not included on the state-adopted list must meet the criteria of s. 1006.31(2), align with state standards adopted by the State Board of Education pursuant to s. 1003.41, and be consistent with course expectations based on the district's comprehensive plan for student progression and course descriptions adopted in state board rule.~~

#### **~~1014.04—Parental rights-~~**

~~(1) —All parental rights are reserved to the parent of a minor child in this state without obstruction or interference from the state, any of its political subdivisions, any other governmental entity, or any other institution, including, but not limited to, all of the following rights of a parent of a minor child in this state:~~

~~(a) The right to direct the education and care of his or her minor child.~~

### **~~INSTRUCTIONAL MATERIALS PROGRAM (School Board Policy 2521)~~**

~~The School Board shall provide instructional materials and equipment, within budgetary constraints, to implement the District's educational goals and objectives and to meet students' needs. The primary objective of such instructional materials and equipment shall be to enrich, support, and implement the educational program of the school. Instructional materials used in the District shall be consistent with the District goals and objectives and the course descriptions established by the State Board of Education and the State standards provided for in F.S. 1003.41.~~

~~State law requires the Board to provide adequate instructional materials free of charge to students who are enrolled in the District.~~

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

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

~~The Board hereby establishes an instructional materials program that includes the review,~~

~~recommendation, adoption, and purchase of instructional materials. The program shall be implemented in accordance with the terms of this policy and administrative procedures adopted in accordance herewith. The program shall comply with all applicable provisions of F.S. Chapter 1006, Part I, F. Instructional Materials for K-12 Public Education. The Superintendent shall certify to the Florida Department of Education (FLDOE) by March 31st of each year that all instructional materials for core courses used by the District are aligned with applicable State standards. A list of the core instructional materials that will be used or purchased for use by the District shall be included in the certification.~~

#### ~~Selection, Duties, and Qualifications of Reviewers, Review of Instructional Materials, Recommendations of Reviewers, and Selection of Instructional Materials by Reviewer~~

~~The Board may employ or contract with one (1) or more instructional materials reviewers, one (1) or more of whom must be a parent with a child in a District public school. The qualifications of the instructional materials reviewer shall be set forth in the Board approved job description for the position, or, alternatively, in the contract for services. A meeting of a committee for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the Board must be noticed and open to the public in accordance with F.S. 286.011. A committee convened for such purposes must include parents of District students.~~

~~The duties of an instructional materials reviewer are:~~

#### Procedures

~~To adhere to prescribed procedures for evaluating instructional materials submitted by publishers and manufacturers in each adoption.~~

#### ~~B. Review, Recommendations, and Selection of Instructional Materials by Reviewer~~

- ~~1. Reviewers shall utilize the selection criteria set forth in State law, including F.S. 1006.34(2) (b) and recommend for adoption only those instructional materials aligned with State standards provided for in F.S. 1003.41.~~
- ~~2. Instructional materials recommended by each reviewer shall be, to the satisfaction of each reviewer, accurate, objective, balanced, noninflammatory, current, free of pornography and material prohibited under F.S. 847.12, and suited to student needs and their ability to comprehend the material presented. Reviewers shall consider for recommendation materials developed for academically talented students, such as students enrolled in advanced placement courses. When recommending instructional materials, each reviewer shall:~~
  - ~~a. include only instructional materials that accurately portray the ethnic, socioeconomic, cultural, religious, physical, and racial diversity of our society, including men and women in professional, career, and executive roles and the role and contributions of the entrepreneur and labor in the total development of this State and the United States;~~
  - ~~b. include only materials that accurately portray, whenever appropriate, humankind's place in ecological systems, including the necessity for the protection of our environment and conservation of our natural resources and the effects on the human system of the use of tobacco, alcohol, controlled substances, and other dangerous substances;~~
  - ~~c. include materials that encourage thrift, fire prevention, and humane treatment of people and animals;~~
  - ~~d. require, when appropriate to the comprehension of students, that materials for social science, history, or civics classes contain that Declaration of Independence and the Constitution of the United States;~~

~~A reviewer may not recommend any instructional materials that contain any matter reflecting unfairly upon persons because of their race, color, creed, national origin, ancestry, gender, religion, disability, socioeconomic status, or occupation.~~

3. ~~In the selection of instructional materials, library media, and other reading material used in the public school system, the standards used to determine the propriety of the material shall include:~~
- ~~a. the age of the students who normally could be expected to have access to the material;~~
  - ~~b. the educational purpose to be served by the material;~~

~~In considering instructional materials for classroom use, priority shall be given to the selection of materials which encompass the State and Board performance standards provided for in F.S. 1001.03(1) and which include the instructional objectives contained within the curriculum frameworks approved by rule of the State Board of Education.~~

- ~~c. the degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal instructional program;~~
- ~~d. the consideration of the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this State.~~

4. ~~Any instructional material containing pornography or otherwise prohibited by F.S. 847.012 may not be used or made available within any public school.~~

~~After a thorough study of all data submitted on each instructional material, the reviewer shall submit an electronic report to the Superintendent for presentation to the Board. The report shall be in substantially the same format as the form used by the FLDOE. All instructional materials recommended by a reviewer shall be accompanied by a statement from the reviewer that the materials align with State standards pursuant to F.S. 1003.41 and the requirements of F.S. 1006.31.~~

#### ~~Certification of the Accuracy of Instructional Materials~~

~~In addition to relying on statements of publishers or manufacturers of instructional materials, the reviewer may, with the approval, and subject to the direction of the Superintendent, conduct or cause to be conducted an independent investigation to determine the accuracy of State-adopted instructional materials.~~

~~When errors in Board-adopted materials are confirmed, the publisher of the materials shall provide to each district school board that has purchased the materials the corrections in a format approved by the department.~~

~~The Board may remove materials from the list of Board-adopted materials if it finds that the content is in error and the publisher refuses to correct the error when notified by the Board.~~

~~The Board may remove materials from the list of Board-adopted materials at the request of the publisher if, in its opinion, there is no material impact on the State's education goals.~~

### ~~Affidavit of Instructional Materials Reviewer~~

~~Before commencing their duties, a District instructional materials reviewer shall execute an affidavit which substantially includes the following requirements of F.S. 1006.30:~~

~~A. The reviewer will faithfully discharge the duties imposed upon them.~~

~~B. The reviewer has no interest in any publishing or manufacturing organization that produces or sells instructional materials.~~

~~C. The reviewer is in no way connected with the distribution of the instructional materials.~~

~~D. The reviewer does not have any direct or indirect pecuniary interest in the business or profits of any person engaged in manufacturing, publishing, or selling instructional materials designed for use in the public schools.~~

~~E. The reviewer will not accept any emolument or promise of future reward of any kind from any publisher or manufacturer of instructional materials or their agent or anyone interest in, or intending to bias their his/her judgment in any way in, the selection of any materials to be adopted.~~

~~F. The reviewer understands that it is unlawful to discuss matters relating to instructional materials submitted for adoption with any agent of a publisher or manufacturer of instructional materials, either directly or indirectly, except during the period when the publisher or manufacturer is providing a presentation for the reviewer during their his/her review of the instructional materials submitted for adoption.~~

### ~~Board Adoption of Instructional Materials~~

~~After receipt from the Superintendent of a reviewer's electronic report and recommendation, the Board shall publish a notice indicating the date, time, and location of an open public hearing to address the recommended instructional materials. The public shall have an opportunity to provide public comment at the public hearing.~~

~~Following the public hearing, the Board shall publish notice indicating the date, time, and location of an open public meeting to approve an annual instructional materials plan to identify any instructional materials that will be purchased through the Board instructional materials review process pursuant to this policy. This public meeting will be held on a different date than the public hearing. The Board will select, approve, and adopt all materials as a separate line item on the regular (non-consent) agenda and will provide a reasonable opportunity for public comment.~~

~~Notice of the public hearing and public meeting identified herein shall specifically identify which instructional materials are being reviewed and the manner in which the instructional materials can be accessed for public review. The hearing must allow the parent of a District student or a resident of the county to proffer evidence that a recommended instructional material does not meet the criteria provided in F.S. 1006.31(2), taking into consideration course expectations based on the District's comprehensive plan for student progression under F.S. 1008.25(2) and course descriptions in the course code directory.~~

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

~~At least twenty (20) calendar days before the Board hearing and public meeting, the Board shall make available online to the public through the District's website all student editions of the recommended~~

~~instructional materials. In making these materials available, District staff shall implement reasonable safeguards against the unauthorized use, reproduction, and distribution of instructional materials considered for adoption.~~

#### ~~Publication on Website~~

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

#### ~~School Library Media Centers and Reading Lists~~

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

#### ~~Procedure~~

~~The media specialist will endeavor to stay informed about appropriate new publications that become available, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book reviews. The media specialist will also receive and consider suggestions and requests brought forward by other faculty, students, and parents.~~

~~Potential new books for the school library media center will be evaluated to determine if they would be suitable for student needs, and whether they would be appropriate for the intended grade level and age group. In considering new acquisitions, the media specialist will consult reputable, professionally recognized reviewing periodicals and school community stakeholders. The media specialist will also assess student interest in the subject(s) presented and the ability of students to comprehend the material presented. Books selected must be free of pornography and material prohibited under F.S. 847.012.~~

~~The goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of state academic standards and aligned curriculum, and the academic needs of students and faculty.~~

~~After evaluation, the media specialist will inform the principal or Supervisor of Literacy, Intervention & Elementary Academic Programs of those books that have been evaluated and are approved for inclusion in the collections.~~

~~Periodically, books will be removed from the collections or discontinued, based on their poor physical condition, low rate of recent circulation, non-alignment to state standards, out-of-date content, or status following a parent's or community member's objection.~~

~~The procedures for developing library media center and reading list collections will be posted on the website for each school in the District.~~

#### ~~Access~~

~~Upon written request, an individual will be provided access to material or books specified in the written request that are maintained in a District library if such material or books are available for review. The school principal shall arrange for a convenient time to provide such access.~~

~~Each elementary school will publish on its website, in a searchable format, a list of all materials maintained in the school library media center which can be checked out or used by a student or required as part of a school or grade-level reading list.~~

~~The format must:~~

~~A. identify the type of material maintained in the library media center by category, such as books, eBooks, periodicals, and videos;~~

~~B. list, at a minimum, the following information:~~

~~1. The title and author for books and e-books;~~

~~2. The name or title for periodicals and videos; and,~~

~~3. The title for any other material maintained in the media center.~~

~~C. Books and e-books must be searchable by, at a minimum, author and title. All other materials must be searchable by, at a minimum, title.~~

#### ~~Purchase of Instructional Materials, Including Advertising and Bidding~~

~~Beginning on or before May 15th of any year in which an instructional materials adoption is to be initiated, the District shall advertise in a local newspaper of general circulation four (4) weeks preceding the date on which the bids shall be received, that at a certain designated time, not later than June 15th, sealed bids or proposals to be deposited with the District will be received from publishers or manufacturers for the furnishing of instructional materials proposed to be adopted as listed in the advertisement beginning April 1st following the adoption.~~

~~The advertisement shall state that each bidder shall furnish electronic sample copies of all instructional materials submitted, at a time designated by the District, which copies shall be identical with the copies approved and accepted by State instructional materials reviewers, and with the copies furnished to the District and Superintendent.~~

~~The advertisement shall state that a contract covering the adoption of the instructional materials shall be for a definite term. The advertisement shall fix the time within which the required contract must be executed and shall state that the District reserves the right to reject any or all bids.~~

~~The advertisement shall give information regarding digital specifications that have been adopted by the Board, including minimum format requirements that will enable electronic and digital content to be accessed through the District's local instructional improvement system and a variety of mobile, electronic, and digital devices. Beginning with specifications released in 2014, the digital specifications shall include requiring the capability for searching by State standards and site and student-level licensing. Such digital format specifications shall be appropriate for the interoperability of the content. The Board will not adopt specifications that require the instructional materials to include specific references to State-mandated testing and State academic standards and benchmarks at~~

~~the point of student use.~~

~~The bids submitted shall be for furnishing the designated materials in accordance with specifications of the District. The bid shall state the lowest wholesale price at which the materials will be furnished, at the time the adoption period provided in the contract begins. The Board will purchase all materials as a separate line item on the regular (non-consent) agenda and will provide a reasonable opportunity for public comment.~~

~~Each publisher or manufacturer of instructional materials who submits a bid under this part is required to deposit with the District such sum of money or certified check as may be determined by the District, the amount to be not less than \$500 and not more than \$2,500, according to the number of instructional materials covered by the bid, which deposit shall be forfeited to the Board and placed in the (General Revenue Fund) General Fund if the bidder making the deposit fails or refuses to execute the contract and bond within thirty (30) days after receipt of the contract in case their bid or proposal is accepted. The District shall, upon determining that the deposit is correct and proper, deposit the funds in an interest-bearing trust account and issue an official receipt.~~

~~Sample copies of all instructional materials that have been made the bases of contracts under this policy shall upon request for the purpose of public inspection, be made available by the publisher to the Department of Education and the Superintendent from the State list upon request for the purpose of public inspection.~~

~~Any materials purchased shall be free of pornography and material prohibited under F.S. 847.12, suited to student needs and their ability to comprehend the material presented, and appropriate for the grade level and age group for which the materials are used or made available.~~

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

#### ~~Review Cycle for Instructional Materials by Subject Area~~

~~By April 15th of each school year, the instructional material reviewer shall review all instructional materials and evaluate the content for alignment with applicable State Standards. The reviewer shall review the materials for the level of instructional support and the accuracy and appropriateness of progression of introduced content. Instructional materials shall be made electronically available to the reviewer. The reviewer shall rate the material on the instructional usability of the resources.~~

#### ~~Compliance with F.S. 1006.32, Relating to Prohibited Acts~~

~~In accordance with State law, this policy strictly prohibits any individual or the Board from engaging in any of the prohibited acts set forth in F.S. 1006.32.~~

~~Parental Notification of Access to Student's Instructional Materials and Access to Materials and Books in District Libraries~~



The District shall notify parents through the District's website and in writing annually of their ability to access their children's instructional materials through the District's local instructional improvement system. The notification shall encourage parents to access the local instructional improvement system. Upon written request, an individual will be provided access to material or books specified in the written request that are maintained in a District library if such material or books are available for review. The school principal shall arrange for a convenient time to provide such access.

~~Maximization of Student Use of District approved Instructional Materials~~

In order to maximize student use of authorized instructional materials, the Board shall:

- ~~A. purchase current instructional materials to provide each student with a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature for kindergarten through grade 12;~~
- ~~B. by the 2015-2016 fiscal year, use at least fifty percent (50%) of the annual allocation for the purchase of digital or electronic instructional materials included on the State adopted list, except as otherwise authorized by law or rules of the State Board of Education;~~
- ~~C. use up to 100% of that portion of the annual allocation designated for the purchase of instructional materials for kindergarten, and up to 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, which shall be used for the purchase of instructional materials or other items having intellectual content which assist in the instruction of a subject or course.~~

~~These items may be available in bound, unbound, kit, or package form and may consist of hard backed or soft backed textbooks, electronic content, replacements for items which were part of previously purchased instructional materials, consumables, learning laboratories, manipulatives, electronic media, computer courseware or software, and other commonly accepted instructional tools.~~

~~The Superintendent shall implement procedures that will assure the maximum use by the students of the authorized instructional materials.~~

### **Required Curriculum**

Nothing in this policy shall limit or remove the responsibility of the Board to include in its curriculum the required instruction specified in State law including, but not limited to, the following:

- ~~A. The history of the United States; the history of the Holocaust.~~
- ~~B. The history of African Americans.~~
- ~~C. The study of Hispanic contributions to the United States.~~
- ~~D. The study of women's contributions to the United States.~~
- ~~E. The nature and importance of free enterprise to the United States economy.~~
- ~~F. The elementary principles of agriculture; and kindness to animals.~~

### **Publisher and Manufacturer Duties, Responsibilities, and Requirements**

In accordance with State law, all publishers and manufacturers of instructional materials, and their representatives, must comply with the requirements of F.S. 1006.38. These requirements include, but are not limited to, the following:

- ~~A. Electronically deliver fully developed sample copies of all instructional materials upon which bids are based to the department pursuant to procedures adopted by the State Board of Education.~~
- ~~B. Submit, at a time designated in F.S. 1006.33, the following information:~~
  - ~~1. Detailed specifications of the physical characteristics of the instructional materials, including~~



any software or technological tools required for use by the District, school, teachers, or students. The publisher or manufacturer shall comply with these specifications if the instructional materials are adopted and purchased in completed form.

2. Evidence that the publisher or manufacturer has provided materials that address the performance standards provided for in F.S. 1001.03(1) and that can be accessed through the District's digital classrooms plan and a variety of electronic, digital, and mobile devices.

3. Evidence that the instructional materials include specific reference to Statewide standards in the teacher's manual and incorporate such standards into chapter tests or the assessments.

C. Make available for purchase by the Board any diagnostic, criterion-referenced, or other tests that they may develop.

D. Furnish the instructional materials offered by them at a price in the State which, including all costs of electronic transmission, may not exceed the lowest price at which they offer such instructional materials for adoption or sale to any state or school district in the United States.

E. Reduce automatically the price of the instructional materials to the Board to the extent that reductions are made elsewhere in the United States.

F. Provide any instructional materials free of charge in the State to the same extent as they are provided free of charge to any state or school district in the United States.

G. Guarantee that all copies of any instructional materials sold in this State will be at least equal in quality to the copies of such instructional materials that are sold elsewhere in the United States and will be kept revised, free from all errors, and up to date as may be required by the department.

H. Agree that any supplementary material developed at the District or State level does not violate the author's or publisher's copyright, provided such material is developed in accordance with the doctrine of fair use.

I. Not in any way, directly or indirectly, become associated or connected with any combination in restraint of trade in instructional materials, nor enter into any understanding, agreement, or combination to control prices or restrict competition in the sale of instructional materials for use in the State.

J. Maintain or contract with a depository in the State.

K. For the core subject areas specified in F.S. 1006.40(2), maintain in the depository for the first three (3) years of the contract an inventory of instructional materials sufficient to receive and fill orders.

L. For the core subject areas specified in F.S. 1006.40(2), ensure the availability of an inventory sufficient to receive and fill orders for instructional materials for growth, including the opening of a new school, and replacement during the 3rd and subsequent years of the original contract period.

M. Accurately and fully disclose only the names of those persons who actually authored the instructional materials.

N. Grant, without prior written request, for any copyright held by the publisher or its agencies automatic permission to the Board for the reproduction of instructional materials and supplementary materials in Braille, large print, or other appropriate format for use by visually impaired students or other students with disabilities that would benefit from use of the materials.

#### **Assessment and Collection of Fees**

The Board shall not assess and collect fees from publishers participating in the instructional materials approval process.

The amount of fees assessed and collected shall be posted on the District's website and reported to the Florida Department of Education. The fees shall not exceed the actual cost of the review process, and the fees shall not exceed \$3,500 per submission by a publisher. Any fees collected for this process shall be allocated for the support of the review process and maintained in a separate line item for auditing purposes.

~~The fees shall be used to cover the actual cost of substitute teachers for each workday that a member of the District's instructional staff is absent from the employee's assigned duties for the purpose of rendering service as an instructional materials reviewer. In addition, each reviewer may be paid a stipend and is entitled to reimbursement for travel expenses and per diem in accordance with F.S. 112.061 for actual service in meetings.~~

~~Instructional materials that have been reviewed by the District instructional materials reviewers and approved must have been determined to align with all applicable State standards pursuant to F.S. 1003.41 and the requirements in F.S. 1006.31. The Superintendent shall annually certify to the FLDOE that all instructional materials for core courses used by the District are aligned with all applicable State standards.~~

~~A list of all approved instructional materials shall be maintained by the Superintendent and made available for the use of the instructional staff.~~

#### ~~Fees Charged to Parents~~

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

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

#### ~~Free School-Related Instructional Materials~~

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

~~A. Educational films should contain a minimum amount of commercial advertising.~~

~~B. The advertising feature of the materials should be minimized.~~

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

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

#### ~~Equipment or Instructional Materials Vendors~~

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

#### ~~Public Inspection of Sample Copies of Instructional Materials~~

~~In addition to the requirements for public inspection of sample copies of instructional materials required by this policy, the Board shall make available for public inspection sample copies of all instructional materials that have been purchased by the Board. Members of the public seeking to inspect these materials shall contact the Directors of Elementary and Secondary Curriculum.~~

~~The process to challenge and/or object to the adoption of instructional materials is set forth in Policy 2520.~~

#### ~~New Worlds Reading Initiative~~

~~The New Worlds Reading Initiative, created by the Florida Department of Education, provides high-quality, free books directly to K-5 students who score below a level 3 in the preceding year's Statewide English Language Arts Assessment (ELA) or having a substantial reading deficiency. The School District must notify parents of eligible students upon enrollment and at the beginning of each school year options for specific book topics or genres in order to maximize student interest in reading. The District must coordinate monthly book deliveries with the program administrator beginning no later than October and continuing through at least June. The District must participate in the initiative by partnering with local nonprofit organizations and raising awareness by using marketing materials provided by the program administrator. A student's eligibility for the initiative continues until promotion to grade 6 or until the parent opts out of the initiative.~~

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

~~The Statewide ELA is not the sole determiner of promotion. Additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and schools in identifying the reading level of the student. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school begin collecting evidence for a portfolio. © Neola 2022 Legal F.S. 119.071 F.S. 1001.215 F.S. 1002.22 F.S. 1003.41 F.S. 1003.485 F.S. 1006.28 F.S. 1006.28 through 1006.42 F.S. 1008.22 F.S. 1008.25(5) (a) F.S. 1008.25(5) (c) F.S. 1014.05 F.A.C. 6A-6.03028 34 C.F.R. Part 300.~~

## **C. Educational Media Materials Selection**

### **1. Criteria for Selection of Educational Materials**

~~Excerpts below are from Florida's state-mandated media specialist training:~~

~~Collections must:~~

- ~~• Support academic standards and curriculum.~~
- ~~• Support the academic needs of students and faculty.~~
- ~~• Support the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state.~~

- ~~Be based upon reader interest.~~
- ~~Be appropriate for the grade level and age group for which the materials are made available.~~
- ~~Be suited to student needs and their ability to comprehend the material.~~
- ~~Follow Florida Statutes, State Board of Education rules and school district policies.~~

~~Criteria for Selection of Library Materials Section §1006.40(3)(d), F.S.~~

~~All materials in a school library or included on a reading list must be:~~

- ~~1. Free of Pornography and material prohibited under §s. 847.012, F.S.~~
- ~~2. Suited to student needs and their ability to comprehend the material presented.~~
- ~~3. Appropriate for the grade level and age group for which the materials are used and made available.~~

~~Suited to Student Needs and Appropriate for Age and Grade Level Considerations should include:~~

- ~~Student ability to comprehend material.~~
- ~~The degree to which the material will be explained/supplemented by classroom instruction.~~
- ~~The educational purpose of the material.~~
- ~~The accurate portrayal of the state's broad racial, ethnic, socioeconomic and cultural diversity, without bias or indoctrination.~~
- ~~Age and grade level of students~~
- ~~Maturity of students~~
- ~~Err on the side of caution.~~

~~Section 1006.34(2)(b), F.S.~~

- ~~1. The age of the students who normally could be expected to have access to the material.~~
- ~~2. The educational purpose to be served by the material. Priority shall be given to the selection of materials that align with the Next Generation Sunshine State Standards as provided for in s. 1003.41 and include the instructional objectives contained within the curriculum frameworks for career and technical education and adult and adult general education adopted by rule of the State Board of Education under s. 1004.92.~~
- ~~3. The degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional~~

program.

4. ~~The consideration of the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state. Any instructional material containing pornography or otherwise prohibited by s. 847.012 may not be used or made available within any public school.~~

~~Section 1006.28(2)(d) 2, F.S.~~

- a. ~~Require that book selections meet the criteria in s. 1006.40(3)(d).~~
- b. ~~Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.~~
- c. ~~Provide for library media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.~~
- d. ~~Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, out-of-date content, and required removal pursuant to subparagraph (a) 2.~~

~~Statute 847.012~~

~~Full statute:~~

~~[http://www.leg.state.fl.us/Statutes/index.cfm?App\\_mode=Display\\_Statute&URL=0800-0899/0847/Sections/0847.012.html](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=0800-0899/0847/Sections/0847.012.html)~~

- ~~Materials Prohibited by Section 847.012, F.S. An adult may not knowingly distribute to a minor on school property:~~
- ~~Any picture...or visual representation of a person or a portion of a human body which depicts nudity or sexual conduct, sexual excitement, sexual battery, bestiality, or sadomasochistic abuse and which is harmful to minors.~~
- ~~Any book, pamphlet, magazine [or] printed matter...that contains...explicit and detailed verbal descriptions or narrative accounts of sexual excitement, or sexual conduct and that is harmful to minors.~~

~~The standards to determine the propriety of the educational materials shall be pursuant to Florida Statutes 847.001~~

~~"Harmful to minors" means any reproduction, imitation, characterization, description, exhibition, presentation, or representation, of whatever kind or form, depicting nudity, sexual conduct, or sexual excitement when it:~~

- (a) ~~predominantly appeals to a prurient, shameful, or morbid interest~~

- ~~(b) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material or conduct for minors; and~~
- ~~(c) taken as a whole, is without serious literary, artistic, political, or scientific value for minors.~~

## **~~Selection and Adoption of Instructional Materials (School Board Policy 2520)~~**

~~The School Board adopts courses of study pursuant to State Law and Policy 2220. When adopting courses of study, State Law also requires the Board to adopt and provide adequate instructional materials to students enrolled in the District.~~

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

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

~~As required by State Law, instructional materials adopted and used in the District shall be consistent with the goals and objectives in the District's adopted course of study and with the course description established by State Board rule. The Board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school library, or included on a reading list.~~

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

~~such purposes must include parents of District students.~~

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

### **~~Adoption of Instructional Materials~~**

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

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

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

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

### **~~Publication on Website~~**

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

### **~~School Library Media Centers and Reading Lists~~**

~~Effective July 1, 2022, each book newly made available to students through a school library media center or included in are commended or assigned school or grade level reading list must be selected and approved by a District employee who holds a valid~~

educational media specialist certificate, regardless of whether the book is purchased, donated or otherwise made available to students.

## **Procedure**

The media specialist will endeavor to stay informed about appropriate new publications, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book reviews. The media specialist will also receive and consider suggestions or requests brought forward by other faculty, students and parents.

Potential new books for the school library media center and reading lists will be evaluated to determine if they would be suitable for student needs and whether they would be appropriate for the intended grade level and age group. In considering possible new acquisitions, the media specialist will consult reputable, professionally recognized reviewing periodicals and school community stakeholders. The media specialist will also assess the level of student interest in the subject(s) presented and the ability of students to comprehend the material. Books that are selected must be free of pornography and material prohibited under F.S. 847.012.

The goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of State standards and aligned curriculum, and the academic needs of students and faculty.

After evaluation, the media specialist will inform the principal of those books that have been evaluated and are approved for inclusion in the collections.

Periodically, books will be removed from the collection or discontinued, based on their poor physical condition, low rate of recent circulation, non-alignment to State standards, out-of-date content, or status following a parent's or community member's objection.

The procedure for developing library media center and reading list collections will be posted on the website for each school in the District.

Upon written request, an individual will be provided access to material or books specified in the written request that are maintained in a District library if such material or books are available for review. The Principal shall arrange for a convenient time to provide such access.



Each elementary school must publish on its website, in a searchable format, a list of all materials maintained in the school library media center or required as part of a school or grade-level reading list.

### **Purchase of Instructional Materials**

~~Following adoption by the Board, requisitions shall be issued to purchase current instructional materials from the State-adopted instructional materials list so that each student in Kindergarten through Grade 12 will have a major tool of instruction in core courses—subject areas of mathematics, language arts, science, social studies, reading, and literature. Any materials purchased shall be free of pornography and materials prohibited under F.S. 847.12, suited to student needs and their ability to comprehend the material presented, and appropriate for the grade level and age group for which the materials are used or made available. The Board will purchase all materials as a separate line item on the regular (non-consent) agenda and will provide a reasonable opportunity for public comment.~~

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

~~The Superintendent shall approve these purchases.~~

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

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

### **Replacement and Purchase of Instructional Materials by Students/Parents**

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

~~Any student or their parent(s) may purchase a copy of the designated course instructional materials, regardless of format, for the District's purchase price, including shipping.~~

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

### **Free School-Related Instructional Materials**

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

- ~~A. The initiative for securing the materials should be of the type that teachers seek rather than materials forwarded to them to promote the interests of an outside agency.~~
- ~~B. The materials should fill a legitimate purpose of the school curriculum.~~
- ~~C. The advertising feature of the materials should be minimized.~~
- ~~D. Educational films should contain a minimum amount of commercial advertising.~~

### **Equipment or Instructional Materials Vendors**

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

### **New Worlds Reading Initiative**

~~The New Worlds Reading Initiative, created by the Florida Department of Education, provides high-quality, free books directly to K-5 students who are reading below grade level and to improve the literacy skills of students in K-12. The District must notify parents of eligible students upon enrollment and at the beginning of each school year options for specific book topics or genres in order to maximize student interest in reading. The District must coordinate monthly book deliveries with the program administrator beginning no later than October and continuing through at least June. The District must participate in the initiative by partnering with local nonprofit organizations and raising awareness by using marketing materials provided by the program administrator. A student's eligibility for the initiative continues until promotion to grade 6 or until the parent opts out of the initiative.~~

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

### **~~3. Challenges to Adoption or Use of Instructional, Library, or Reading List Materials (School Board Policy 2522)~~**

**~~The following individuals may contest the adoption of a specific instructional material, or object to the use of specific material used in a classroom, made available in a school library, or included on a reading list:~~**

~~A. parent of a student in the district; and~~

~~B. resident of the county.~~

~~For purposes of this policy, "parent" means a parent of a student enrolled in the District's schools. "Resident" means a person residing in the county who has maintained their residence in Florida for the preceding year, has purchased a home that is occupied by them as their residence, or has established a domicile in Florida pursuant to F.S. 222.17.~~

#### **~~Contest of School Board's Adoption~~**

##### **~~Filing a Petition~~**

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

##### **~~Timeframe for Hearing~~**

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

## **Hearing Officers**

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

## **Procedures for Hearings**

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

~~A. The petitioner may make an opening statement.~~

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

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

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

~~E. The petitioner may make a closing statement.~~

~~F. The District representative may make a closing statement.~~

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

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

~~**Objections to Material Used in Classrooms, Made Available in School Library, or**~~

### **~~Included on a Reading List~~**

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

~~All challenges under this policy shall be addressed as follows:~~

- ~~A. The complaint is to be addressed to the School Principal, in writing, and shall include:~~
  - ~~1. author;~~
  - ~~2. 2. title;~~
  - ~~3. publisher;~~
  - ~~4. the complainant's familiarity with the material challenged;~~
  - ~~5. sections challenged, by page and item;~~
  - ~~6. whether the challenged material contains content that is pornographic or prohibited under F.S. 847.012, is not suited to student needs and their ability to comprehend the material presented or is inappropriate for the grade level and age group for which the material is used.~~
- ~~-~~
- ~~B. Upon receipt of the information, the Principal may after advising the Assistant Superintendent of Teaching and Learning of the complaint, and upon the Assistant Superintendent's approval, appoint a review committee which will consist of one (1) or more instructional staff members including Media Specialist, District Official, Curriculum Member, Principal, Teacher; Community Member; a parent of a student enrolled in the school district; one (1) or more lay persons knowledgeable in the area.~~
- ~~-~~
- ~~C. The committee, in evaluating the questioned material, shall be guided by the following criteria: the appropriateness of the material for the age and maturity level of the students with whom it is being used, the accuracy of the material, the objectivity of the material, the use being made of the material.~~
- ~~-~~
- ~~D. The material in question may be withdrawn from use pending the committee's recommendation to the Superintendent.~~
- ~~-~~
- ~~E. The committee's recommendation shall be reported to the Superintendent in writing within fifteen (15) business days following the formation of the committee. The Superintendent will advise the complaint, in writing, of the committee's recommendation and advise the Board of the action taken or recommended.~~
- ~~-~~

- F. ~~The Board will review the case, including all evidence proffered by the complainant, during a publicly noticed Board meeting. The Board shall announce during the meeting whether the challenged material meets the requirements of this Policy. The complainant shall submit any additional evidence for the Board's consideration no later than fourteen (14) days before the meeting at which the Board will consider the challenge.~~

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~~No challenged material may be removed from the curriculum or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.~~

~~The Board shall discontinue use of any material challenged under this policy if it contains content that is pornographic or prohibited under F.S. 847.012, is not suited to student needs and their ability to comprehend the material presented or is inappropriate for the grade level and age group for which the material is used.~~

~~The decision of the Board shall be final.~~

## **E. Copyrighted Materials**

~~The District shall abide by all provisions of the copyright laws.~~

- ~~1. Commercial materials, whether printed or non-printed, may not be duplicated without prior written permission from the owner or copyright holder.~~
- ~~2. The School Board does not sanction or condone illegal duplication in any form, the use of illegally duplicated materials, or the improper use of commercially duplicated materials.~~
- ~~3. Procedures and guidelines for the legal duplication of materials for instructional purposes may be obtained from the school or District Office.~~
- ~~4. Employees who willfully infringe upon current copyright laws may be subject to disciplinary action by the School Board.~~
- ~~5. Any staff member shall, prior to installing any computer software not purchased by the School Board, obtain approval for such by completing a donated property form and delivering same and providing a valid license for the utilization of such software. In the event such software is not to be donated, the staff member shall lease the software to the School Board at no cost to the District by denoting such on the donated property form. In no event shall any such software be installed upon any computer owned by the HCSB without the approval required herein from the Director of Technology Information Services, or designee.~~

~~Documents cannot be copied unless permission from the copyright holder is given.~~

~~It is best to assume that the material is copyrighted unless it states otherwise.~~

~~This also includes copyrighted material on websites.~~

### ~~School Board Policy 2531—Copyrighted Works~~

~~The School Board directs its staff and students to use copyrighted works only to the extent that the law permits. The Board recognizes that Federal law applies to public school districts and the staff and students must, therefore, avoid acts of copyright infringement under penalty of law.~~

~~In order to help the staff and students abide by the laws set forth in Title 17 of the United States Code, the Board directs the Superintendent to provide administrative procedures regarding the copying and distribution of copyrighted materials for instructional purposes and for the appropriate use of copyrighted material on the Board's website.~~

~~Because the District hosts a website and stores information on it at the direction of users, it is classified as an on-line service provider for copyright purposes. In order to limit the District's liability relating to material/information residing, at the direction of a user, on its system or network, the Communication and Government Relations Department will serve as the agent to receive notification of claimed infringement. A link to the agent's name, mailing address, telephone number, fax number, and e-mail address shall appear on the home page of the District's web site. Such contact information, along with the appropriate filing fee, shall also be provided to the Copyright Office of the Library of Congress.~~

~~The agent shall be responsible for investigating and responding to any complaints.~~

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~~Legal  
17 U.S.C. 101 et seq.~~

## Media Responsibilities Activities

### Managing the Collection

#### Collection Development

Library Collection Development is the ongoing process of systematically building high-quality print and non-print information resources to meet the information needs of a particular school/district. Research Findings “Collection development impacts learners, teachers, and curriculum in so many ways. School librarians carefully select materials to complement and support the curricular needs of the many content and ancillary areas taught in the various grade levels. The school library materials purchased offer teachers an opportunity to broaden and deepen the lessons and units taught. School library materials gathered by teachers for units are used to pique learners’ interests and expand their learning experiences. Learners also access the variety of fiction available for pleasure reading, a critical step in building life-long readers.” “Why COLLECTION DEVELOPMENT is Important” by Liz Phillippi and Becky Calzada 2022

#### 2. Evaluation Criteria

A. Library media specialists shall evaluate educational materials and media by the following guidelines:

- (1) Educational Significance (Material is valuable for an individual course of study.)
- (2) Appropriateness (Material is geared to the age, maturity, interest, and learning levels of students for whom it is intended.)
- (3) Accuracy (Nonfiction information is correct, recent and objective.)
- (4) Literary Merit (Fiction has a noteworthy plot, setting, characterization, style, and theme.)
- (5) Scope (Content is covered adequately to achieve its intended purpose.)
- (6) Authority (The author, editor, or producer has a superior reputation for producing materials of this nature.)
- (7) Special Features (Item has maps, charts, graphs, glossaries, and/or other learning aids that are unique or valuable.)
- (8) Translation Integrity (Material translated from one language to another maintains the stylistic characteristics of the original.)
- (9) Arrangements (Concepts are presented in a logical sequence and in a way that assures learning.)
- (10) Treatment (Typeset, visual style, and/or medium captures and holds the student's attention.)
- (11) Technical Quality (Sound is clear and audible; visuals project clearly.)
- (12) Aesthetic Quality (Material is superior to similar items in attractiveness and presentation of content.)
- (13) Potential Demand (Item has particular timeliness or popular appeal.)



~~(14) Durability (Material has the potential for frequent use or is of a nature that it will be considered consumable.)~~

~~B. Educational materials and media must also be evaluated for bias free content. There are five areas in which bias is evidenced.~~

~~(1) Contextual Invisibility (The omission or under representation of various racial and ethnic groups, people with disabilities, older people, women, and people from a variety of social classes.)~~

~~(2) Stereotyping and Characterization (Assignment of traditional and rigid roles or attributes to a group.)~~

~~(3) Historical Distortions and Omissions (Materials which present only one interpretation of an issue, situation, or group of people.)~~

~~(4) Language Bias (Materials which perpetuate single standard language usage that reflects bias based on sex, race, ethnicity, disability, age, and class.)~~

~~(5) Inaccurate and Stereotypical Visual Images (Pictures which present and reinforce sexism, racial and ethnic stereotypes, etc.)~~

~~3. Evaluating Library Selection All materials should be evaluated prior to purchase. Whenever possible, materials should be examined directly. When this is not possible, the library media specialist should consult professional evaluation sources to select print and non-print resources. A variety of selection aids should be used by every school library media specialist.~~

### Goals of Collections Development

- To provide guidelines for selecting materials for the collection of the library that are balanced.
- Determines the retention, preservation and archiving of materials.
- Describes the process for removal of materials.

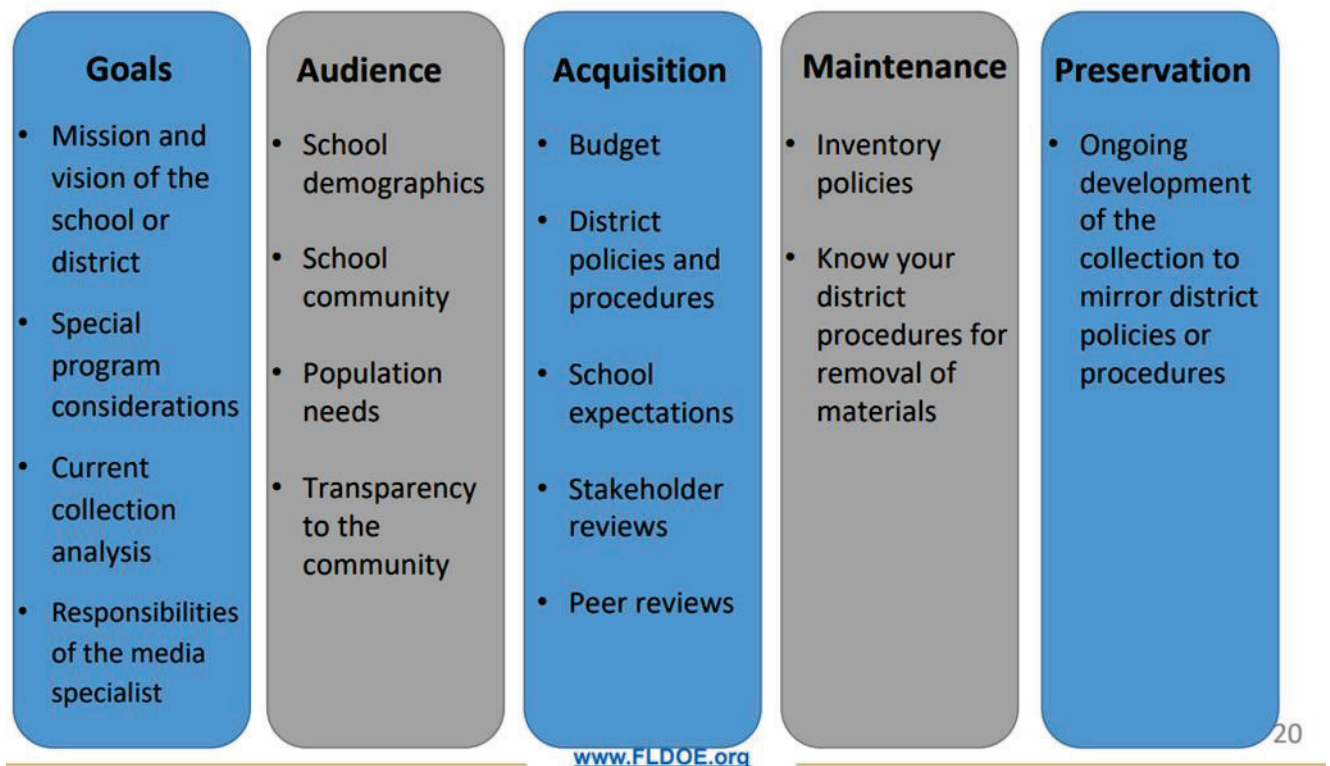
### General Collection Selection Criteria

- Support and enrich the curriculum and/or students' personal interests and learning.
- Meet high standards in literary, artistic, and aesthetic quality; technical aspects; and physical format.
- Be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected.
- Incorporate accurate and authentic factual content from authoritative sources.
- Earns at least 2 favorable reviews in standard reviewing sources and/or favorable recommendations based on preview and examination of materials by Literary professionals or organizations.
- Complies with state statutes, rules, and bills.
- Exhibit a high degree of potential user appeal and interest.
- Represent differing viewpoints on controversial issues.

- Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures.
- Demonstrate physical format, appearance, and durability suitable to their intended use.
- Balance cost with need.

## FLDOE Collection Development Process

# Collection Development Process



## Selection of Books

All books must be evaluated and approved prior to adding them to the library. At least two positive professional peer reviews are required for a book to be considered for purchase. If negative reviews are found, include at least one negative review as well. Crowd sourced reviews may also be considered.

Each school must select a media book review committee for the purpose of adding books to the media center. The school media book review committee must be given a copy of the peer reviews prior to voting to accept the books for purchase. This process is also required for books that are donated and are being considered for placement in the library. Majority vote is needed for books to be added to the media center collection.

## Guidelines for Evaluating Library Book Collections

Evaluating a book collection involves subjective, professional decisions to determine the value of an item in terms of curriculum, student and teacher needs, demand, and replacement capability. In general, a book may be considered "current" if it meets the following criteria:

- Generalities (000, 100 & 200) Published in the last five to fifteen years.
- Circulates frequently.
- Social Studies (300 & 900) Retains balance on controversial subjects. Evaluate demand, accuracy, and currency. Maintain local history. Language (400) Keep Basic.
- Science & Technology (500 & 600) Reflects the status of science and technology within the last five years; other areas, 10 years.
- Arts/Recreation (700) Keep a basic collection, especially art history. Keep well-illustrated items. Avoid dated techniques and/or equipment.
- Literature (800) Collection includes a retrospective variety of poetry and other literary genre deemed to have lasting value. Keep a basic collection, especially criticism; discard minor, unassigned writers; check indexes. Collection also includes award winning children's and adult literature.
- Biography: Collection should represent individuals currently influential in science, industry, the arts, social issues, and entertainment/recreation. Keep until demand wanes, unless outstanding in content or style and still used.
- Fiction & Easy: Keep high demand/ evaluate.
- Audiovisual/Computer Software: Weed worn or out-of-date items, keep software up to six years, videocassettes, and DVDs up to five years.

## Collection Analysis

Many vendors offer collection analysis for free. It is best practice to analyze your collection prior to making book purchases. Collection analysis should include the average age of the total collection as well as specific call numbers. Collection analysis will allow you to identify the areas where the collection is lacking or overpopulated with books. Book companies such as Follett, Mackin and Perma Bound all offer collection analysis.

## ~~B. Purchasing Procedures~~

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

## Procedure

~~The media specialist will endeavor to stay informed about appropriate new publications, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book reviews. The media specialist will also receive and consider suggestions or requests brought forward by other faculty, students, and parents.~~

## Purchasing Procedures

Each book newly made available to students through a school library media center or included in a recommended or assigned school or grade level reading list must be selected and approved by a district employee who holds a valid educational media specialist certificate, and who has documented that they have completed the state approved Library Media and Instructional Materials Training, regardless of whether the book is purchased, donated, or otherwise made available to students. §.1006.28(2) 6 (d) 1-4.

The media specialist will provide for media center collections, including classroom libraries, based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty. They will stay informed about appropriate new publications, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading periodicals and book reviews. The media specialist will also receive and consider suggestions or requests brought forward by other faculty, students, and parents.

Potential new books for the school library media center and reading lists will be evaluated to determine if they would be suitable for student needs and whether they would be appropriate for the intended grade level and age group. In considering possible new acquisitions, the media specialist will consult at least two reputable, professionally recognized reviewing periodicals and school community stakeholders. The media specialist will also assess the level of student interest in the subject(s) presented and the ability of students to comprehend the material. Books that are selected must be free of pornography and material prohibited under § 847.012.

The goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of state standards and aligned curriculum, and the academic needs of students and faculty.

After evaluation, the media specialist will inform the principal of those books that have been evaluated and are approved for inclusion in the collections.

Periodically, books will be removed from the collection or discontinued, based on their poor physical condition, low rate of recent circulation, non-alignment to state standards or statutes, out-of-date content, or status following a parent's or community member's objection.

The procedure for developing the library media center and reading list collections will be posted on the website for each school in the district.

Upon written request, an individual will be provided given access to material or books specified in the written request ~~that are~~ maintained in a District library if such material or books are available for review. The principal shall arrange for a convenient time to provide such access.

Each elementary school must publish on its website, in a searchable format, a list of all materials maintained in the school library media center or required as part of a school or grade-level reading list.

Specific purchasing process procedures are site-based and may vary from school to school. Each media specialist should consult with the school bookkeeper to determine paperwork and procedures required at that site.

It is suggested that the library media specialist maintain a current print and or digital order file ("wish list") that includes student and faculty requests. This file, updated and weeded frequently, is an essential source of student, parent, and stakeholder input. Building and maintaining an order consideration file will assist in making materials selection an evaluative process rather than a hurried procedure when orders are due.

~~1. Purchasing procedures are site-based and may vary from school to school. Each media specialist should consult with the school bookkeeper to determine paperwork and procedures required at that site.~~

~~2. It is suggested that the library media specialist maintain a current print and nonprint order file ("wish list") that includes faculty and student requests. This file, updated and weeded frequently, is an essential planning device. Building and maintaining an order consideration file will assist in making materials selection an evaluative process rather than a hurried procedure when orders are due.~~

~~3. Funding sources: a. State Media State Media dollars must be used to purchase "items have intellectual content which assist in the instruction of a subject or course." (See F.S. 1006.40(4) b. District allocation Local discretionary media dollars are provided, when possible, for the purpose of purchasing other items needed to support the media center. c. Internal funds~~

~~4. Publishers' catalog and sales representatives:~~

~~The reviews and evaluations found in publishers' catalogs are useful to check current prices but NOT as a substitute for standard selection aids.~~

~~Sales representatives and vendors can visit individual schools but should do so only by prior appointment with the library media specialist and presentation of proper identification in the front office.~~

~~Book previews are prohibited. Media Specialists should not accept vendor shipments of books for review.~~

~~The visit is considered only an information gathering session. No purchase agreements are made. All purchases must follow district approved procedures.~~

~~Sales personnel are not permitted to donate free library materials to schools in exchange for permission to distribute commercial information through students.~~

### **District Allocation**

Local discretionary media dollars are provided, when possible, for the purpose of purchasing other items needed to support the media center.

### **Book Fair Funds**

Book fair funds may be used as identified in the initial fundraising application with the school. Books purchased with book fair funds or scholastic dollars must be reviewed by the book purchase review committee prior to purchase. Notes of the approval process must be kept for future reference. (HB. 1467)

### **Publishers' Catalog and Sales Representatives**

Sales representatives and vendors can visit individual schools but should do so only by prior appointment with the library media specialist and presentation of proper identification in the front office.

### **Book Previews are Prohibited**

Media Specialists should not accept vendor shipments of books for review. The visit is considered only an information gathering session. No purchase agreements are made. All purchases must follow district approved procedures.

Sales personnel are not permitted to donate free library materials to schools in exchange for permission to distribute commercial information through students.

### **Lost and Damaged Materials**

In a busy library media center, the library media specialist can assume that up to one percent of the total number of library media center materials will be lost or damaged each year. This fact should not restrict the free circulation of materials. However, pupils are responsible for payment of lost or damaged materials.

### **Student/Parent Responsibility for Lost and Damaged Materials**

All instructional materials are the property of the district school board. When distributed to the students, these instructional materials are on loan to the students while they are pursuing their courses of study and are to be returned at the direction of the principal or the teacher in charge. Each parent of a student to whom or for whom instructional materials have been issued, is liable for any loss or destruction of, or unnecessary damage to, the instructional materials or for failure



of the student to return the instructional materials when directed by the school principal or the teacher in charge, and shall pay for such loss, destruction, or unnecessary damage as provided by law.

### **Principal's responsibilities to collect money for lost or damaged items**

The principal/designee has the responsibility to manage the use of instructional materials. As a part of that management, authority is given by Florida Statute to collect payment for lost or damaged materials.

~~F.S. 1006.28(4)(b) (2011)~~ The school principal shall collect from each student or the student's parent the purchase price of any instructional material the student has lost, destroyed, or unnecessarily damaged and to report and transmit the textbook money collected to the district school superintendent. The failure to collect such sum upon reasonable effort by the school principal (or designee) may result in the suspension of the student from participation in extracurricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the school principal.

The library media specialist should develop a plan to be approved by the school principal for collecting payment for lost or damaged items. When developing a plan for such items, the following guidelines are recommended:

- The plan must be consistent with §1006.28(4) (b).
- Items damaged beyond repair will be considered Damaged and may be discarded following the correct procedures for discarding.
- A student should pay for materials after receiving an overdue notice or parent letter. It may also be necessary to send a Notice of Obligation to the student's home by U.S. mail.
- Notice of Obligation needs to be entered into the electronic student cumulative file.
- The plan will establish procedures to determine who will collect the money.
- An individual receipt from a receipt book must be issued to the student. Receipt books can be signed out to the person receiving the money by the school's bookkeeper.
- The title, and barcode number must be written on the receipt in case the item is later retrieved.
- If the library media specialist is collecting the money, he/she must list all monies received by receipt number and the amount received on the correct form and give to the bookkeeper at the end of the same day.
- Accurate records of the lost and damaged books must be kept within the OPAC system. An item status record report is available in the circulation system.
- If a student transfers to another school within the district without returning a library media item, the library media specialist should notify the receiving school's library media specialist.

- Every effort should be made to retrieve the item(s) or payment. A block preventing further use of media materials may be placed on the student's record through the circulation system until the material(s) have been returned or reimbursement has been received.
- During the summer, reimbursement needs to be collected where the loss incurred. A copy of the Monies Collected form should be made for the library media specialist.

## Weeding and Discarding Materials

Evaluation of the collection should be an ongoing process by the library media specialist and the instructional staff. This is necessary in order to keep the collection relevant to the changing needs of the curriculum and personal interests of students. Evaluation should include the removal of materials no longer appropriate and the replacement of lost and worn materials of educational value. (School Board Policy 2520)

The underlying principle of weeding is quality, not quantity utilizing the CREW method. With proper balance of planning, weeding, and purchasing, the collection should meet high standards and meet the needs of the learning community.

<https://www.tsl.texas.gov/sites/default/files/public/tslac/ld/ld/pubs/crew/crewmetho12.pdf>

~~Section 1006.28(2) (d) 2. d., F.S. states that districts must adopt procedures that provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, and out-of-date content. You may wish to use the following questions as guidance for making removal or discontinuance decisions:~~

- ~~• Is the content outdated?~~
- ~~• Has the book circulated in the last few years?~~
- ~~• Are the materials age appropriate for the school community?~~
- ~~• Does the book include information that is biased, racist or sexist?~~
- ~~• Is the book irrelevant to the needs and interests of students and staff?~~
- ~~• Has a subsequent edition of the book been added? Or is there a better book that should be obtained instead?~~
- ~~• Are there multiple copies of the book available and do they circulate?~~
- ~~• Is it materials available in an online database?~~
- ~~• Is the book physically damaged, beyond repair or poor quality?~~



## Discard Procedures for Property

Property such as audio-visual equipment or furniture that cannot be repaired and has exceeded its useful life should be considered obsolete and surplus. Such property must be submitted to the Property Department for disposal. The Property Transaction form (SO-PC-009) must be completed by the library media specialist and signed by the principal. The form should be forwarded to the Property Department. The surplus equipment will be picked up and disposal will be completed by the Property Department. A copy of the Property Transaction form and the list of media books discarded is to be kept as part of the media center annual records. When discarding books, a digital copy of the (SO-PC-009) form and the list of books being discarded is given to the district media office via an electronic file using the designated method by the department.

## Transfer of Property

The principal is the custodian of all property and equipment at the school. When it has been determined that a piece of equipment is not needed at the school where the property is located but the property may still be useful, the property may be transferred to another school site. The Property Transfer form (SO-PC-009) may be completed, and unwanted/workable equipment may be routed to another school site providing an agreement has been made by the sending and receiving principals. Other unwanted/workable equipment may be routed to the warehouse.

## ~~Discard Procedures for Books~~ Discarding Media Center Books

When discarding books from a school's library collection the following steps must be taken to ensure that all materials are accurately accounted for. In Alexandria there is an option to check out a book into "Discard Mode."

### Discard Mode

When you click on "Discard Mode" you will have three options-

**Damaged**

**Weeded**

**Custom (with description)**

Use the **Damaged** option if the book has been damaged beyond repair.

~~Use the Weeded option if weeding books based on Section 1006.28 (2) (d) 2d F.S. (listed above)~~

Use the **Weeded** option if weeding books based on the CREW method of weeding.

~~Use the Custom option if there has been a Formal Book Challenge and the decision of the School Board is to pull that book. List that reason as "Formal Book Challenge."~~ Use the **Custom** option if the book is being weeded due to State statutes, a Formal Book Challenge, and the decision of the School Board to pull the book. List the reason as: "Formal Book Challenge school board decision", or state statute §847.12 or §847.00.

If you have a book that you believe needs further review – check the book out to System Administrator (use #10) and make sure that the book(s) is inaccessible to students. Consult with District Media for further instructions.

~~Do not delete any titles from Alexandria.~~ **DO NOT DELETE** any titles from Alexandria. This will remove all record of the book. Follow the steps listed above and contact District Media if you have any further questions.

~~Follow the steps listed above and contact District Media if you have any further questions. Use the Property Transfer Form (SO-PC-009) when discarding weeded or damaged books. A list of the books must be attached to the form. Send a copy of the Transfer Form with the attached list to District Media.~~

All books that are being discarded **MUST** have the barcode **REMOVED** from the book and the school or district name blackened out. The word **DISCARDED** must be written on the inside cover of each book before they are sent to the warehouse.

Use the Property Transfer Form (SO-PC-009) when discarding weeded or damaged books. When transferring discarded books, a digital copy of the (SO-PC-009) form and the list of books being discarded is given to the district media office via an electronic file using the designated method by the department.

## Accepting Donations

The library media specialist should always strive to maintain good public relations with members of the community and to be tactful in dealing with well-meaning residents who are cleaning out closets and bookshelves. If materials are accepted, a letter thanking the donor should be sent. However, under no circumstances should the library media specialist attach a dollar value to the donation. A simple statement of the number of books or items is sufficient. All materials and equipment should be accepted with the following understandings.

- Materials meet the same standards of selection as those applied to original purchases.
- Materials are of real value to the instructional program of the school with a purpose to education rather than to promote sales.
- Materials can be integrated into the general library collection according to the book vetting process and do not need special housing.
- The library media center staff may dispose of the gift at their discretion.

~~**\*\*All donated materials must be vetted by an active certified library media specialist\***~~

**\*\*All donated books that are new title to the collection must be vetted by the district vetting process and approved by the book purchase committee and a certified media specialist the same as new books are vetted.**

## Organizing the Collection

General policies:

- Each school shall maintain an online public access catalog. (OPAC)

- All library materials in the school library media center shall be organized, catalogued, and housed for easy accessibility to students and faculty.
- ~~c. Books and non-print materials shall be catalogued according to AngloAmerican Cataloging Rules current edition.~~
- ~~d. All materials may be classified according to the Dewey Decimal Classification system or site based according to students' needs.~~
- ~~e. Subject headings are selected from Sears List of Subject Headings (current edition). The Library of Congress Subject Headings (current edition) may be used as a reference.~~
- Library materials shall be prepared for use as soon as possible after they have been received.
- When original cataloging is necessary, the library media specialist shall consult the district media specialist on decisions regarding classification numbers, choice and form or main entry and subject headings.
- Media personnel shall be trained to process print and non-print materials.

## Processing Books

Books which are ordered from a state bid vendor may come fully processed, if the library media specialist so desires. If requested, plastic covers and barcode labels are provided and can be attached. The vendor may supply MARC records.

The following tasks are necessary in preparing a book for circulation:

- Stamp with school ownership identification stamp.
- Attach labels where necessary. (Barcode, call number or letters [on the spine], reading program...)
- Enter MARC records for each item.

Barcode Protocol: 14-digit barcode protocol

- 4 digits- school # + 0 (i.e., 1230)
- 2 digits- collection if you want to use as the 5<sup>th</sup> and 6<sup>th</sup> digit (i.e., 12310)
- 8 digits- identifying number starting with 7000 (i.e., 1231070002345)

Collection Numbers- if you choose to use (This refers to the 2 digit number)

- 10- Library
- 30- AV (Software)
- 40- Equipment (does not connect to computer)
- 50- Family Resource Center/Title 1
- 60- Professional
- 70- Technology (connected to computer, media center inventory)
- 75- Technology (Technology Department inventory)

## **Interlibrary Lending**

District Sharing: Media personnel should contact other media personnel in other schools within the district. Interlibrary lending is limited to school faculty and administration only.

## **Inventory**

Before beginning the inventory process, make sure the library media center collection (books, AV materials equipment, textbooks) is ready. All books don't have to be returned, but it is easier to have as many returned as possible. Weeding, repairing, cleaning, and relocating are commonly associated with inventory. ~~Delete discarded items from the library inventory program when instructed to by District Media.~~ DO NOT DELETE discarded items from the library inventory program unless instructed to by District Media. Prior to deletion a discarded item report must be run and digitally submitted to District Media.

A physical count of the book collection is accomplished via a computerized inventory, following the directions given for the library circulation system.

~~Librarians have estimated that an inventory takes at least four weeks of uninterrupted work for a collection of 20,000 items. This estimate will be used when deciding how much time will be needed to do the inventory for the media center. Per state mandate Rule 6A-7.0714 FAC s. 1006.28(2) (d) 1, F.S. all classroom libraries will be vetted and scanned by an active certified library media specialist to be posted on each school's website.~~

Inventory is an essential part of maintaining the collection. It may take four weeks of uninterrupted work for a collection of 20,000 items to be inventoried. This estimate will be used when deciding how much time will be needed to do the inventory for the media center.

ALL classroom libraries (PreK-5) must be vetted and scanned by a certified library media specialist who has completed the Florida State Library Media and Instructional Materials Training. Once scanned send your school's excel spreadsheet to the district media office for it to be posted on your school's website.

## **~~Section IV Media Activities~~**

### **Public Relations/Marketing**

Promoting library media services for students and teachers needs to be an objective for all Hernando County Schools library media specialists. One method of achieving this goal is to provide pamphlets or statistics outlining the usage and services of the library media centers.

#### **~~B. Media Availability~~**

##### **~~1. Opening and Closing Dates~~**

## Media Beginning of the Year

The specific date to open the library media center is determined by the school-based administration. Every effort must be made, however, to allow adequate time to prepare the library media center for student and staff use at the beginning of the school year.

## **Beginning Circulation Procedures**

Library media specialists must develop the procedures for circulation. The decisions must be made in cooperation with the school administration and instructional staff. The following are suggested guidelines to be considered.

- Check equipment to assure operability.
  - Set school calendar in the OPAC system.
  - Check in any materials returned over the summer.
  - Print overdue book or fines lists.
  - Update OPAC database patron list.
  - Other activities as necessary.
  - ~~• a. Begin by turning on the computers and testing to identify problems. If a problem~~
  - ~~• is identified, contact the school's technology coordinator.~~
  - ~~• b. Be sure that all items have been checked in correctly.~~
  - ~~• c. Print a list of overdue books and/or fines to be given to the appropriate persons~~
  - ~~• responsible for dissemination to students.~~
  - ~~• d. Updating the circulation system~~
  - ~~• (1) Set the school calendar in the system~~
  - ~~• (2) Clear all information from the system that will not be needed for the current~~
  - ~~• year.~~
  - ~~• (3) Update the patron's list. Library Media Specialists will have access to write~~
  - ~~• and pull necessary reports from Skyward to create and regularly update the~~
  - ~~• patron list for their school. Other Media personnel will request these reports~~
- ~~from their data entry or TIS.~~

## **Closing Procedures**

### End of Year Procedures

The library media specialist must discuss the closing of the library media center with the school's administration. Together they will agree on the appropriate date for closing. Consideration must be given to the time needed to complete the final inventory of materials. ~~The following are suggested guidelines to be considered when planning a closing date.~~

Complete an inventory of all available resources.

- Prepare a list of all missing items.

- ~~Delete~~ DISCARD items that have been missing for two complete years after consulting with District Media.
- Capture the year's collection statistics.
- ~~Print~~ Download and save/share a list of overdue books and/or fines. Notices of obligation must be prepared and entered into Skyward. Provide this information to the appropriate people in the school.
- ~~Print~~ Download and save/share any reports that are relevant to the school site.
- The graduating class must be removed from the system. ~~This may be done at the end of the school year, or it may be a part of the opening procedures.~~

## **Book Fairs Procedures**

Many schools conduct one or more school-wide book fairs each year as fundraising events.

To run a school-wide book fair requires considerable advance planning, but the details of if and when the event is run, its duration, and scheduling are at the discretion of the individual library media specialist and their administrator.

A short list of steps for holding a book fair would include the following:

- Get approval to hold a book fair from school administration. Contact a book fair vendor and schedule start and end dates. See that the book fair dates are placed on the school calendar.
- Notify Supervisor of Literacy Intervention and Elementary Academic programs of the dates of your fair, the vendor you are using and if you are in need of a Media Specialist to vet the book selection.
- Books that are currently in a book challenge, under objection, or have been removed by the Hernando County School board may not be sold at the book fair. po 2522, §1006.28
- The school principal is responsible for making sure the Book Fair has been vetted by a FLDOE trained Media Specialist.
- If you have not completed the Florida State mandated media training for vetting books you will need to request a district Media Specialist to come and vet your book fair books prior to opening the book fair to any students or parents. District Media will remove from the fair any copies that fall under the above challenge criteria. Those books are to be boxed and not sold. They are to be sent back to the vendor when the book fair ends.
  - ~~Line up parent volunteers to help with the fair, i.e., maintain the shelves and displays, assist student, teacher and parent purchasers.~~
  - ~~Schedule and advertise a preview event for parents prior to the start of the Book Fair.~~
  - ~~Learn to use the cash register and obtain a starting bank. A common amount is \$50.00 in small bills and coins. Keep track of inventory and reorder popular items so as not to run out.~~
  - ~~Make an accurate accounting of each day's intake and complete~~

~~a Monies Collected form, plus any other paperwork required by the school bookkeeper. Deposit all receipts daily with the bookkeeper.~~

- ~~○ At the close of the book fair, pack up the materials for pickup and complete the accounting forms for the book fair company. Get direction from the school bookkeeper about how and when to submit a Request for Purchase Order and/or a Check Requisition to send a check to the book fair company for the sales amount less your profit.~~

### **Classroom Library Vetting**

As required by H.B.1069 school media specialists are expected to coordinate with their school administration to assure a plan is made for time to vet classroom libraries. Any Media Specialists who are vetting classroom libraries must complete the annual Florida State Media Training prior to vetting. The application used to document vetted classrooms will be identified and access given to school Media Specialists. Posting of classroom library lists will be coordinated through the district PR office.

### **Public Records and Data Requests**

Occasional a request is made for public records regarding the policies and procedures of the school media center, book purchases, books that are discarded, or circulation of books. It is expected that accurate media center records will be kept for this purpose. Records that are expected to be kept include: invoices, purchase requests, donations received, book approval requests, property transfer form (SO-PC-009) with a list of all books discarded.

### **State and National Library Celebrations State Literacy Week**

~~Throughout the school year, schools~~ School media centers may organize and participate in celebrations that honor, inform, celebrate, and educate about various literary, cultural, and historically recognized literacy themes. events. ~~These celebrations can be a site based decision.~~ The state literacy week which is celebrated each January requires each school to fill out the participation form. Each school media center is encouraged to participate in the activities for this week.

### **Reading Encouragement Programs**

Many schools like to encourage pleasure reading by offering reading incentive programs. Participating in these programs is voluntary. Below is a list of a few of the current programs that are being used.

- Reading Counts
- Accelerated Reader (AR)



- [Sunshine State Young Readers Awards \(SSYRA\)](#)
- [Pizza Hut Book It](#)
- [Chuck-E-Cheese](#)
- [Barnes and Noble](#)
- [Books a Million](#)

### **Sunshine State Young Readers Award (SSYRA) Guidelines**

~~The Sunshine State Young Reader's Awards are presented annually to the authors of the books voted as most outstanding by students in grades three through eight in participating Florida schools. The presentation of the awards, sponsored by the Florida Association for Media in Education (FAME) and the School Library Media Services Office of the Florida Department of Education, culminates each year's statewide reading motivation program designed to introduce children and young people to noteworthy literature.~~

~~<https://www.floridamediaed.org/ssyra-jr.html>~~

### **Purpose of the Award Program**

~~The purposes of the Sunshine State Young Reader's Award program are the following:~~

- ~~To encourage students to read for personal satisfaction.~~
- ~~To help students in understanding, relating to, and enjoying life through experiences with literature.~~
- ~~To help students become discriminating readers in their personal selection of books.~~
- ~~To develop an awareness of outstanding literature for children and young people.~~
- ~~To encourage cooperation among administrators, library media specialists, and teachers in broadening reading experiences.~~
- ~~To give recognition to those who write books for children and young people.~~

### **Overview of Award Program**

~~The award program is administered by the FAME Sunshine State Young Reader's Award Committee. The committee seeks nominations of outstanding works of literature for children and young people from school library media specialists to comprise the reading lists for each school year. Teachers and students may make nominations through their library media specialists. All nominations received by the committee are given consideration. All books are read by persons involved in the selection process, and the final lists are compiled. The Master List of Titles for Grades K-2, Master List of Titles for Grades 3-5 and the Master List of Titles for Grades 6-8 include 15 titles each.~~



~~Florida public schools and interested non-public schools are given an opportunity to participate in the award program. Students in participating schools are encouraged to include some of the titles from the appropriate master list in their reading experiences during the school year. At a designated time, each spring, eligible students vote for their favorite book from the master list for their grade level. Votes from the statewide balloting are compiled to determine the winners of the Sunshine State Young Reader's Award.~~

### **3. Criteria for School Participation and Voting**

~~Any school in Florida with students enrolled in grades three through eight that agree to meet the following requirements may participate in the award program:~~

~~Provide through the library media center a minimum of twelve titles from the appropriate Master List of Titles.~~

~~Develop classroom or library media center procedures for determining each child's eligibility to vote.~~

~~Provide an opportunity for eligible students who have read, or have heard read, at least three of the program titles to cast their votes at the appropriate time.~~

~~Tally the total votes cast in the school by grades and report the results online by the deadline date.~~

~~Plan, in cooperation with teachers, some reading motivation activities during the year to acquaint students with the award program and the reading opportunities provided.~~

---

### **4. Awards**

~~The authors who receive the highest number of votes in each grade category K-2, 3-5 and 6-8, in the statewide balloting by students eligible to vote will be declared the winners of the Sunshine State Young Reader's Award for the year. The authors of the winning books will be invited to the annual conference of the Florida Association for Media in Education to receive award recognition and bookends engraved with the award seal. The books receiving the second and third highest number of votes will be recognized as Honor Books. All schools that participate in the award program will receive a certificate of appreciation and seals to attach to the award-winning books.~~

### **E-Books and Students with Accommodations**

E-books and book reading programs such as Learning Ally are encouraged to be used by students who have reading difficulties. Students with accommodations are allowed to use those accommodations when participating in reading encouragement programs.

### **Professional Organizations**

~~Library media specialists are encouraged to participate in professional media associations. Professional organizations provide stimulating opportunities for professional growth.~~

There are many organizations available to library media specialists that provide opportunities for professional growth. Participation in these organizations is a personal choice.

#### Florida Literacy Association

FLA is a professional organization comprised of educators and literacy experts striving to equip all teachers with tools to improve reading and literacy in all classrooms. As a statewide organization, FLA's goal is to inspire all teachers with our annual conference and local councils.

#### Florida Library Association

The Florida Library Association serves to inform member of statewide issues and service development for all Florida libraries. The association partners with other state and national organizations relevant to libraries. They work closely with the information industry, facilitating productive links with the library community.

#### Florida Association for Media in Education (FAME)

~~This state organization sponsors an educational media conference each fall attended by media personnel from the entire state and features outstanding professional development opportunities. The organization works for the improvement of school media programs statewide through workshops, the encouragement of professional growth, and the support of legislation vital to the interests of educational media.~~ This state organization works for the improvement of school media programs statewide through workshops, and conferences. They encourage professional growth, and the support of legislation vital to the interests of educational media.

#### American Library Association/American Association of School Librarians (ALA/AASL)

The American Library Association (ALA) is open to all librarians working in all types of libraries centers and at all levels. Membership in the parent organization includes membership in a type-of-library division. For school media personnel, this division would be the American Association of School Librarians (AASL). ~~Journals published by the parent organization and its divisions serve to keep the school media specialist aware of developments in the profession and offer a channel of professional communication.~~

#### The International Society for Technology in Education (ISTE)

~~ISTE is a nonprofit organization for educators and education leaders committed to empowering connected learners in a connected world. Home to the ISTE Conference and Expo and the widely adopted ISTE Standards for learning, teaching, and leading in the digital age, the association represents more than 100,000 professionals worldwide.~~ The ITSE standards provide the competencies for learning, teaching, and leading with technology, and are a comprehensive road map for effective use of technology in schools worldwide.

## **Policies, Statutes, and Rules**

District policies and procedures are in place to establish rules and procedures creating standards of quality for learning and safety, as well as expectations and accountability. Policies provide direction and set parameters to help support and sustain the educational needs of the students.

Classroom instructional materials, school libraries, classroom libraries and reading lists are governed in accordance with school board policies, state statutes, and department of education rules, and work processes.

### **School Board Policies**

School board policies that relate directly to the school library media center are listed below. It is the responsibility of the school district to know and abide by school board policies.

**School Board Policy 2520 Selection and Adoption of Instructional Materials**

**School Board Policy 2521 Instructional Materials Program**

**School Board Policy 2522 Challenges to Adoption or Use of Instructional, Library or Reading List Materials**

**School Board Policy 2531 Copyrighted Works**

**School Board Policy 2540 Audio Visual Use**

### **Florida State Statutes**

Florida State statutes are laws that school districts must follow when governing and facilitating student learning. Many statutes spell out what a school district may or may not do when facilitating the education of the district's students. Some statutes apply to specific parts of education and safety while others limit. Statutes change from year to year with new ones being created, some being repealed and some amended. The following are statutes that effect instructional materials school libraries and reading lists in the school district.

#### **H.B. 1069**

The bill includes provisions designed to protect children in public schools. The bill includes requirements for age-appropriate and developmentally appropriate instruction for all students in prekindergarten through grade 12. The bill:

- Includes requirements for specific terminology and instruction relative to health and reproductive education in schools and requires that all materials used for such instruction be approved by the Department of Education.
- Extends the prohibition on classroom instruction on sexual orientation or gender identity to prekindergarten through grade 8.

The bill enhances the process for transparency and review of library and classroom materials available to students in public schools and the process for parents to limit student access to materials and make objections to materials. The bill requires the suspension of materials alleged to contain pornography or obscene depictions of sexual conduct, as identified in current law,

pending resolution of an objection to the material. A district school board must also discontinue the use of any material the board does not allow a parent to read aloud.

The bill requires that meetings of committees to resolve objections must be noticed and open to the public and provides an appeals process through a special magistrate.

### **F.S. 1006.28**

This statute deals with the duties of the school board, district school superintendent; and school principal regarding K-12 instructional materials. The requirement of a school district instructional materials review process. School Library Media Specialist must complete training before reviewing and selecting age-appropriate materials and library resources.

### **F.S. 847.012**

Harmful materials: sale or distribution to minors or using minors in production prohibited; penalty.

### **F.S. 847.001**

Definitions of terms used in chapter §847.012.

### **F.S. 1003.42**

Required instruction

### **F.S. 1006.29**

Each superintendent must certify that school librarians and media specialists who are employed by the school district and who are involved in the selection of library media materials for students, have completed the Library Media Training incorporated in this rule.

### **F.S. 1006.31**

Duties of the Department of Education and School District Instructional Materials Reviewer

### **F.S. 1006.34 (2)(b)**

Powers and duties of the Commissioner and the Department in selecting and adopting instructional materials.

### **F.S. 1006.40**

Use of instructional materials allocation; instructional materials, library books, and reference books; repair of books.

### **F.S. 1014.04**

Parental rights to direct the education and care of his or her minor child.

## **Florida Department of Education Administrative Rules**

Administrative Rules are administrative laws that concern the powers and procedures of government agencies. Including the rules and administrative decisions that agencies issue. Rules are enforced by the agency that makes them. The Florida Department of Education Rules start with a number six.

**Rule 6A.-7.0713**

Describes the process and format for the school district elementary schools to post materials maintained in elementary school media centers and materials found on a school or grade-level reading list in a searchable format.

**Rule 6A.-7.0714**

Provides school districts with the format for reporting materials that were subject to an objection by a parent of resident of the county during the previous school year. Reporting also includes materials removed and the reason.

**Rule 6A.-7.0715**

Certifications and Plans for Instructional Materials and Library Media.

## **Instructional Materials Program**

### **Criteria for Selection of Educational Materials**

Excerpts below are from Florida's state mandated media specialist training:

Collections must:

- Support academic standards and curriculum.
- Support the academic needs of students and faculty.
- Support the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state.
- Be based upon reader interest.
- Be appropriate for the grade level and age group for which the materials are made available.
- Be suited to student needs and their ability to comprehend the material.
- Follow Florida Statutes, State Board of Education rules and school district policies.

Criteria for Selection of Library Materials Section §1006.40(3)(d).

All materials in a school library or included on a reading list must be:

- Free of Pornography and material prohibited under §847.012.
- Suited to student needs and their ability to comprehend the material presented.
- Appropriate for the grade level and age group for which the materials are used and made available.

Suited to Student Needs and Appropriate for Age and Grade Level Considerations should include:

- Student ability to comprehend material.
- The degree to which the material will be explained/supplemented by classroom instruction.
- The educational purpose of the material.
- The accurate portrayal of the state's broad racial, ethnic, socioeconomic and cultural diversity, without bias or indoctrination.
- Age and grade level of students
- Maturity of students
- Err on the side of caution.

## **Copyrighted Materials**

The district shall abide by all provisions of the copyright laws.

Commercial materials, whether printed or non-printed, may not be duplicated without prior written permission from the owner or copyright holder.

The School Board does not sanction or condone illegal duplication in any form, the use of illegally duplicated materials, or the improper use of commercially duplicated materials.

Procedures and guidelines for the legal duplication of materials for instructional purposes may be obtained from the school or District Office.

Employees who willfully infringe upon current copyright laws may be subject to disciplinary action by the School Board.

Any staff member shall, prior to installing any computer software not purchased by the School Board, obtain approval for such by completing a donated property form and delivering same and providing a valid license for the utilization of such software. In the event such software is not to be donated, the staff member shall lease the software to the School Board at no cost to the district by denoting such on the donated property form. In no event shall any such software be installed upon any computer owned by the HCSB without the approval required herein from the Director of Technology Information Services, or designee.

**Documents cannot be copied unless permission from the copyright holder is given.**

**It is best to assume that the material is copyrighted unless it states otherwise.**

**This also includes copyrighted material on websites.**

## Appendix

- A. [Specific Material Objection Template](#)
- B. Collection Development Criteria
- C. Organizational Flow Charts- with media personnel
- D. Organizational Flow Charts- without media personnel
- E. [Property Transfer Form](#)



## Collection Development Criteria

Based on the state training, collection development is an ongoing process, requiring both the acquisition of new materials, as well as continually “vetting” the collection to ensure its accuracy and relevance. The following guidelines are used by the active, school media specialists to fulfill state requirements, as well as the needs of the school and students.

\*All new books purchased must be approved by a certified, school media specialist, as well as approved by the Media Review Committee.

Some questions to consider:

1. Does the material help create a balanced collection of fiction, nonfiction, and the inclusion of opposing viewpoints?
2. Does the material help address the specific population of the school and/district?
3. Are the curriculum needs of the teachers and students being met?
4. Are readers’ interests taken into consideration?
5. Are the materials age-appropriate for the school community?
6. Does the material include information that is biased, racist, or sexist?
7. Is the book irrelevant to the needs and interests of students and staff?
8. Has a subsequent edition of the book been added or is there a better book that should be obtained instead?
9. Is it free of pornography and material prohibited under s. [847.012](#)?
10. Is the material suited to student needs and their ability to comprehend the material presented?
11. Is it appropriate for the grade level and age group for which the materials are used or made available?
12. Is the content outdated?
13. Has the book circulated in the last few years? (Vetting Current Collection)
14. Are there multiple copies of the book available and do they circulate? (Vetting Current Collection)
15. Is the book physically damaged beyond repair or poor quality? (Vetting Current Collection)

## **Organizational Flow Chart if there is Media Personnel in the Media Center**

1. Custodians or whoever accepts deliveries verifies shipments received contain the exact number of books that are listed on the shipment invoice.
2. Bookkeeper /Custodian will let School Media Personnel know of delivery of materials.
3. Materials are delivered to Media Center or staging area.
4. School Media Personnel verify contents against the packing slip.
  - a. If there is an issue:
    - i. School Media Personnel contacts the Florida School Book Depository regarding discrepancy. Creates discrepancy report with the FSBD.
    - ii. School Media Personnel then delivers packing slip and discrepancy report to school bookkeeper.
  - b. If there is no issue:
    - i. School Media Personnel delivers packing slip to bookkeeper.
5. School Media Personnel processes delivery materials, which includes:
  - a. Sorts books
  - b. Barcode titles that are not consumables
  - c. Enters barcodes into Textbook Tracker
  - d. Checkout titles, as appropriate to school personnel.
  - e. Delivers titles to appropriate personnel.
  - f. House surplus materials in storage location.
6. If more materials are needed due to an increase in student population, contact the DMS or post in Media Personnel icon (email)
7. District Library Media Specialist will contact District Administration as needed.

## **Organizational Flow Chart if there is NO Media Personnel in the Media Center**

1. Custodians or whoever accepts deliveries verifies shipments received.
2. Whoever handles textbooks contacts District Media Specialists once shipment verified?
3. Textbooks are delivered to the media center or a staging area to sort.
4. District Media Specialist verifies the contents of the delivery against the packing slip.
  - a. If there is an issue:
    - i. District Media Specialist contacts the Florida Textbook Depository re: discrepancy.
    - ii. District Media Specialist then delivers packing slip and discrepancy report to school bookkeeper.
  - b. IF there is no issue:
    - i. District Media Specialist delivers packing slip to bookkeeper.
5. District Media Specialist processes deliver, which includes:
  - a. sort books
  - b. barcodes titles that are not consumable
  - c. centers titles into Textbook Tracker
  - d. checkout titles, as appropriate to personnel
  - e. delivers titles to appropriate personnel.
  - f. houses surplus in school.
6. If more materials are needed due to an increase in student population, contact DLMS or post in Media Personnel email.
7. District Media Specialist will contact District Administration, as needed.

# Hernando County School District Media Handbook



**HERNANDO  
SCHOOL DISTRICT**

**Learn it. Love it. Live it.**

Effective: February 6, 2024

Adopted: June 27, 2023

School Board:

Linda Prescott, Chairperson

Susan Duval, Vice Chairperson

Gus Guadagnino, Board Member

Mark Johnson, Board Member

Shannon Rodriguez, Board Member

John Stratton, Superintendent

Hernando County School District

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## **Introduction**

### **Vision**

To inspire and support the pursuit of individual greatness.

### **District Mission**

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

### **Media Mission**

The mission of the Hernando County School District library media centers is to provide a broad range of educational material to enrich and support the curriculum and to meet the needs of individual students and teachers.

### **Purpose**

- Encourage and support the love of reading and learning.
- Increase access to provide excellence in the library media centers' resources, facilities, and services.
- Enrich and support the curriculum.
- Meeting the needs of individual students and teachers.
- Impact the instructional program for students by strengthening the teaching/learning process through staff development, curriculum integration, and information literacy.
- Build community connections among school library media centers, public libraries, and other sources of information.
- Stimulate student, parent, school, and community partnerships.

### **Goals**

- To expose our students to a wide variety of literature and literature-based activities that will encourage them to become lifelong readers for learning and pleasure.
- To provide print and non-print materials in all formats that support the curriculum of our schools and that meet the instructional and individual information needs of our students.
- To inspire students and staff to become effective users of ideas and information.
- To create and maintain a trusting caring environment.



## **Media Specialist at the School Level**

Librarians/media specialists are staff members responsible for providing school library media services.

They are responsible for evaluating, selecting, organizing, and managing media and technology resources, equipment, and related systems; facilitating access to information resources beyond the school; working with teachers to make resources available in the instructional programs; assisting teachers and students in media productions; and instructing students in the location and use of information resources.

The school library media program provides a wide range of resources and information that satisfy the educational needs and interests of students.

Materials are selected to meet the wide range of students' individual learning styles. The school library media center is a place where the students may explore more fully classroom subjects that interest them. They can expand their imagination, delve into areas of personal interest, and develop the ability to think clearly, critically, and creatively about the resources they have chosen to read, hear, or view.

The school library media center provides a setting where the students develop skills they will need as adults to locate, analyze, evaluate, interpret, and communicate information and ideas in an information-rich world. Students are encouraged to realize their potential as informed citizens who think critically and solve problems, to observe rights and responsibilities relating to the generation and flow of information and ideas, and to appreciate the value of literature in an educated society. The library media specialist collaborates with students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs, and to understand and communicate the information the resources provide.

Library media specialists are knowledgeable about current research on teaching and learning and skilled in applying its findings to a variety of situations - particularly those that call upon students to access, evaluate, and use information from multiple sources in order to learn to think, and to create and apply new knowledge.

A curricular leader and a full participant on the instructional team, the library media specialist constantly updates information and research skills and knowledge in order to work effectively with teachers, administrators, and other staff - both to expand their general understanding of informational issues and to provide them with specific opportunities to develop sophisticated skills in information literacy, including the uses of information technology.

Library Media Specialists are current in best practice informational and literacy skills and state and federal statutes regarding information literacy.

## **Media Specialist at the District Level**

District Media Specialists work with school media specialist and personnel to assure compliance with district policies and procedures along with compliance with state statutes regarding media use and materials.

District Media Specialists facilitate and coordinate the school district book challenge process. They are responsible for multiple aspects of the challenge process and preparing the necessary documents to bring the challenge to the School Board for vote.

The District Media Specialists are responsible for the maintenance and updating of the school district OPAC application used by school media centers. District Media Specialists verify the accuracy of information and standardization of the information entered into the Online Public Access Catalog (OPAC) application.

When necessary, the District Media Specialist will vet and weed material from school media centers who are without a full-time certified Media Specialist. In addition, the DMS will vet new materials prior to purchase and book fairs prior to the start of the fair according to state statutes.

The District Media Specialists are responsible for overseeing the administration and annual renewal of the Florida State Mandated Media Specialist Training (HB 1467, §1006.29(6), §1006.31(2)).

Any additional roles and responsibilities as per HB 1467.

District Media Specialists (DMS) will assist District Personnel as well as School Media Personnel through the entire textbook adoption process. This includes but is not limited to: Inventory, Processing, Cataloging, and Distribution of materials at all school sites.

Arrival of New Materials- As textbook/library materials arrive at school sites without Media Personnel on staff – District Media Specialists (DMS) are contacted by schools to help assist with verifying delivery, processing/cataloging of materials and distribution of materials to teachers and students.

Out of Adoption Materials – At school sites with no Media Personnel on staff – DMS are contacted by school sites to help assist with deletion of out of adoption materials from collections, preparing materials for transfer, and coordinating with district warehouse for transfer.

Curating list of books removed from school sites due to objections to materials used in classrooms, made available in school library, or included on a reading list (§1006.28(2) F.S.).

Dual Enrollment – DMS will assist with the organization, collating, cataloging and distribution of materials to students at a Dual Enrollment site(s).

## **READS- Florida's K-12 Integrated Library Media Reading Guidelines**

### **READS:**

- Read (as a personal activity)
- Explore (characteristics, history, and awards of creative works)
- Analyze (structure and aesthetic features of creative works)
- Develop (a literary-based product)
- Score (reading progress)

One of the goals of the school library media program is to provide intellectual and physical access to a broad range of literature and informational reading materials for personal pleasure and curriculum support. Library media programs aggressively support reading through a variety of promotional and instructional strategies that are carefully crafted to meet the unique needs of learners at each developmental stage. Additionally, the library instructional and promotional activities are collaboratively planned with classroom teachers so that the concepts and skills taught in the classroom are reinforced, enriching the learning experience.

- [READS - Read Chart \(PDF, 28KB\)](#)
- [READS - Explore Chart \(PDF, 33KB\)](#)
- [READS - Analyze Chart \(PDF, 28KB\)](#)
- [READS - Develop Chart \(PDF, 32KB\)](#)
- [READS - Scores Chart \(PDF, 28KB\)](#)
- [READS - 6th Grade Summary \(PDF, 28KB\)](#)
- [READS - 7th Grade Summary \(PDF, 28KB\)](#)
- [READS - 8th Grade Summary \(PDF, 27KB\)](#)
- [READS - 9-10th Grade Summary \(PDF, 27KB\)](#)
- [READS - 11-12th Grade Summary \(PDF, 28KB\)](#)

Florida Department of Education

## **Media Responsibilities**

### **Managing the Collection**

#### **Collection Development**

Library Collection Development is the ongoing process of systematically building high-quality print and non-print information resources to meet the information needs of a particular school/district.

#### **Goals of Collections Development**

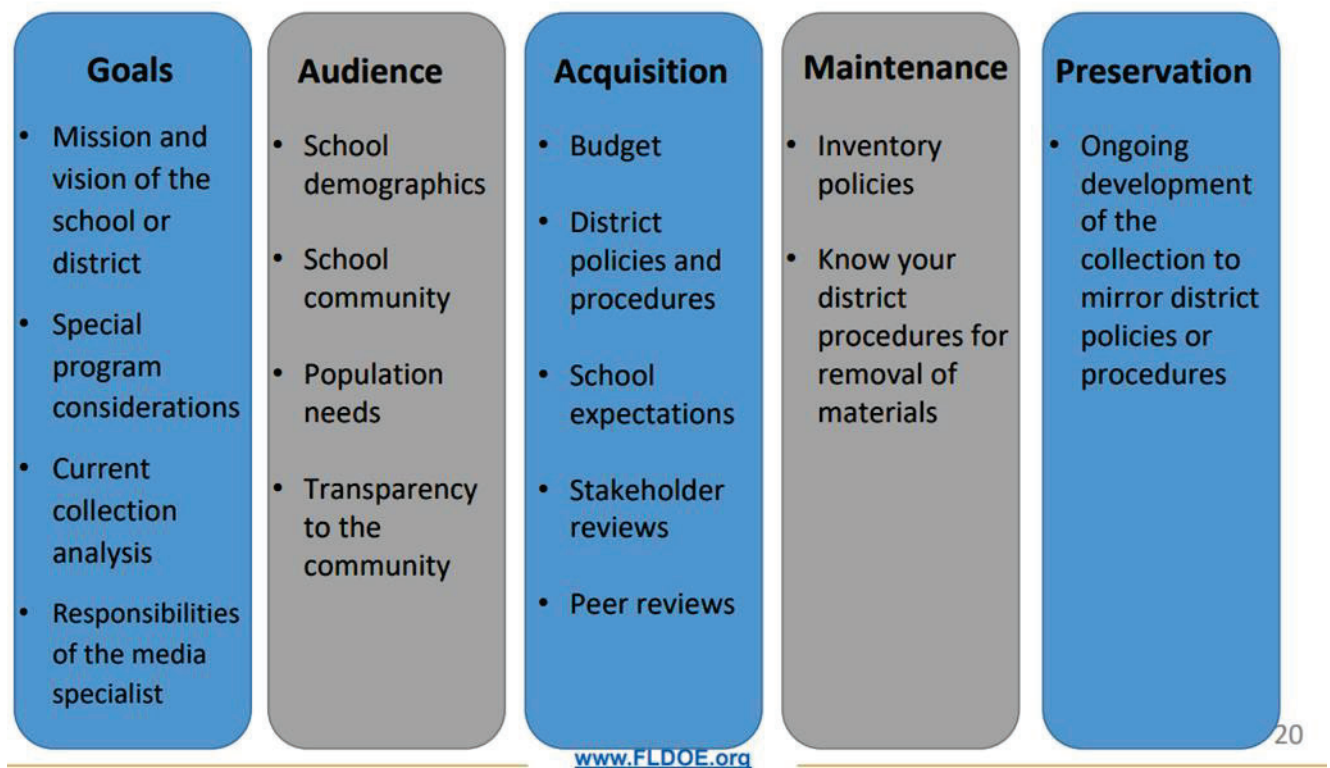
- To provide guidelines for selecting materials for the collection of the library that are balanced.
- Determines the retention, preservation and archiving of materials.
- Describes the process for removal of materials.

#### **General Collection Selection Criteria**

- Support and enrich the curriculum and/or students' personal interests and learning.
- Meet high standards in literary, artistic, and aesthetic quality; technical aspects; and physical format.
- Be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected.
- Incorporate accurate and authentic factual content from authoritative sources.
- Earns at least 2 favorable reviews in standard reviewing sources and/or favorable recommendations based on preview and examination of materials by Literary professionals or organizations.
- Complies with state statutes, rules, and bills.
- Exhibit a high degree of potential user appeal and interest.
- Represent differing viewpoints on controversial issues.
- Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures.
- Demonstrate physical format, appearance, and durability suitable to their intended use.
- Balance cost with need.

## FLDOE Collection Development Process

# Collection Development Process



## Selection of Books

All books must be evaluated and approved prior to adding them to the library. At least two positive professional peer reviews are required for a book to be considered for purchase. If negative reviews are found, include at least one negative review as well. Crowd sourced reviews may also be considered.

Each school must select a media book review committee for the purpose of adding books to the media center. The school media book review committee must be given a copy of the peer reviews prior to voting to accept the books for purchase. This process is also required for books that are donated and are being considered for placement in the library. Majority vote is needed for books to be added to the media center collection.

## **Guidelines for Evaluating Library Book Collections**

Evaluating a book collection involves subjective, professional decisions to determine the value of an item in terms of curriculum, student and teacher needs, demand, and replacement capability. In general, a book may be considered "current" if it meets the following criteria:

- Generalities (000, 100 & 200) Published in the last five to fifteen years.
- Circulates frequently.
- Social Studies (300 & 900) Retains balance on controversial subjects. Evaluate demand, accuracy, and currency. Maintain local history. Language (400) Keep Basic.
- Science & Technology (500 & 600) Reflects the status of science and technology within the last five years; other areas, 10 years.
- Arts/Recreation (700) Keep a basic collection, especially art history. Keep well-illustrated items. Avoid dated techniques and/or equipment.
- Literature (800) Collection includes a retrospective variety of poetry and other literary genre deemed to have lasting value. Keep a basic collection, especially criticism; discard minor, unassigned writers; check indexes. Collection also includes award winning children's and adult literature.
- Biography: Collection should represent individuals currently influential in science, industry, the arts, social issues, and entertainment/recreation. Keep until demand wanes, unless outstanding in content or style and still used.
- Fiction & Easy: Keep high demand/ evaluate.
- Audiovisual/Computer Software: Weed worn or out-of-date items, keep software up to six years, videocassettes, and DVDs up to five years.

## **Collection Analysis**

Many vendors offer collection analysis for free. It is best practice to analyze your collection prior to making book purchases. Collection analysis should include the average age of the total collection as well as specific call numbers. Collection analysis will allow you to identify the areas where the collection is lacking or overpopulated with books. Book companies such as Follett, Mackin and Perma Bound all offer collection analysis.

## **Purchasing Procedures**

Each book newly made available to students through a school library media center or included in a recommended or assigned school or grade level reading list must be selected and approved by a district employee who holds a valid educational media specialist certificate, and who has documented that they have completed the state approved Library Media and Instructional Materials Training, regardless of whether the book is purchased, donated, or otherwise made available to students. §.1006.28(2) 6 (d) 1-4.

The media specialist will provide for media center collections, including classroom libraries, based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty. They will endeavor to stay informed about appropriate new publications, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book reviews. The media specialist will also receive and consider suggestions or requests brought forward by other faculty, students, and parents.

Potential new books for the school library media center and reading lists will be evaluated to determine if they would be suitable for student needs and whether they would be appropriate for the intended grade level and age group. In considering possible new acquisitions, the media specialist will consult at least two reputable, professionally recognized reviewing periodicals and school community stakeholders. The media specialist will also assess the level of student interest in the subject(s) presented and the ability of students to comprehend the material. Books that are selected must be free of pornography and material prohibited under § 847.012.

The goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of state standards and aligned curriculum, and the academic needs of students and faculty.

After evaluation, the media specialist will inform the principal of those books that have been evaluated and are approved for inclusion in the collections.

Periodically, books will be removed from the collection or discontinued, based on their poor physical condition, low rate of recent circulation, non-alignment to state standards or statutes, out-of-date content, or status following a parent's or community member's objection.

The procedure for developing the library media center and reading list collections will be posted on the website for each school in the district.

Upon written request, an individual will be provided access to material or books specified in the written request that are maintained in a District library if such material or books are available for review. The principal shall arrange for a convenient time to provide such access.

Each elementary school must publish on its website, in a searchable format, a list of all materials maintained in the school library media center or required as part of a school or grade-level reading list.

Specific purchasing process procedures are site-based and may vary from school to school. Each media specialist should consult with the school bookkeeper to determine paperwork and procedures required at that site.

It is suggested that the library media specialist maintain a current print and or digital order file ("wish list") that includes student and faculty requests. This file, updated and weeded frequently, is an essential source of student, parent, and stakeholder input. Building and maintaining an order consideration file will assist in making materials selection an evaluative process rather than a hurried procedure when orders are due.



## **District Allocation**

Local discretionary media dollars are provided, when possible, for the purpose of purchasing other items needed to support the media center.

## **Book Fair Funds**

Book fair funds may be used as identified in the initial fundraising application with the school. Books purchased with book fair funds or scholastic dollars must be reviewed by the book purchase review committee prior to purchase. Notes of the approval process must be kept for future reference. (HB. 1467)

## **Publishers' Catalog and Sales Representatives**

Sales representatives and vendors can visit individual schools but should do so only by prior appointment with the library media specialist and presentation of proper identification in the front office.

## **Book Previews are Prohibited**

Media Specialists should not accept vendor shipments of books for review. The visit is considered only an information gathering session. No purchase agreements are made. All purchases must follow district approved procedures.

Sales personnel are not permitted to donate free library materials to schools in exchange for permission to distribute commercial information through students.

## **Lost and Damaged Materials**

In a busy library media center, the library media specialist can assume that up to one percent of the total number of library media center materials will be lost or damaged each year. This fact should not restrict the free circulation of materials. However, pupils are responsible for payment of lost or damaged materials.

## **Student/Parent Responsibility for Lost and Damaged Materials**

All instructional materials are the property of the district school board. When distributed to the students, these instructional materials are on loan to the students while they are pursuing their courses of study and are to be returned at the direction of the principal or the teacher in charge. Each parent of a student to whom or for whom instructional materials have been issued, is liable for any loss or destruction of, or unnecessary damage to, the instructional materials or for failure of the student to return the instructional materials when directed by the school principal or the



teacher in charge, and shall pay for such loss, destruction, or unnecessary damage as provided by law.

### **Principal's responsibilities to collect money for lost or damaged items**

The principal/designee has the responsibility to manage the use of instructional materials. As a part of that management, authority is given by Florida Statute to collect payment for lost or damaged materials.

The school principal shall collect from each student or the student's parent the purchase price of any instructional material the student has lost, destroyed, or unnecessarily damaged and to report and transmit the textbook money collected to the district school superintendent. The failure to collect such sum upon reasonable effort by the school principal (or designee) may result in the suspension of the student from participation in extracurricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the school principal.

The library media specialist should develop a plan to be approved by the school principal for collecting payment for lost or damaged items. When developing a plan for such items, the following guidelines are recommended:

- The plan must be consistent with §1006.28(4) (b).
- Items damaged beyond repair will be considered Damaged and may be discarded following the correct procedures for discarding.
- A student should pay for materials after receiving an overdue notice or parent letter. It may also be necessary to send a Notice of Obligation to the student's home by U.S. mail.
- Notice of Obligation needs to be entered into the electronic student cumulative file.
- The plan will establish procedures to determine who will collect the money.
- An individual receipt from a receipt book must be issued to the student. Receipt books can be signed out to the person receiving the money by the school's bookkeeper.
- The title, and barcode number must be written on the receipt in case the item is later retrieved.
- If the library media specialist is collecting the money, he/she must list all monies received by receipt number and the amount received on the correct form and give to the bookkeeper at the end of the same day.
- Accurate records of the lost and damaged books must be kept within the OPAC system. An item status record report is available in the circulation system.
- If a student transfers to another school within the district without returning a library media item, the library media specialist should notify the receiving school's library media specialist.

- Every effort should be made to retrieve the items(s) or payment. A block preventing further use of media materials may be placed on the student's record through the circulation system until the material(s) have been returned or reimbursement has been received.
- During the summer, reimbursement needs to be collected where the loss incurred. A copy of the Monies Collected form should be made for the library media specialist.

## **Weeding and Discarding Materials**

Evaluation of the collection should be an ongoing process by the library media specialist and the instructional staff. This is necessary in order to keep the collection relevant to the changing needs of the curriculum and personal interests of students. Evaluation should include the removal of materials no longer appropriate and the replacement of lost and worn materials of educational value. (School Board Policy 2520)

The underlying principle of weeding is quality, not quantity utilizing the CREW method. With proper balance of planning, weeding, and purchasing, the collection should meet high standards and meet the needs of the learning community. §1006.28(2)(d) 2. d

<https://www.tsl.texas.gov/sites/default/files/public/tslac/ld/ld/pubs/crew/crewmeth12.pdf>

## **Discard Procedures for Property**

Property such as audio-visual equipment or furniture that cannot be repaired and has exceeded its useful life should be considered obsolete and surplus. Such property must be submitted to the Property Department for disposal. The Property Transaction form (SO-PC-009) must be completed by the library media specialist and signed by the principal. The form should be forwarded to the Property Department. The surplus equipment will be picked up and disposal will be completed by the Property Department. A copy of the Property Transaction form and the list of media books discarded is to be kept as part of the media center annual records. When discarding books, a digital copy of the (SO-PC-009) form and the list of books being discarded is given to the district media office via an electronic file using the designated method by the department.

## **Transfer of Property**

The principal is the custodian of all property and equipment at the school. When it has been determined that a piece of equipment is not needed at the school where the property is located but the property may still be useful, the property may be transferred to another school site. The Property Transfer form (SO-PC-009) may be completed, and unwanted/workable equipment may be routed to another school site providing an agreement has been made by the sending and receiving principals. Other unwanted/workable equipment may be routed to the warehouse.

## **Discarding Media Center Books**

When discarding books from a school's library collection the following steps must be taken to ensure that all materials are accurately accounted for. In Alexandria there is an option to check out a book into "Discard Mode."

### **Discard Mode**

When you click on "Discard Mode" you will have three options-

#### **Damaged**

#### **Weeded**

#### **Custom (with description)**

Use the **Damaged** option if the book has been damaged beyond repair.

Use the **Weeded** option if weeding books based on the CREW method of weeding.

Use the **Custom** option if the book is being weeded due to State statutes, a Formal Book Challenge, and the decision of the School Board to pull the book. List the reason as: "Formal Book Challenge school board decision", or state statute §847.12 or §847.00.

If you have a book that you believe needs further review – check the book out to System Administrator (use #10) and make sure that the book(s) is inaccessible to students. Consult with District Media for further instructions.

**DO NOT DELETE** any titles from Alexandria. This will remove all record of the book. Follow the steps listed above and contact District Media if you have any further questions.

All books that are being discarded **MUST** have the barcode REMOVED from the book and the school or district name blackened out. The word DISCARDED must be written on the inside cover of each book before they are sent to the warehouse.

Use the Property Transfer Form (SO-PC-009) when discarding weeded or damaged books. When transferring discarded books, a digital copy of the (SO-PC-009) form and the list of books being discarded is given to the district media office via an electronic file using the designated method by the department.

## **Accepting Donations**

The library media specialist should always strive to maintain good public relations with members of the community and to be tactful in dealing with well-meaning residents who are cleaning out closets and bookshelves. If materials are accepted, a letter thanking the donor should be sent. However, under no circumstances should the library media specialist attach a dollar value to the donation. A simple statement of the number of books or items is sufficient. All materials and equipment should be accepted with the following understandings.

- Materials meet the same standards of selection as those applied to original purchases.

- Materials are of real value to the instructional program of the school with a purpose to education rather than to promote sales.
- Materials can be integrated into the general library collection according to the book vetting process and do not need special housing.
- The library media center staff may dispose of the gift at their discretion.

**\*\*All donated books that are new title to the collection must be vetted by the district vetting process and approved by the book purchase committee and a certified media specialist the same as new books are vetted.**

## **Organizing the Collection**

General policies:

- Each school shall maintain an online public access catalog. (OPAC)
- All library materials in the school library media center shall be organized, catalogued, and housed for easy accessibility to students and faculty.
- Library materials shall be prepared for use as soon as possible after they have been received.
- When original cataloging is necessary, the library media specialist shall consult the district media specialist on decisions regarding classification numbers, choice and form or main entry and subject headings.
- Media personnel shall be trained to process print and non-print materials.

## **Processing Books**

Books which are ordered from a state bid vendor may come fully processed, if the library media specialist so desires. If requested, plastic covers and barcode labels are provided and can be attached. The vendor may supply MARC records.

The following tasks are necessary in preparing a book for circulation:

- Stamp with school ownership identification stamp.
- Attach labels where necessary. (Barcode, call number or letters [on the spine], reading program...)
- Enter MARC records for each item.

Barcode Protocol: 14-digit barcode protocol

- 4 digits- school # + 0 (i.e., 1230)
- 2 digits- collection if you want to use as the 5<sup>th</sup> and 6<sup>th</sup> digit (i.e., 12310)
- 8 digits- identifying number starting with 7000 (i.e., 1231070002345)

Collection Numbers- if you choose to use (This refers to the 2 digit number)

- 10- Library
- 30- AV (Software)
- 40- Equipment (does not connect to computer)
- 50- Family Resource Center/Title 1
- 60- Professional
- 70- Technology (connected to computer, media center inventory)
- 75- Technology (Technology Department inventory)

## **Interlibrary Lending**

District Sharing: Media personnel should contact other media personnel in other schools within the district. Interlibrary lending is limited to school faculty and administration only.

## **Inventory**

Before beginning the inventory process, make sure the library media center collection (books, AV materials equipment, textbooks) is ready. All books don't have to be returned, but it is easier to have as many returned as possible. Weeding, repairing, cleaning, and relocating are commonly associated with inventory. DO NOT DELETE discarded items from the library inventory program unless instructed to by District Media. Prior to deletion a discarded item report must be run and digitally submitted to District Media.

A physical count of the book collection is accomplished via a computerized inventory, following the directions given for the library circulation system.

Inventory is an essential part of maintaining the collection. It may take four weeks of uninterrupted work for a collection of 20,000 items to be inventoried. This estimate will be used when deciding how much time will be needed to do the inventory for the media center.

ALL classroom libraries (PreK-5) must be vetted and scanned by a certified library media specialist who has completed the Florida State Library Media and Instructional Materials Training. Once scanned send your school's excel spreadsheet to the district media office for it to be posted on your school's website.

## **Public Relations/Marketing**

Promoting library media services for students and teachers needs to be an objective for all Hernando County Schools library media specialists. One method of achieving this goal is to provide pamphlets or statistics outlining the usage and services of the library media centers.

## **Media Beginning of the Year**

The specific date to open the library media center is determined by the school-based administration. Every effort must be made, however, to allow adequate time to prepare the library media center for student and staff use at the beginning of the school year.

## **Beginning Circulation Procedures**

Library media specialists must develop the procedures for circulation. The decisions must be made in cooperation with the school administration and instructional staff. The following are suggested guidelines to be considered.

- Check equipment to assure operability.
- Set school calendar in the OPAC system.
- Check in any materials returned over the summer.
- Print overdue book or fines lists.
- Update OPAC database patron list.
- Other activities as necessary.

## **End of Year Procedures**

The library media specialist must discuss the closing of the library media center with the school's administration. Together they will agree on the appropriate date for closing. Consideration must be given to the time needed to complete the final inventory of materials.

Complete an inventory of all available resources.

- Prepare a list of all missing items.
- DISCARD items that have been missing for two complete years after consulting with District Media.
- Capture the year's collection statistics.
- Download and save/share a list of overdue books and/or fines. Notices of obligation must be prepared and entered into Skyward. Provide this information to the appropriate people in the school.
- Download and save/share any reports that are relevant to the school site.
- The graduating class must be removed from the system.

## **Book Fairs**

Many schools conduct one or more school-wide book fairs each year as fundraising events.

To run a school-wide book fair requires considerable advance planning, but the details of if and when the event is run, its duration, and scheduling are at the discretion of the individual library media specialist and their administrator.

A short list of steps for holding a book fair would include the following:

- Get approval to hold a book fair from school administration. Contact a book fair vendor and schedule start and end dates. See that the book fair dates are placed on the school calendar.
- Notify Supervisor of Literacy Intervention and Elementary Academic programs of the dates of your fair, the vendor you are using and if you are in need of a Media Specialist to vet the book selection.
- Books that are currently in a book challenge, under objection, or have been removed by the Hernando County School board may not be sold at the book fair. po 2522, §1006.28
- The school principal is responsible for making sure the Book Fair has been vetted by a FLDOE trained Media Specialist.
- If you have not completed the Florida State mandated media training for vetting books you will need to request a district Media Specialist to come and vet your book fair books prior to opening the book fair to any students or parents. District Media will remove from the fair any copies that fall under the above challenge criteria. Those books are to be boxed and not sold. They are to be sent back to the vendor when the book fair ends.

### **Classroom Library Vetting**

As required by H.B.1069 school media specialists are expected to coordinate with their school administration to assure a plan is made for time to vet classroom libraries. Any Media Specialists who are vetting classroom libraries must complete the annual Florida State Media Training prior to vetting. The application used to document vetted classrooms will be identified and access given to school Media Specialists. Posting of classroom library lists will be coordinated through the district PR office.

### **Public Records and Data Requests**

Occasional a request is made for public records regarding the policies and procedures of the school media center, book purchases, books that are discarded, or circulation of books. It is expected that accurate media center records will be kept for this purpose. Records that are expected to be kept include: invoices, purchase requests, donations received, book approval requests, property transfer form (SO-PC-009) with a list of all books discarded.

### **State Literacy Week**

School media centers may organize and participate in celebrations that honor, inform, celebrate, and educate about various literary, cultural, and historically recognized literacy themes. The state

literacy week which is celebrated each January requires each school to fill out the participation form. Each school media center is encouraged to participate in the activities for this week.

## **Reading Encouragement Programs**

Many schools like to encourage pleasure reading by offering reading incentive programs. Participating in these programs is voluntary. Below is a list of a few of the current programs that are being used.

- Reading Counts
- Accelerated Reader (AR)
- Sunshine State Young Readers Awards (SSYRA)
- Pizza Hut Book It
- Chuck-E-Cheese
- Barnes and Noble
- Books a Million

## **E-Books and Students with Accommodations**

E-books and book reading programs such as Learning Ally are encouraged to be used by students who have reading difficulties. Students with accommodations are allowed to use those accommodations when participating in reading encouragement programs.

## **Professional Organizations**

There are many organizations available to library media specialists that provide opportunities for professional growth. Participation in these organizations is a personal choice.

Florida Association for Media in Education (FAME)

This state organization works for the improvement of school media programs statewide through workshops, and conferences. They encourage professional growth, and the support of legislation vital to the interests of educational media.

Interactive technology and Smart Education (ITSE)

The ITSE standards provide the competencies for learning, teaching, and leading with technology, and are a comprehensive road map for effective use of technology in schools worldwide.

Florida Literacy Association



FLA is a professional organization comprised of educators and literacy experts striving to equip all teachers with tools to improve reading and literacy in all classrooms. As a statewide organization, FLA's goal is to inspire all teachers with our annual conference and local councils.

#### Florida Library Association

The Florida Library Association serves to inform member of statewide issues and service development for all Florida libraries. The association partners with other state and national organizations relevant to libraries. They work closely with the information industry, facilitating productive links with the library community.

#### American Library Association/American Association of School Librarians (ALA/AASL)

The American Library Association (ALA) is open to all librarians working in all types of libraries and at all levels. Membership in the parent organization includes membership in a type-of-library division. For school media personnel, this division would be the American Association of School Librarians (AASL).

## **Policies, Statutes, and Rules**

District policies and procedures are in place to establish rules and procedures creating standards of quality for learning and safety, as well as expectations and accountability. Policies provide direction and set parameters to help support and sustain the educational needs of the students.

Classroom instructional materials, school libraries, classroom libraries and reading lists are governed in accordance with school board policies, state statutes, and department of education rules, and work processes.

### **School Board Policies**

School board policies that relate directly to the school library media center are listed below. It is the responsibility of the school district to know and abide by school board policies.

[School Board Policy 2520](#) Selection and Adoption of Instructional Materials

[School Board Policy 2521](#) Instructional Materials Program

[School Board Policy 2522](#) Challenges to Adoption or Use of Instructional, Library or Reading List Materials

[School Board Policy 2531](#) Copyrighted Works

[School Board Policy 2540](#) Audio Visual Use

### **Florida State Statutes**

Florida State statutes are laws that school districts must follow when governing and facilitating student learning. Many statutes spell out what a school district may or may not do when facilitating the education of the district's students. Some statutes apply to specific parts of education and safety while others limit. Statutes change from year to year with new ones being created, some being repealed and some amended. The following are statutes that effect instructional materials school libraries and reading lists in the school district.

#### [H.B. 1069](#)

The bill includes provisions designed to protect children in public schools. The bill includes requirements for age-appropriate and developmentally appropriate instruction for all students in prekindergarten through grade 12. The bill:

- Includes requirements for specific terminology and instruction relative to health and reproductive education in schools and requires that all materials used for such instruction be approved by the Department of Education.
- Extends the prohibition on classroom instruction on sexual orientation or gender identity to prekindergarten through grade 8.

The bill enhances the process for transparency and review of library and classroom materials available to students in public schools and the process for parents to limit student access to materials and make objections to materials. The bill requires the suspension of materials alleged to contain pornography or obscene depictions of sexual conduct, as identified in current law,

pending resolution of an objection to the material. A district school board must also discontinue the use of any material the board does not allow a parent to read aloud.

The bill requires that meetings of committees to resolve objections must be noticed and open to the public and provides an appeals process through a special magistrate.

#### **F.S. 1006.28**

This statute deals with the duties of the school board, district school superintendent; and school principal regarding K-12 instructional materials. The requirement of a school district instructional materials review process. School Library Media Specialist must complete training before reviewing and selecting age-appropriate materials and library resources.

#### **F.S. 847.012**

Harmful materials: sale or distribution to minors or using minors in production prohibited; penalty.

#### **F.S. 847.001**

Definitions of terms used in chapter §847.012.

#### **F.S. 1003.42**

Required instruction

#### **F.S. 1006.29**

Each superintendent must certify that school librarians and media specialists who are employed by the school district and who are involved in the selection of library media materials for students, have completed the Library Media Training incorporated in this rule.

#### **F.S. 1006.31**

Duties of the Department of Education and School District Instructional Materials Reviewer

#### **F.S. 1006.34 (2)(b)**

Powers and duties of the Commissioner and the Department in selecting and adopting instructional materials.

#### **F.S. 1006.40**

Use of instructional materials allocation; instructional materials, library books, and reference books; repair of books.

#### **F.S. 1014.04**

Parental rights to direct the education and care of his or her minor child.

### **Florida Department of Education Administrative Rules**

Administrative Rules are administrative laws that concern the powers and procedures of government agencies. Including the rules and administrative decisions that agencies issue. Rules are enforced by the agency that makes them. The Florida Department of Education Rules start with a number six.

**Rule 6A.-7.0713**

Describes the process and format for the school district elementary schools to post materials maintained in elementary school media centers and materials found on a school or grade-level reading list in a searchable format.

**Rule 6A.-7.0714**

Provides school districts with the format for reporting materials that were subject to an objection by a parent of resident of the county during the previous school year. Reporting also includes materials removed and the reason.

**Rule 6A.-7.0715**

Certifications and Plans for Instructional Materials and Library Media.

## **Instructional Materials Program**

### **Criteria for Selection of Educational Materials**

Excerpts below are from Florida's state mandated media specialist training:

Collections must:

- Support academic standards and curriculum.
- Support the academic needs of students and faculty.
- Support the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state.
- Be based upon reader interest.
- Be appropriate for the grade level and age group for which the materials are made available.
- Be suited to student needs and their ability to comprehend the material.
- Follow Florida Statutes, State Board of Education rules and school district policies.

Criteria for Selection of Library Materials Section §1006.40(3)(d),

All materials in a school library or included on a reading list must be:

- Free of Pornography and material prohibited under §847.012,
- Suited to student needs and their ability to comprehend the material presented.
- Appropriate for the grade level and age group for which the materials are used and made available.

Suited to Student Needs and Appropriate for Age and Grade Level Considerations should include:

- Student ability to comprehend material.
- The degree to which the material will be explained/supplemented by classroom instruction.
- The educational purpose of the material.
- The accurate portrayal of the state's broad racial, ethnic, socioeconomic and cultural diversity, without bias or indoctrination.
- Age and grade level of students
- Maturity of students
- Err on the side of caution.

## **Copyrighted Materials**

The district shall abide by all provisions of the copyright laws.

Commercial materials, whether printed or non-printed, may not be duplicated without prior written permission from the owner or copyright holder.

The School Board does not sanction or condone illegal duplication in any form, the use of illegally duplicated materials, or the improper use of commercially duplicated materials.

Procedures and guidelines for the legal duplication of materials for instructional purposes may be obtained from the school or District Office.

Employees who willfully infringe upon current copyright laws may be subject to disciplinary action by the School Board.

Any staff member shall, prior to installing any computer software not purchased by the School Board, obtain approval for such by completing a donated property form and delivering same and providing a valid license for the utilization of such software. In the event such software is not to be donated, the staff member shall lease the software to the School Board at no cost to the district by denoting such on the donated property form. In no event shall any such software be installed upon any computer owned by the HCSB without the approval required herein from the Director of Technology Information Services, or designee.

**Documents cannot be copied unless permission from the copyright holder is given.**

**It is best to assume that the material is copyrighted unless it states otherwise.**

**This also includes copyrighted material on websites.**

## Appendix

- A. [Specific Material Objection Template](#)
- B. Collection Development Criteria
- C. Organizational Flow Charts- with media personnel
- D. Organizational Flow Charts- without media personnel
- E. [Property Transfer Form](#)

## Collection Development Criteria

Based on the state training, collection development is an ongoing process, requiring both the acquisition of new materials, as well as continually “vetting” the collection to ensure its accuracy and relevance. The following guidelines are used by the active, school media specialists to fulfill state requirements, as well as the needs of the school and students.

\*All new books purchased must be approved by a certified, school media specialist, as well as approved by the Media Review Committee.

Some questions to consider:

1. Does the material help create a balanced collection of fiction, nonfiction, and the inclusion of opposing viewpoints?
2. Does the material help address the specific population of the school and/district?
3. Are the curriculum needs of the teachers and students being met?
4. Are readers’ interests taken into consideration?
5. Are the materials age-appropriate for the school community?
6. Does the material include information that is biased, racist, or sexist?
7. Is the book irrelevant to the needs and interests of students and staff?
8. Has a subsequent edition of the book been added or is there a better book that should be obtained instead?
9. Is it free of pornography and material prohibited under s. [847.012](#)?
10. Is the material suited to student needs and their ability to comprehend the material presented?
11. Is it appropriate for the grade level and age group for which the materials are used or made available?
12. Is the content outdated?
13. Has the book circulated in the last few years? (Vetting Current Collection)
14. Are there multiple copies of the book available and do they circulate? (Vetting Current Collection)
15. Is the book physically damaged beyond repair or poor quality? (Vetting Current Collection)



## **Organizational Flow Chart if there is Media Personnel in the Media Center**

1. Custodians or whoever accepts deliveries verifies shipments received contain the exact number of books that are listed on the shipment invoice.
2. Bookkeeper /Custodian will let School Media Personnel know of delivery of materials.
3. Materials are delivered to Media Center or staging area.
4. School Media Personnel verify contents against the packing slip.
  - a. If there is an issue:
    - i. School Media Personnel contacts the Florida School Book Depository regarding discrepancy. Creates discrepancy report with the FSBD.
    - ii. School Media Personnel then delivers packing slip and discrepancy report to school bookkeeper.
  - b. If there is no issue:
    - i. School Media Personnel delivers packing slip to bookkeeper.
5. School Media Personnel processes delivery materials, which includes:
  - a. Sorts books
  - b. Barcode titles that are not consumables
  - c. Enters barcodes into Textbook Tracker
  - d. Checkout titles, as appropriate to school personnel.
  - e. Delivers titles to appropriate personnel.
  - f. House surplus materials in storage location.
6. If more materials are needed due to an increase in student population, contact the DMS or post in Media Personnel icon (email)
7. District Library Media Specialist will contact District Administration as needed.

## **Organizational Flow Chart if there is NO Media Personnel in the Media Center**

1. Custodians or whoever accepts deliveries verifies shipments received.
2. Whoever handles textbooks contacts District Media Specialists once shipment verified?
3. Textbooks are delivered to the media center or a staging area to sort.
4. District Media Specialist verifies the contents of the delivery against the packing slip.
  - a. If there is an issue:
    - i. District Media Specialist contacts the Florida Textbook Depository re: discrepancy.
    - ii. District Media Specialist then delivers packing slip and discrepancy report to school bookkeeper.
  - b. IF there is no issue:
    - i. District Media Specialist delivers packing slip to bookkeeper.
5. District Media Specialist processes deliver, which includes:
  - a. sort books
  - b. barcodes titles that are not consumable
  - c. centers titles into Textbook Tracker
  - d. checkout titles, as appropriate to personnel
  - e. delivers titles to appropriate personnel.
  - f. houses surplus in school.
6. If more materials are needed due to an increase in student population, contact DLMS or post in Media Personnel email.
7. District Media Specialist will contact District Administration, as needed.

## Revisions to Media Handbook

### Post Board Workshop for

February 20, 2024 Board Meeting

All revisions made to the Media Handbook are made in collaboration with district personnel and are based on new legislation, existing Florida Statutes, and School Board policies and procedures. The pages with changes in the strikethrough documents are the following:

(Cover page) – Update Board Members (Corrected Spelling)

- add Effective and Adoption date February 20, 2024

Pages 2-4-Table of Contents updated to reflect new page numbers and organization

Page 6– Added Vision Statement

- updated formatting

Page 7- Updated formatting

- Removed statute notation

- Updated language in 3<sup>rd</sup> paragraph

- Removed As the teacher, the... in the 5<sup>th</sup> paragraph

- Removed language in the 6<sup>th</sup> paragraph

- Updated language in the 7<sup>th</sup> paragraph

- Added 8<sup>th</sup> paragraph

Page 8– Added Online Public Access Catalog for (OPAC) acronym

- Added 5 paragraphs to District Media Duties to include challenge process, card catalog management, assisting school media centers that do not have media specialists.

- removed paragraph about assisting all school based media personnel because the assistance is now specifically noted in previous paragraphs.

Page 9- Omit Framework for 21<sup>st</sup> Century Learning

Pages 9-10- Add READS- Florida's K-12 Integrated Library Media Reading Guidelines with hyperlinks to resources and BOLDED the acronym for READS.

Pages 10-12- Omit AASL Standards Framework for Learners and American Library Association Library Bill of Rights

Pages 12-44- Omitted Section 2 Policies and Guidelines Placed in new section with hyperlinks to source material

Pages 45-47- Renamed to Media Responsibilities

- Updated formatting

- Added new introduction sentence

- Removed Research Findings section and summarized in new parts with headings for better organization.

- Removed Evaluation Criteria and added new section called General Collection Selection Criteria that includes FLDOE language to mirror state expectations set in the required state training.

Page 47- added FLDOE Collection Development Process

- Added Selection of Books Section

Page 48-Guidelines for Evaluating library Book Collections remained the same from previous edition.

- Added Collection Analysis section

Pages 48-50- Removed Old Purchasing Procedures and updated language to include new requirements.

Page 51- Added new sections; District Allocation, Book Fairs, Publishers' Catalog and Sales

Representatives, and Book Previews are Prohibited

Page 52- Strikethrough old legislation

Page 53- Removed old legislation material

Pages 54-55- Added to Discard Procedures for Property to include sending a copy of Property Transfer forms to District Office.

- New Heading for Discarding Media Center Books, added language to clarify deletion vs. discard in the Alexandria System.

Page 55- Clarified that all donated books must be vetted before entering circulation.

Page 56- Removed forms or organizing materials that are not used in our school system.

Page 57- Added section on Interlibrary Loans clarifying that only staff may borrow books from other schools.

- Removed language regarding deleting books

- Added new language about the importance of maintaining accurate inventory and the time required to do so.

- Removed Media Activities naming it Media Responsibilities

- Removed Media Availability as a heading and Opening and Closing Dates

- Added Media Beginning of the year section.

Page 58-Updated Beginning Circulation Procedures

- Removed Closing Procedures Heading and renamed to End of the year procedures

- Removed suggested guidelines language

Pages 58-59- Updated language in End of Year Procedures section: Discard instead of delete, download and save instead of print. Removing graduating class is now an end of year task not either Beginning of the year or end of the year.

- Removed "Procedures" from Book Fairs heading

- Added and their administration

- Added new section to ensure Book Fair are in compliance with legislation and board decisions.

- Removed unnecessary setup procedures not relevant to the district handbook

Page 60- Added Classroom Library Vetting section and Public Records Requests

- Altered Section State and National Library Celebrations.

- Added FLDOE State Literacy Week

- Added Reading Encouragement Programs

Pages 61-62- Eliminated section on Sunshine State Young Readers Award outside the scope of District Handbook

Page 63- Added "E-Books and Students with Accommodations"

- Updated the language to promote professional growth available beyond the district.

Pages 64-66- New Section, "Policies, Statutes, and Rules" all hyperlinks to original sources to maintain most recent language moving forward.

Page 67- Instructional Materials Program completely updated to contain summary of legislation and parts of the FLDOE training program.

Page 68- Copyrighted Materials is the same as before although at the end of the handbook.

Page 69- Appendix now links to the web-based objection form, and property transfer form

Page 70-72- remain the same

Revisions to Media Handbook  
Post Board Workshop for  
February 20, 2024 Board Meeting

All revisions made to the Media Handbook are made in collaboration with district personnel and are based on new legislation, existing Florida Statutes, and School Board policies and procedures. The pages with changes in the strikethrough documents are the following:

(Cover page) – Update Board Members (Corrected Spelling)

- add Effective and Adoption date February 20, 2024

Pages 2-4-Table of Contents updated to reflect new page numbers and organization

Page 6– Added Vision Statement

- updated formatting

Page 7- Updated formatting

- Removed statute notation

- Updated language in 3<sup>rd</sup> paragraph

- Removed As the teacher, the... in the 5<sup>th</sup> paragraph

- Removed language in the 6<sup>th</sup> paragraph

- Updated language in the 7<sup>th</sup> paragraph

- Added 8<sup>th</sup> paragraph

Page 8– Added Online Public Access Catalog for (OPAC) acronym

- Added 5 paragraphs to District Media Duties to include challenge process, card catalog management, assisting school media centers that do not have media specialists.

- removed paragraph about assisting all school based media personnel because the assistance is now specifically noted in previous paragraphs.

Page 9- Omit Framework for 21<sup>st</sup> Century Learning

Pages 9-10- Add READS- Florida's K-12 Integrated Library Media Reading Guidelines with hyperlinks to resources and BOLDED the acronym for READS.

Pages 10-12- Omit AASL Standards Framework for Learners and American Library Association Library Bill of Rights

Pages 12-44- Omitted Section 2 Policies and Guidelines Placed in new section with hyperlinks to source material

Pages 45-47- Renamed to Media Responsibilities

- Updated formatting

- Added new introduction sentence

- Removed Research Findings section and summarized in new parts with headings for better organization.

- Removed Evaluation Criteria and added new section called General Collection Selection Criteria that includes FLDOE language to mirror state expectations set in the required state training.

Page 47- added FLDOE Collection Development Process

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# Hernando County School District Media Handbook



**HERNANDO  
SCHOOL DISTRICT**

**Learn it. Love it. Live it.**

Effective: February 20, 2024

Adopted: June 27, 2023

School Board:

~~Gus Guadagnino, Chairperson~~

Linda Prescott, Chairperson

Susan Duval, Vice Chairperson

Gus Guadagnino, Board Member

Mark Johnson, Board Member

~~Linda Prescott, Board Member~~

Shannon Rodriguez, Board Member

John Stratton, Superintendent

Hernando County School District

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## **Introduction**

### **Vision**

To inspire and support the pursuit of individual greatness.

### **District Mission**

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

### **Media Mission**

The mission of the Hernando County School District library media centers is to provide a broad range of educational material to enrich and support the curriculum and to meet the needs of individual students and teachers.

### **Purpose**

- Encourage and support the love of reading and learning.
- Increase access to provide excellence in the library media centers' resources, facilities, and services.
- Enrich and support the curriculum.
- Meeting the needs of individual students and teachers.
- Impact the instructional program for students by strengthening the teaching/learning process through staff development, curriculum integration, and information literacy.
- Build community connections among school library media centers, public libraries, and other sources of information.
- Stimulate student, parent, school, and community partnerships.

### **Goals**

- To expose our students to a wide variety of literature and literature-based activities that will encourage them to become lifelong readers for learning and pleasure.
- To provide print and non-print materials in all formats that support the curriculum of our schools and that meet the instructional and individual information needs of our students.
- To inspire students and staff to become effective users of ideas and information.

- To create and maintain a trusting caring environment.

## Media Specialist at the School Level

~~1012.01(2)(c) F.S. Librarians/media specialists~~ Librarians/media specialists are staff members responsible for providing school library media services.

~~These employees~~ They are responsible for evaluating, selecting, organizing, and managing media and technology resources, equipment, and related systems; facilitating access to information resources beyond the school; working with teachers to make resources available in the instructional programs; assisting teachers and students in media productions; and instructing students in the location and use of information resources.

~~The school library media program is not only integral to and supportive of the school curriculum, but also provides a mechanism for choice and exploration beyond the prescribed course of study.~~ The school library media program provides a wide range of resources and information that satisfy the educational needs and interests of students.

Materials are selected to meet the wide range of students' individual learning styles. The school library media center is a place where the students may explore more fully classroom subjects that interest them. They can expand their imagination, delve into areas of personal interest, and develop the ability to think clearly, critically, and creatively about the resources they have chosen to read, hear, or view.

The school library media center provides a setting where the students develop skills they will need as adults to locate, analyze, evaluate, interpret, and communicate information and ideas in an information-rich world. Students are encouraged to realize their potential as informed citizens who think critically and solve problems, to observe rights and responsibilities relating to the generation and flow of information and ideas, and to appreciate the value of literature in an educated society. ~~As a teacher, the~~ The library media specialist collaborates with students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs, and to understand and communicate the information the resources provide.

~~An effective instructor of students, the~~ Library media specialists are knowledgeable about current research on teaching and learning and skilled in applying its findings to a variety of situations - particularly those that call upon students to access, evaluate, and use information from multiple sources in order to learn to think, and to create and apply new knowledge.

A curricular leader and a full participant on the instructional team, the library media specialist constantly updates ~~personal~~ information and research skills and knowledge in order to work effectively with teachers, administrators, and other staff - both to expand their general understanding of informational issues and to provide them with specific opportunities to develop sophisticated skills in information literacy, including the uses of information technology.

Library Media Specialists are current in best practices informational and literacy skills and state and federal statutes regarding information literacy.

## **Media Specialist at the District Level**

District Media Specialists work with school media specialist and personnel to assure compliance with district policies and procedures along with compliance with state statutes regarding media use and materials.

District Media Specialists facilitate and coordinate the school district book challenge process. They are responsible for multiple aspects of the challenge process and preparing the necessary documents to bring the challenge to the School Board for vote.

The District Media Specialists are responsible for the maintenance and updating of the school district Online Public Access Catalog (OPAC) application used by school media centers. District Media Specialists verify the accuracy of information and standardization of the information entered into the OPAC application.

When necessary, the District Media Specialist will vet and weed material from school media centers who are without a full-time certified Media Specialist. In addition, the DMS will vet new materials prior to purchase and book fairs prior to the start of the fair according to state statutes.

The District Media Specialists are responsible for overseeing the administration and annual renewal of the Florida State Mandated Media Specialist Training (HB 1467, §1006.29(6), § 1006.31(2)).

Any additional roles and responsibilities as per HB 1467.

District Media Specialists (DMS) will assist District Personnel as well as School Media Personnel through the entire textbook adoption process. This includes but is not limited to: Inventory, Processing, Cataloging, and Distribution of materials at all school sites.

Arrival of New Materials- As textbook/library materials arrive at school sites without Media Personnel on staff – DMS are contacted by schools to help assist with verifying delivery, processing/cataloging of materials and distribution of materials to teachers and students.

Out of Adoption Materials – At school sites with no Media Personnel on staff – DMS are contacted by school sites to help assist with deletion of out of adoption materials from collections, preparing materials for transfer, and coordinating with district warehouse for transfer.

~~School Media Personnel—DMS will assist ALL school-based media personnel as needed throughout the course of the school year.~~

Curating list of books removed from school sites due to objections to materials used in classrooms, made available in school library, or included on a reading list (§1006.28(2) F.S.).

Dual Enrollment – DMS will assist with the organization, collating, cataloging and distribution of materials to students at a Dual Enrollment site(s).

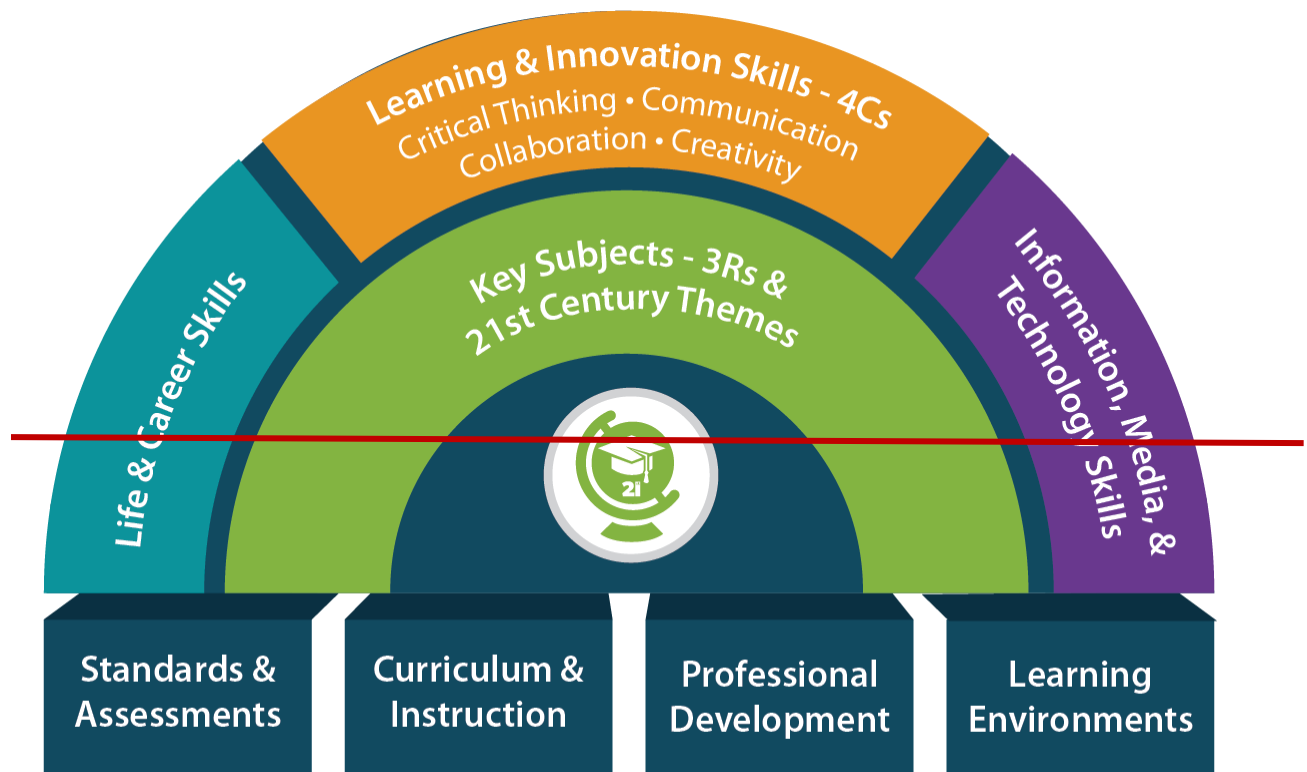
~~State Mandated Media Training HB 1467, s. 1006.29(6), s. 1006.31(2), Any additional roles and responsibilities as per HB 1467.~~

#### ~~F. Information Literacy Standards~~

#### ~~Framework for 21st Century Learning~~

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~~<https://bfk.org> [https://static.battelleforkids.org/documents/p21/P21\\_Framework\\_Brief.pdf](https://static.battelleforkids.org/documents/p21/P21_Framework_Brief.pdf)~~



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### READS- Florida's K-12 Integrated Library Media Reading Guidelines

#### READS:

- Read (as a personal activity)
- Explore (characteristics, history, and awards of creative works)
- Analyze (structure and aesthetic features of creative works)
- Develop (a literary-based product)
- Score (reading progress)

One of the goals of the school library media program is to provide intellectual and physical access to a broad range of literature and informational reading materials for personal pleasure and curriculum support. Library media programs aggressively support reading through a variety of promotional and instructional strategies that are carefully crafted to meet the unique needs of

learners at each developmental stage. Additionally, the library instructional and promotional activities are collaboratively planned with classroom teachers so that the concepts and skills taught in the classroom are reinforced, enriching the learning experience.

- [READS - Read Chart \(PDF, 28KB\)](#)
- [READS - Explore Chart \(PDF, 33KB\)](#)
- [READS - Analyze Chart \(PDF, 28KB\)](#)
- [READS - Develop Chart \(PDF, 32KB\)](#)
- [READS - Scores Chart \(PDF, 28KB\)](#)
- [READS - 6th Grade Summary \(PDF, 28KB\)](#)
- [READS - 7th Grade Summary \(PDF, 28KB\)](#)
- [READS - 8th Grade Summary \(PDF, 27KB\)](#)
- [READS - 9-10th Grade Summary \(PDF, 27KB\)](#)
- [READS - 11-12th Grade Summary \(PDF, 28KB\)](#)

Florida Department of Education

## AASL Standards Framework for Learners

From the National School Library Standards for Learners, School Libraries, and School Leaders | Available at [www.aasl.org](http://www.aasl.org) | © 2018 American Library Association

AASL Standards Framework for Learners						
DOMAINS AND COMPETENCIES	SHARED FOUNDATIONS AND KEY COMMITMENTS					
	I. INQUIRE	II. INCLUDE	III. COLLABORATE	IV. CURATE	V. EXPLORE	VI. ENGAGE
	Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.	Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.	Work effectively with others to broaden perspectives and work toward common goals.	Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.	Discover and innovate in a growth mindset developed through experience and reflection.	Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
	A. THINK	Learners contribute a balanced perspective when participating in a learning community by:	Learners identify collaborative opportunities by:	Learners act on an information need by:	Learners develop and satisfy personal curiosity by:	Learners follow ethical and legal guidelines for gathering and using information by:
	Learners display curiosity and initiative by:	1. Articulating an awareness of the contributions of a range of learners. 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Describing their understanding of cultural relevancy and placement within the global learning community.	1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction.	1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.	1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.	1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
B. CREATE	Learners engage with new knowledge by following a process that includes:	Learners adjust their awareness of the global learning community by:	Learners participate in personal, social, and intellectual networks by:	Learners gather information appropriate to the task by:	Learners construct new knowledge by:	Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:
	1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning.	1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities.	1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.	1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by visually, topic, or other systematic scheme.	1. Problem solving through cycles of design, implementation, and reflection. 2. Persisting through self-directed pursuits by linking and making.	1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal knowledge products that allow others to credit content appropriately.
	C. SHARE	Learners adapt, communicate, and exchange learning products with others in a cycle that includes:	Learners work productively with others to solve problems by:	Learners exchange information resources within and beyond their learning community by:	Learners engage with the learning community by:	Learners responsibly, ethically, and legally share new information with a global community by:
	1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience.	1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are expressed.	1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes.	1. Accessing and evaluating collaboratively constructed information sites. 2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. 3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.	1. Expressing curiosity about a topic of personal interest or curricular relevance. 2. Co-constructing innovative means of investigation. 3. Collaboratively identifying innovative solutions to a challenge or problem.	1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience.
	D. GROW	Learners participate in an ongoing inquiry-based process by:	Learners actively participate with others in learning situations by:	Learners select and organize information for a variety of audiences by:	Learners develop through experience and reflection by:	Learners engage with information to extend personal learning by:
	1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.	1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community.	1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.	1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. 3. Openly communicating curation processes for others to use, interpret, and validate.	1. Iteratively responding to challenges. 2. Recognizing capabilities and skills that can be developed, improved, and expanded. 3. Open-mindedly accepting feedback for positive and constructive growth.	1. Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge. 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.



~~Excerpted from *AASL Standards Framework for Learners* by the American Association of School Librarians, a division of the American Library Association, copyright 2017 American Library Association. Used with permission. <https://standards.aasl.org/>~~

### ~~Florida Standards~~

~~<https://www.fldoe.org/academics/standards/>~~

~~[www.epalms.org/Public/search/Standard](http://www.epalms.org/Public/search/Standard)~~

### ~~G. American Library Association Library Bill of Rights~~

~~The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services:~~

- ~~1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.~~
- ~~2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.~~
- ~~3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.~~
- ~~4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.~~
- ~~5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.~~
- ~~6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.~~
- ~~7. All people, regardless of origin, age, background, or views, possess a right to~~

~~privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.~~

~~[www.ala.org/advocacy/intfreedom/librarybill](http://www.ala.org/advocacy/intfreedom/librarybill)~~

## **Section II**

### **POLICIES AND GUIDELINES**

#### **A. Florida Statutes**

~~**847.012 F.S.** Harmful materials; sale or distribution to minors or using minors in production prohibited; penalty.~~

- ~~1. As used in this section, "knowingly" means having the general knowledge of reason to know, or a belief or ground for belief which warrants further inspection or inquiry of both:
  - ~~(a) The character and content of any material described herein which is reasonably susceptible of examination by the defendant, and~~~~
- ~~2. The age of the minor; A person's ignorance of a minor's age, a minor's misrepresentation of his or her age, a bona fide belief of a minor's age, or a minor's consent may not be raised as a defense in a prosecution for a violation of this section.~~
- ~~3. A person may not knowingly sell, rent, or loan for monetary consideration to a minor:
  - ~~(a) Any picture, photograph, drawing, sculpture, motion picture film, videocassette, or similar visual representation or image of a person or portion of the human body which depicts nudity or sexual conduct, sexual excitement, sexual battery, bestiality, or sadomasochistic abuse and which is harmful to minors, or~~
  - ~~(b) Any book, pamphlet, magazine, printed matter however reproduced, or sound recording which contains any matter defined in s. 847.001, explicit and detailed verbal descriptions or narrative accounts of sexual excitement, or sexual conduct and that is harmful to minors.~~~~
- ~~4. A person may not knowingly use a minor in the production of any material described in subsection (3), regardless of whether the material is intended for distribution to minors or actually distributed to minors.~~
- ~~5. An adult may not knowingly distribute to a minor on school property, or post on school property, any material described in subsection (3). As used in this subsection the term "school property" means the grounds or facility of any kindergarten, elementary school, middle school, junior high school, or secondary school, whether public or non-public.~~

~~This subsection does not apply to the distribution or posting of school-approved instructional materials that by design serve as a major tool for assisting in the instruction of a subject or course by school officers, instructional personnel, administrative personnel, school volunteers, educational support employees, or managers as those terms are defined in s. 1012.01.~~

- ~~6. Any person violating any provision of this section is guilty of a felony of the third degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084.~~
- ~~7. Every act, thing, or transaction forbidden by this section constitutes a separate offense and is punishable as such.~~
- ~~8. (a) The circuit court has jurisdiction to enjoin a violation of this section upon complaint filed by the state attorney in the name of the state upon the relation of such state attorney.~~

~~(b) After the filing of such a complaint, the judge to whom it is presented may grant an order restraining the person complained of until final hearing or further order of the court. Whenever the relator state attorney requests a judge of such court to set a hearing upon an application for a restraining order, the judge shall set the hearing for a time within 3 days after the making of the request. The order may not be made unless the judge is satisfied that sufficient notice of the application therefor [sic] has been given to the party restrained of the time when and place where the application for the restraining order is to be made.~~

~~(c) The person sought to be enjoined is entitled to a trial of the issues within 1 day after joinder of issue, and a decision shall be rendered by the court within 2 days after the conclusion of the trial.~~

~~(d) If a final decree of injunction is entered, it must contain a provision directing the defendant having the possession, custody, or control of the materials, matters, articles, or things affected by the injunction to surrender the same to the sheriff and requiring the sheriff to seize and destroy the same. The sheriff shall file a certificate of her or his compliance.~~

~~(e) In any action brought as provided in this section, a bond or undertaking may not be required of the state or the state attorney before the issuance of a restraining order provided for by paragraph (b), and the state or the state attorney may not be held liable for costs or for damages sustained by reason of the restraining order in any case where a final decree is rendered in favor of the person sought to be enjoined.~~

~~(f) Every person who has possession, custody, or control of, or otherwise deals with, any of the materials, matters, articles, or things described in this section, after the service upon her or him of a summons and complaint in an action for injunction brought under this section, is~~

~~chargeable with knowledge of the contents and character thereof.~~

- ~~9. The several sheriffs and state attorneys shall vigorously enforce this section within their respective jurisdictions.~~
- ~~10. This section does not apply to the exhibition of motion pictures, shows, presentations, or other representations regulated under s. 847.013.~~

**847.0133 F.S.**—~~A person may not knowingly sell, rent, loan, give away, distribute, transmit, or show any obscene material to a minor. For purposes of this section "obscene material" means any obscene book, magazine, periodical, pamphlet, newspaper, comic book, story paper, written or printed story or article, writing paper, card, picture, drawing, photograph, motion picture film, figure, image, videotape, videocassette, phonograph record, or wire or tape or other recording, or any written, printed, or recorded matter of any such character which may or may not require mechanical or other means to be transmuted into auditory, visual, or sensory representations of such character, or any article or instrument for obscene use, or purporting to be for obscene use or purpose. The term "obscene" shall have the same meaning as set forth in s. 847.001.~~

- (. is a 3-page document that defines obscenity)

#### **1003.42 Required Instruction**

~~The State Board of Education is encouraged to adopt standards and pursue assessment of the requirements of this subsection. Instructional programming that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other school-wide character building and veteran awareness initiative meets the requirements of paragraph (t).~~

~~(3) — The Legislature acknowledges the fundamental truth that all persons are equal before the law and have inalienable rights. Accordingly, instruction and supporting materials on the topics enumerated in this section must be consistent with the following principles of individual freedom:~~

~~(a) — No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.~~

~~(b) No race is inherently superior to another race.~~

~~(c) No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.~~

~~(d) — Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.~~

~~(e) — A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.~~

~~(f) — A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.~~

**~~1006.28 — Duties of district school board, district school superintendent, and school principal regarding K-12 instructional materials.~~**

~~(1) DEFINITIONS.—~~

~~(a) — As used in this section, the term:~~

~~1. “Adequate instructional materials” means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hard backed or soft backed textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serve as the basis for instruction for each student in the core subject areas of mathematics, language arts, social studies, science, reading, and literature.~~

~~2. “Instructional materials” has the same meaning as in s. 1006.29(2).~~

~~(b) — As used in this section and s. 1006.283, the term “resident” means a person who has maintained his or her residence in this state for the preceding year, has purchased a home that is occupied by him or her as his or her residence, or has established a domicile in this state pursuant to s. 222.17.~~

~~(c) — As used in this section and ss. 1006.283, 1006.32, 1006.35, 1006.37, 1006.38, 1006.40, and 1006.42, the term “purchase” includes purchase, lease, license, and acquire.~~

~~(2) DISTRICT SCHOOL BOARD.— The district school board has the constitutional duty and responsibility to select and provide adequate instructional materials for all students in accordance with the requirements of this part. The district school board also has the following specific duties and responsibilities:~~

~~(a) Courses of study; adoption.— Adopt courses of study, including instructional materials, for use in the schools of the district.~~

~~1. — Each district school board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school library, or included on a reading list, whether adopted and purchased from the state adopted instructional materials list, adopted and purchased through a district instructional materials program under s. 1006.283, or otherwise purchased or made available.~~

~~2. Each district school board must adopt a policy regarding an objection by a parent or a resident of the county to the use of a specific material, which clearly~~

~~describes a process to handle all objections and provides for resolution. The process must provide the parent or resident the opportunity to proffer evidence to the district school board that:~~

~~a. —An instructional material does not meet the criteria of s. 1006.31(2) or s. 1006.40(3)(d) if it was selected for use in a course or otherwise made available to students in the school district but was not subject to the public notice, review, comment, and hearing procedures under s. 1006.283(2)(b)8., 9., and 11.~~

~~b. —Any material used in a classroom, made available in a school library, or included on a reading list contains content that is pornographic or prohibited under s. 847.012, is not suited to student needs and their ability to comprehend the material presented, or is inappropriate for the grade level and age group for which the material is used.~~

~~If the district school board finds that an instructional material does not meet the criteria under sub-subparagraph a. or that any other material contains prohibited content under sub-subparagraph b., the school district shall discontinue use of the material for any grade level or age group for which such use is inappropriate or unsuitable.~~

~~3. Each district school board must establish a process by which the parent of a public school student or a resident of the county may contest the district school board's adoption of a specific instructional material. The parent or resident must file a petition, on a form provided by the school board, within 30 calendar days after the adoption of the instructional material by the school board. The school board must make the form available to the public and publish the form on the school district's website. The form must be signed by the parent or resident, include the required contact information, and state the objection to the instructional material based on the criteria of s. 1006.31(2) or s. 1006.40(3)(d). Within 30 days after the 30-day period has expired, the school board must, for all petitions timely received, conduct at least one open public hearing before an unbiased and qualified hearing officer. The hearing officer may not be an employee or agent of the school district. The hearing is not subject to the provisions of chapter 120; however, the hearing must provide sufficient procedural protections to allow each petitioner an adequate and fair opportunity to be heard and present evidence to the hearing officer. The school board's decision after convening a hearing is final and not subject to further petition or review.~~

~~4. Meetings of committees convened for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the district school board must be noticed and open to the public in accordance with s. 286.011. Any committees convened for such purposes must include parents of district students.~~

~~(b) Instructional materials. —Provide for proper requisitioning, distribution, accounting, storage, care, and use of all instructional materials and furnish such~~

~~other instructional materials as may be needed. Instructional materials used must be consistent with the district goals and objectives and the course descriptions established in rule of the State Board of Education, as well as with the applicable Next Generation Sunshine State Standards provided for in s. 1003.41.~~

~~(c) Other instructional materials.—Provide such other teaching accessories and aids as are needed for the school district's educational program.~~

~~(d) School library media services; establishment and maintenance.—Establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system. Beginning January 1, 2023, school librarians, media specialists, and other personnel involved in the selection of school district library materials must complete the training program developed pursuant to s. 1006.29(6) before reviewing and selecting age-appropriate materials and library resources. Upon written request, a school district shall provide access to any material or book specified in the request that is maintained in a district school system library and is available for review.~~

~~1.—Each book made available to students through a school district library media center or included in a recommended or assigned school or grade-level reading list must be selected by a school district employee who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated, or otherwise made available to students.~~

~~2. Each district school board shall adopt procedures for developing library media center collections and post the procedures on the website for each school within the district. The procedures must:~~

~~a. Require that book selections meet the criteria in s. 1006.40(3) (d).~~

~~b. Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.~~

~~c. Provide library media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.~~

~~d.—Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, out of date content, and required removal pursuant to subparagraph (a) 2.~~

~~3. Each elementary school must publish on its website, in a searchable format prescribed by the department, a list of all materials maintained in the school library media center or required as part of a school or grade-level reading list.~~

~~(e) —Public participation.— Publish on its website, in a searchable format prescribed by the department, a list of all instructional materials, including those used to provide instruction required by s. 1003.42. Each district school board must:~~

~~1. Provide access to all materials, excluding teacher editions, in accordance with s. 1006.283(2) (b) 8.a. before the district school board takes any official action on such materials. This process must include reasonable safeguards against the unauthorized use, reproduction, and distribution of instructional materials considered for adoption.~~

~~2. Select, approve, adopt, or purchase all materials as a separate line item on the agenda and <sup>†</sup>provide a reasonable opportunity for public comment. The use of materials described in this paragraph may not be selected, approved, or adopted as part of a consent agenda.~~

~~3.— Annually, beginning June 30, 2023, submit to the Commissioner of Education a report that identifies:~~

~~a. Each material for which the school district received an objection pursuant to subparagraph (a) 2. for the school year and the specific objections thereto.~~

~~b. Each material that was removed or discontinued as a result of an objection.~~

~~c. The grade level and course for which a removed or discontinued material was used, as applicable.~~

~~The department shall publish and regularly update a list of materials that were removed or discontinued as a result of an objection and disseminate the list to school districts for consideration in their selection procedures.~~

### ~~(3) DISTRICT SCHOOL SUPERINTENDENT.—~~

~~(a) —The district school superintendent has the duty to recommend such plans for improving, providing, distributing, accounting for, and caring for instructional materials and other instructional aids as will result in general improvement of the district school system, as prescribed in this part, in accordance with adopted district school board rules prescribing the duties and responsibilities of the district school superintendent regarding the requisition, purchase, receipt, storage, distribution, use, conservation, records, and reports of, and management practices and property accountability concerning, instructional materials, and providing for an evaluation of any instructional materials to be requisitioned that have not been used previously in the district's schools. The district school superintendent must keep adequate records and accounts for all financial transactions for funds collected pursuant to subsection (4).~~

~~(b) Each district school superintendent shall notify the department by April 1 of~~



~~each year the state-adopted instructional materials that will be requisitioned for use in his or her school district. The notification shall include a district school board plan for instructional materials use to assist in determining if adequate instructional materials have been requisitioned.~~

~~(4) SCHOOL PRINCIPAL.— The school principal has the following duties for the management and care of materials at the school:~~

~~(a) Proper use of instructional materials.— The principal shall assure that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed, pursuant to adopted district school board rule. The school principal shall communicate to parents the manner in which instructional materials are used to implement the curricular objectives of the school.~~

~~(b) Money collected for lost or damaged instructional materials; enforcement.— The school principal shall collect from each student or the student's parent the purchase price of any instructional material the student has lost, destroyed, or unnecessarily damaged and to report and transmit the money collected to the district school superintendent. The failure to collect such sum upon reasonable effort by the school principal may result in the suspension of the student from participation in extracurricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the school principal, pursuant to policies adopted by district school board rule.~~

~~(c) Sale of instructional materials.— The school principal, upon request of the parent of a student in the school, shall sell to the parent any instructional materials used in the school. All such sales shall be made pursuant to rule adopted by the district school board, and the principal shall annually provide information to parents that they may purchase instructional materials and how to purchase the materials.~~

~~(d) Disposition of funds.— All money collected from the sale, exchange, loss, or damage of instructional materials shall be transmitted to the district school superintendent to be deposited in the district school board fund and added to the district appropriation for instructional materials.~~

~~(e) Accounting for instructional materials.— Principals shall see that all instructional materials are fully and properly accounted for as prescribed by adopted rules of the district school board.~~

~~(f) Selection of library media center materials.— School principals are responsible for overseeing compliance with school district procedures for selecting school library media center materials at the school to which they are assigned.~~

## **~~1006.29 State Instructional Materials and Reviewers~~**

~~(5) The department shall develop a training program for persons selected as state instructional materials reviewers and school district reviewers. The program shall be structured to assist reviewers in developing the skills necessary to make valid, culturally sensitive, and objective decisions regarding the content and rigor of instructional materials. All persons serving as instructional materials reviewers must complete the training program prior to beginning the review and selection process.~~

~~(6) The department shall develop an online training program for school librarians, media specialists, and other personnel involved in the selection and maintenance of library media and collections or materials maintained on a reading list. This training must assist reviewers in complying with the requirements of s. 1006.31(2). The department shall make this training available no later than January 1, 2023. No later than July 1, 2023, and annually thereafter, each superintendent must certify to the department that all school librarians and media specialists employed by the district have completed the online training program.~~

## **~~1006.31 Duties of the Department of Education and School District Instructional Materials Reviewer~~**

~~2) — EVALUATION OF INSTRUCTIONAL MATERIALS. — To use the selection criteria listed in s. 1006.34(2) (b) and recommend for adoption only those instructional materials aligned with the Next Generation Sunshine State Standards provided for in s. 1003.41. Instructional materials recommended by each reviewer shall be, to the satisfaction of each reviewer, accurate, objective, balanced, noninflammatory, current, free of pornography and material prohibited under s. 847.012, and suited to student needs and their ability to comprehend the material presented. Reviewers shall consider recommendation materials developed for academically talented students, such as students enrolled in advanced placement courses. When recommending instructional materials, each reviewer shall:~~

~~(a) — Include only instructional materials that accurately portray the ethnic, socioeconomic, cultural, religious, physical, and racial diversity of our society, including men and women in professional, career, and executive roles, and the role and contributions of the entrepreneur and labor in the total development of this state and the United States.~~

~~(b) — Include only materials that accurately portray, whenever appropriate,~~

~~humankind's place in ecological systems, including the necessity for the protection of our environment and conservation of our natural resources and the effects on the human system of the use of tobacco, alcohol, controlled substances, and other dangerous substances.~~

~~(c) Include materials that encourage thrift, fire prevention, and humane treatment of people and animals.~~

~~(d) — Require, when appropriate to the comprehension of students, that materials for social science, history, or civics classes contain the Declaration of Independence and the Constitution of the United States. A reviewer may not recommend any instructional materials that contain any matter reflecting unfairly upon persons because of their race, color, creed, national origin, ancestry, gender, religion, disability, socioeconomic status, or occupation or otherwise contradict the principles enumerated under s. 1003.42(3).~~

#### **~~1006.34 (2) (b) Powers and Duties of the Commissioner and the Department in Selecting and Adopting Instructional Materials~~**

~~In the selection of instructional materials, library media, and other reading material used in the public school system, the standards used to determine the propriety of the material shall include:~~

- ~~1. The age of the students who normally could be expected to have access to the material.~~
- ~~2. The educational purpose to be served by the material. Priority shall be given to the selection of materials that align with the Next Generation Sunshine State Standards as provided for in s. 1003.41 and include the instructional objectives contained within the curriculum frameworks for career and technical education and adult and adult general education adopted by rule of the State Board of Education under s. 1004.92.~~
- ~~3. The degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program.~~
- ~~4. The consideration of the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state.~~

#### **~~1006.40 — Use of instructional materials allocation; instructional materials, library books, and reference books; repair of books.~~**

~~(1) — On or before July 1 each year, the commissioner shall certify to each district~~

~~school superintendent the estimated allocation of state funds for instructional materials, computed pursuant to the provisions of s. 1011.67 for the ensuing fiscal year.~~

~~(2) — Each district school board must purchase current instructional materials to provide each student in kindergarten through grade 12 with a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature. Such purchase must be made within the first 3 years after the effective date of the adoption cycle unless a district school board or a consortium of school districts has implemented an instructional materials program pursuant to s. 1006.283.~~

~~(3)(a) — Except for a school district or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283, each district school board shall use the annual allocation only for the purchase of instructional materials that align with state standards and are included on the state-adopted list, except as otherwise authorized in paragraphs (b) and (c).~~

~~(b) — Up to 50 percent of the annual allocation may be used for:~~

~~1. The purchase of library and reference books and nonprint materials.~~

~~2. 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 hard backed or soft backed textbooks, novels, electronic content, consumables, learning laboratories, manipulatives, electronic media, computer courseware or software, and other commonly accepted instructional tools as prescribed by district school board rule.~~

~~3. The repair and renovation of textbooks and library books and replacements for items which were part of previously purchased instructional materials.~~

~~(c) — District school boards may use 100 percent of that portion of the annual allocation designated for the purchase of instructional materials for kindergarten, and 75 percent 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.~~

~~(d) — Any materials purchased pursuant to this section must be:~~

~~1. Free of pornography and material prohibited under s. 847.012.~~

~~2. Suited to student needs and their ability to comprehend the material presented.~~

~~3. Appropriate for the grade level and age group for which the materials are used or made available.~~

~~(4) Each district school board is responsible for the content of all materials used in a classroom or otherwise made available to students. Each district school board~~

~~shall adopt rules, and each district school superintendent shall implement procedures, that:~~

- ~~(a) Maximize student use of the district approved instructional materials.~~
- ~~(b) Provide a process for public review of, public comment on, and the adoption of materials, including those used to provide instruction required by s. 1003.42, which satisfies the requirements of s. 1006.283(2)(b)8., 9., and 11.~~
- ~~(5) District school boards may issue purchase orders subsequent to February 1 in an aggregate amount which does not exceed 20 percent of the current year's allocation, and subsequent to April 1 in an aggregate amount which does not exceed 90 percent of the current year's allocation, for the purpose of expediting the delivery of instructional materials which are to be paid for from the ensuing year's allocation. This subsection does not apply to a district school board or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283.~~
- ~~(6) In any year in which the total instructional materials allocation for a school district has not been expended or obligated prior to June 30, the district school board shall carry forward the unobligated amount and shall add it to the next year's allocation.~~
- ~~(7) A district school board or a consortium of school districts that implements an instructional materials program pursuant to s. 1006.283 may use the annual allocation to purchase instructional materials not on the state adopted list. However, instructional materials purchased pursuant to this section which are not included on the state adopted list must meet the criteria of s. 1006.31(2), align with state standards adopted by the State Board of Education pursuant to s. 1003.41, and be consistent with course expectations based on the district's comprehensive plan for student progression and course descriptions adopted in state board rule.~~

#### **~~1014.04—Parental rights-~~**

~~(1) All parental rights are reserved to the parent of a minor child in this state without obstruction or interference from the state, any of its political subdivisions, any other governmental entity, or any other institution, including, but not limited to, all of the following rights of a parent of a minor child in this state:~~

- ~~(a) The right to direct the education and care of his or her minor child.~~

### **INSTRUCTIONAL MATERIALS PROGRAM (School Board Policy 2521)**

~~The School Board shall provide instructional materials and equipment, within budgetary~~

constraints, to implement the District's educational goals and objectives and to meet students' needs. The primary objective of such instructional materials and equipment shall be to enrich, support, and implement the educational program of the school. Instructional materials used in the District shall be consistent with the District goals and objectives and the course descriptions established by the State Board of Education and the State standards provided for in F.S. 1003.41.

State law requires the Board to provide adequate instructional materials free of charge to students who are enrolled in the District.

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

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

The Board hereby establishes an instructional materials program that includes the review, recommendation, adoption, and purchase of instructional materials. The program shall be implemented in accordance with the terms of this policy and administrative procedures adopted in accordance herewith. The program shall comply with all applicable provisions of F.S. Chapter 1006, Part I, F. Instructional Materials for K-12 Public Education. The Superintendent shall certify to the Florida Department of Education (FLDOE) by March 31st of each year that all instructional materials for core courses used by the District are aligned with applicable State standards. A list of the core instructional materials that will be used or purchased for use by the District shall be included in the certification.

~~Selection, Duties, and Qualifications of Reviewers, Review of Instructional Materials, Recommendations of Reviewers, and Selection of Instructional Materials by Reviewer~~

The Board may employ or contract with one (1) or more instructional materials reviewers, one (1) or more of whom must be a parent with a child in a District public school. The qualifications of the instructional materials reviewer shall be set forth in the Board-approved job description for the position, or, alternatively, in the contract for services. A meeting of a committee for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the Board must be noticed and open to the public in accordance with F.S. 286.011. A committee convened for such purposes must include parents of District students.

The duties of an instructional materials reviewer are:

#### Procedures

To adhere to prescribed procedures for evaluating instructional materials submitted by publishers and manufacturers in each adoption.

~~B. Review, Recommendations, and Selection of Instructional Materials by Reviewer~~

- ~~1. Reviewers shall utilize the selection criteria set forth in State law, including F.S. 1006.34(2) (b) and recommend for adoption only those instructional materials aligned with State standards provided for in F.S. 1003.41.~~
- ~~2. Instructional materials recommended by each reviewer shall be, to the satisfaction of each reviewer, accurate, objective, balanced, noninflammatory, current, free of pornography and material prohibited under F.S. 847.12, and suited to student needs and their ability to comprehend the material presented. Reviewers shall consider for recommendation materials developed for academically talented students, such as students enrolled in advanced placement courses. When recommending instructional materials, each reviewer shall:~~
  - ~~a. include only instructional materials that accurately portray the ethnic, socioeconomic, cultural, religious, physical, and racial diversity of our society, including men and women in professional, career, and executive roles and the role and contributions of the entrepreneur and labor in the total development of this State and the United States;~~
  - ~~b. include only materials that accurately portray, whenever appropriate, humankind's place in ecological systems, including the necessity for the protection of our environment and conservation of our natural resources and the effects on the human system of the use of tobacco, alcohol, controlled substances, and other dangerous substances;~~
  - ~~c. include materials that encourage thrift, fire prevention, and humane treatment of people and animals;~~
  - ~~d. require, when appropriate to the comprehension of students, that materials for social science, history, or civics classes contain that Declaration of Independence and the Constitution of the United States;~~

~~A reviewer may not recommend any instructional materials that contain any matter reflecting unfairly upon persons because of their race, color, creed, national origin, ancestry, gender, religion, disability, socioeconomic status, or occupation.~~

- ~~3. In the selection of instructional materials, library media, and other reading material used in the public school system, the standards used to determine the propriety of the material shall include:~~
  - ~~a. the age of the students who normally could be expected to have access to the material;~~
  - ~~b. the educational purpose to be served by the material;~~

~~In considering instructional materials for classroom use, priority shall be given to the selection of materials which encompass the State and Board performance standards provided for in F.S. 1001.03(1) and which include the instructional objectives contained within the curriculum frameworks approved by rule of the State Board of Education:~~

- ~~e. the degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal instructional program;~~
- ~~d. the consideration of the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this State.~~

- ~~4. Any instructional material containing pornography or otherwise prohibited by F.S. 847.012 may not be used or made available within any public school.~~

~~After a thorough study of all data submitted on each instructional material, the reviewer shall submit an electronic report to the Superintendent for presentation to the Board. The report shall be in substantially the same format as the form used by the FLDOE. All instructional materials recommended by a reviewer shall be accompanied by a statement from the reviewer that the materials align with State standards pursuant to F.S. 1003.41 and the requirements of F.S.~~

~~1006.31.~~

#### **Certification of the Accuracy of Instructional Materials**

~~In addition to relying on statements of publishers or manufacturers of instructional materials, the reviewer may, with the approval, and subject to the direction of the Superintendent, conduct or cause to be conducted an independent investigation to determine the accuracy of State-adopted instructional materials.~~

~~When errors in Board-adopted materials are confirmed, the publisher of the materials shall provide to each district school board that has purchased the materials the corrections in a format approved by the department.~~

~~The Board may remove materials from the list of Board-adopted materials if it finds that the content is in error and the publisher refuses to correct the error when notified by the Board.~~

~~The Board may remove materials from the list of Board-adopted materials at the request of the publisher if, in its opinion, there is no material impact on the State's education goals.~~

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#### **Affidavit of Instructional Materials Reviewer**

~~Before commencing their duties, a District instructional materials reviewer shall execute an affidavit which substantially includes the following requirements of F.S. 1006.30:~~

~~A. The reviewer will faithfully discharge the duties imposed upon them.~~

~~B. The reviewer has no interest in any publishing or manufacturing organization that produces or sells instructional materials.~~

~~C. The reviewer is in no way connected with the distribution of the instructional materials.~~

~~D. The reviewer does not have any direct or indirect pecuniary interest in the business or profits of any person engaged in manufacturing, publishing, or selling instructional materials designed for use in the public schools.~~

~~E. The reviewer will not accept any emolument or promise of future reward of any kind from any publisher or manufacturer of instructional materials or their agent or anyone interest in, or intending to bias their his/her judgment in any way in, the selection of any materials to be adopted.~~

~~F. The reviewer understands that it is unlawful to discuss matters relating to instructional materials submitted for adoption with any agent of a publisher or manufacturer of instructional materials, either directly or indirectly, except during the period when the publisher or manufacturer is providing a presentation for the reviewer during their his/her review of the instructional materials submitted for adoption.~~

#### **Board Adoption of Instructional Materials**

~~After receipt from the Superintendent of a reviewer's electronic report and recommendation, the Board shall publish a notice indicating the date, time, and location of an open public hearing to address the~~



~~recommended instructional materials. The public shall have an opportunity to provide public comment at the public hearing.~~

~~Following the public hearing, the Board shall publish notice indicating the date, time, and location of an open public meeting to approve an annual instructional materials plan to identify any instructional materials that will be purchased through the Board instructional materials review process pursuant to this policy. This public meeting will be held on a different date than the public hearing. The Board will select, approve, and adopt all materials as a separate line item on the regular (non-consent) agenda and will provide a reasonable opportunity for public comment.~~

~~Notice of the public hearing and public meeting identified herein shall specifically identify which instructional materials are being reviewed and the manner in which the instructional materials can be accessed for public review. The hearing must allow the parent of a District student or a resident of the county to proffer evidence that a recommended instructional material does not meet the criteria provided in F.S. 1006.31(2), taking into consideration course expectations based on the District's comprehensive plan for student progression under F.S. 1008.25(2) and course descriptions in the course code directory.~~

~~For purposes of this policy, "resident" means a resident of the county who has maintained their residence in Florida for the preceding year, has purchased a home that is occupied by them him/her as their his/her residence, or has established a domicile in Florida pursuant to F.S. 222.17. At least twenty (20) calendar days before the Board hearing and public meeting, the Board shall make available online to the public through the District's website all student editions of the recommended instructional materials. In making these materials available, District staff shall implement reasonable safeguards against the unauthorized use, reproduction, and distribution of instructional materials considered for adoption.~~

#### ~~Publication on Website~~

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

#### ~~School Library Media Centers and Reading Lists~~

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

#### ~~Procedure~~

~~The media specialist will endeavor to stay informed about appropriate new publications that become available, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book reviews. The media specialist will also receive and consider suggestions and requests brought forward by other faculty, students, and parents.~~

~~Potential new books for the school library media center will be evaluated to determine if they would be suitable for student needs, and whether they would be appropriate for the intended grade level and age group. In considering new acquisitions, the media specialist will consult reputable, professionally recognized reviewing periodicals and school community stakeholders. The media specialist will also assess student interest in the subject(s) presented and the ability of students to comprehend the material presented. Books selected must be free of pornography and material prohibited under F.S. 847.012.~~

~~The goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of state academic standards and aligned curriculum, and the academic needs of students and faculty.~~

~~After evaluation, the media specialist will inform the principal or Supervisor of Literacy, Intervention & Elementary Academic Programs of those books that have been evaluated and are approved for inclusion in the collections.~~

~~Periodically, books will be removed from the collections or discontinued, based on their poor physical condition, low rate of recent circulation, non-alignment to state standards, out-of-date content, or status following a parent's or community member's objection.~~

~~The procedures for developing library media center and reading list collections will be posted on the website for each school in the District.~~

#### ~~Access~~

~~Upon written request, an individual will be provided access to material or books specified in the written request that are maintained in a District library if such material or books are available for review. The school principal shall arrange for a convenient time to provide such access.~~

~~Each elementary school will publish on its website, in a searchable format, a list of all materials maintained in the school library media center which can be checked out or used by a student or required as part of a school or grade-level reading list.~~

#### ~~The format must:~~

~~A. identify the type of material maintained in the library media center by category, such as books, eBooks, periodicals, and videos;~~

~~B. list, at a minimum, the following information:~~

- ~~1. The title and author for books and e-books;~~
- ~~2. The name or title for periodicals and videos; and,~~
- ~~3. The title for any other material maintained in the media center.~~

~~C. Books and e-books must be searchable by, at a minimum, author and title. All other materials must be searchable by, at a minimum, title.~~

#### ~~Purchase of Instructional Materials, Including Advertising and Bidding~~

~~Beginning on or before May 15th of any year in which an instructional materials adoption is to be~~

~~initiated, the District shall advertise in a local newspaper of general circulation four (4) weeks preceding the date on which the bids shall be received, that at a certain designated time, not later than June 15th, sealed bids or proposals to be deposited with the District will be received from publishers or manufacturers for the furnishing of instructional materials proposed to be adopted as listed in the advertisement beginning April 1st following the adoption.~~

~~The advertisement shall state that each bidder shall furnish electronic sample copies of all instructional materials submitted, at a time designated by the District, which copies shall be identical with the copies approved and accepted by State instructional materials reviewers, and with the copies furnished to the District and Superintendent.~~

~~The advertisement shall state that a contract covering the adoption of the instructional materials shall be for a definite term. The advertisement shall fix the time within which the required contract must be executed and shall state that the District reserves the right to reject any or all bids.~~

~~The advertisement shall give information regarding digital specifications that have been adopted by the Board, including minimum format requirements that will enable electronic and digital content to be accessed through the District's local instructional improvement system and a variety of mobile, electronic, and digital devices. Beginning with specifications released in 2014, the digital specifications shall include requiring the capability for searching by State standards and site and student level licensing. Such digital format specifications shall be appropriate for the interoperability of the content. The Board will not adopt specifications that require the instructional materials to include specific references to State mandated testing and State academic standards and benchmarks at the point of student use.~~

~~The bids submitted shall be for furnishing the designated materials in accordance with specifications of the District. The bid shall state the lowest wholesale price at which the materials will be furnished, at the time the adoption period provided in the contract begins. The Board will purchase all materials as a separate line item on the regular (non-consent) agenda and will provide a reasonable opportunity for public comment.~~

~~Each publisher or manufacturer of instructional materials who submits a bid under this part is required to deposit with the District such sum of money or certified check as may be determined by the District, the amount to be not less than \$500 and not more than \$2,500, according to the number of instructional materials covered by the bid, which deposit shall be forfeited to the Board and placed in the (General Revenue Fund) General Fund if the bidder making the deposit fails or refuses to execute the contract and bond within thirty (30) days after receipt of the contract in case their bid or proposal is accepted. The District shall, upon determining that the deposit is correct and proper, deposit the funds in an interest bearing trust account and issue an official receipt.~~

~~Sample copies of all instructional materials that have been made the bases of contracts under this policy shall upon request for the purpose of public inspection, be made available by the publisher to the Department of Education and the Superintendent from the State list upon request for the purpose of public inspection.~~

~~Any materials purchased shall be free of pornography and material prohibited under F.S. 847.12, suited to student needs and their ability to comprehend the material presented, and appropriate for the~~

~~grade level and age group for which the materials are used or made available.~~

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

#### ~~Review Cycle for Instructional Materials by Subject Area~~

~~By April 15th of each school year, the instructional material reviewer shall review all instructional materials and evaluate the content for alignment with applicable State Standards. The reviewer shall review the materials for the level of instructional support and the accuracy and appropriateness of progression of introduced content. Instructional materials shall be made electronically available to the reviewer. The reviewer shall rate the material on the instructional usability of the resources.~~

#### ~~Compliance with F.S. 1006.32, Relating to Prohibited Acts~~

~~In accordance with State law, this policy strictly prohibits any individual or the Board from engaging in any of the prohibited acts set forth in F.S. 1006.32.~~

#### ~~Parental Notification of Access to Student's Instructional Materials and Access to Materials and Books in District Libraries~~

~~The District shall notify parents through the District's website and in writing annually of their ability to access their children's instructional materials through the District's local instructional improvement system. The notification shall encourage parents to access the local instructional improvement system. Upon written request, an individual will be provided access to material or books specified in the written request that are maintained in a District library if such material or books are available for review. The school principal shall arrange for a convenient time to provide such access.~~

#### ~~Maximization of Student Use of District-approved Instructional Materials~~

~~In order to maximize student use of authorized instructional materials, the Board shall:~~

- ~~A. purchase current instructional materials to provide each student with a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature for kindergarten through grade 12;~~
- ~~B. by the 2015-2016 fiscal year, use at least fifty percent (50%) of the annual allocation for the purchase of digital or electronic instructional materials included on the State-adopted list, except as otherwise authorized by law or rules of the State Board of Education;~~
- ~~C. use up to 100% of that portion of the annual allocation designated for the purchase of instructional materials for kindergarten, and up to 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, which shall be used for the purchase of instructional materials or other items having intellectual content which assist in the instruction of a subject or course.~~

~~These items may be available in bound, unbound, kit, or package form and may consist of hard backed or soft backed textbooks, electronic content, replacements for items which were part of previously purchased instructional materials, consumables, learning laboratories, manipulatives, electronic media, computer courseware or software, and other commonly accepted instructional tools.~~

~~The Superintendent shall implement procedures that will assure the maximum use by the students of the authorized instructional materials.~~

### ~~Required Curriculum~~

~~Nothing in this policy shall limit or remove the responsibility of the Board to include in its curriculum the required instruction specified in State law including, but not limited to, the following:~~

- ~~A. The history of the United States; the history of the Holocaust.~~
  - ~~B. The history of African Americans.~~
  - ~~C. The study of Hispanic contributions to the United States.~~
  - ~~D. The study of women's contributions to the United States.~~
  - ~~E. The nature and importance of free enterprise to the United States economy.~~
  - ~~F. The elementary principles of agriculture; and kindness to animals.~~
- ~~Publisher and Manufacturer Duties, Responsibilities, and Requirements~~

~~In accordance with State law, all publishers and manufacturers of instructional materials, and their representatives, must comply with the requirements of F.S. 1006.38. These requirements include, but are not limited to, the following:~~

- ~~A. Electronically deliver fully developed sample copies of all instructional materials upon which bids are based to the department pursuant to procedures adopted by the State Board of Education.~~
- ~~B. Submit, at a time designated in F.S. 1006.33, the following information:~~
  - ~~1. Detailed specifications of the physical characteristics of the instructional materials, including any software or technological tools required for use by the District, school, teachers, or students. The publisher or manufacturer shall comply with these specifications if the instructional materials are adopted and purchased in completed form.~~
  - ~~2. Evidence that the publisher or manufacturer has provided materials that address the performance standards provided for in F.S. 1001.03(1) and that can be accessed through the District's digital classrooms plan and a variety of electronic, digital, and mobile devices.~~
  - ~~3. Evidence that the instructional materials include specific reference to Statewide standards in the teacher's manual and incorporate such standards into chapter tests or the assessments.~~
- ~~C. Make available for purchase by the Board any diagnostic, criterion-referenced, or other tests that they may develop.~~
- ~~D. Furnish the instructional materials offered by them at a price in the State which, including all costs of electronic transmission, may not exceed the lowest price at which they offer such instructional materials for adoption or sale to any state or school district in the United States.~~
- ~~E. Reduce automatically the price of the instructional materials to the Board to the extent that reductions are made elsewhere in the United States.~~
- ~~F. Provide any instructional materials free of charge in the State to the same extent as they are provided free of charge to any state or school district in the United States.~~
- ~~G. Guarantee that all copies of any instructional materials sold in this State will be at least equal in quality to the copies of such instructional materials that are sold elsewhere in the United States and will be kept revised, free from all errors, and up to date as may be required by the department.~~
- ~~H. Agree that any supplementary material developed at the District or State level does not violate the author's or publisher's copyright, provided such material is developed in accordance with the doctrine of fair use.~~
- ~~I. Not in any way, directly or indirectly, become associated or connected with any combination in restraint of trade in instructional materials, nor enter into any understanding, agreement, or combination to control prices or restrict competition in the sale of instructional materials for use in the State.~~
- ~~J. Maintain or contract with a depository in the State.~~

~~K. For the core subject areas specified in F.S. 1006.40(2), maintain in the depository for the first three (3) years of the contract an inventory of instructional materials sufficient to receive and fill orders.~~  
~~L. For the core subject areas specified in F.S. 1006.40(2), ensure the availability of an inventory sufficient to receive and fill orders for instructional materials for growth, including the opening of a new school, and replacement during the 3rd and subsequent years of the original contract period.~~  
~~M. Accurately and fully disclose only the names of those persons who actually authored the instructional materials.~~  
~~N. Grant, without prior written request, for any copyright held by the publisher or its agencies automatic permission to the Board for the reproduction of instructional materials and supplementary materials in Braille, large print, or other appropriate format for use by visually impaired students or other students with disabilities that would benefit from use of the materials.~~

#### ~~Assessment and Collection of Fees~~

~~The Board shall not assess and collect fees from publishers participating in the instructional materials approval process.~~

~~The amount of fees assessed and collected shall be posted on the District's website and reported to the Florida Department of Education. The fees shall not exceed the actual cost of the review process, and the fees shall not exceed \$3,500 per submission by a publisher. Any fees collected for this process shall be allocated for the support of the review process and maintained in a separate line item for auditing purposes.~~

~~The fees shall be used to cover the actual cost of substitute teachers for each workday that a member of the District's instructional staff is absent from the employee's assigned duties for the purpose of rendering service as an instructional materials reviewer. In addition, each reviewer may be paid a stipend and is entitled to reimbursement for travel expenses and per diem in accordance with F.S. 112.061 for actual service in meetings.~~

~~Instructional materials that have been reviewed by the District instructional materials reviewers and approved must have been determined to align with all applicable State standards pursuant to F.S. 1003.41 and the requirements in F.S. 1006.31. The Superintendent shall annually certify to the FLDOE that all instructional materials for core courses used by the District are aligned with all applicable State standards.~~

~~A list of all approved instructional materials shall be maintained by the Superintendent and made available for the use of the instructional staff.~~

#### ~~Fees Charged to Parents~~

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

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

~~of the student.~~

#### ~~Free School-Related Instructional Materials~~

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

- ~~A. Educational films should contain a minimum amount of commercial advertising.~~
- ~~B. The advertising feature of the materials should be minimized.~~
- ~~C. The materials should fill a legitimate purpose of the school curriculum.~~
- ~~D. The initiative for securing the materials should be of the type that teachers seek rather than materials forwarded to them to promote the interests of an outside agency.~~

#### ~~Equipment or Instructional Materials Vendors~~

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

#### ~~Public Inspection of Sample Copies of Instructional Materials~~

~~In addition to the requirements for public inspection of sample copies of instructional materials required by this policy, the Board shall make available for public inspection sample copies of all instructional materials that have been purchased by the Board. Members of the public seeking to inspect these materials shall contact the Directors of Elementary and Secondary Curriculum.~~

~~The process to challenge and/or object to the adoption of instructional materials is set forth in Policy 2520.~~

#### ~~New Worlds Reading Initiative~~

~~The New Worlds Reading Initiative, created by the Florida Department of Education, provides high-quality, free books directly to K-5 students who score below a level 3 in the preceding year's Statewide English Language Arts Assessment (ELA) or having a substantial reading deficiency. The School District must notify parents of eligible students upon enrollment and at the beginning of each school year options for specific book topics or genres in order to maximize student interest in reading. The District must coordinate monthly book deliveries with the program administrator beginning no later than October and continuing through at least June. The District must participate in the initiative by partnering with local nonprofit organizations and raising awareness by using marketing materials provided by the program administrator. A student's eligibility for the initiative continues until promotion to grade 6 or until the parent opts out of the initiative.~~

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

~~The Statewide ELA is not the sole determiner of promotion. Additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and schools in identifying the reading level of the student. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school begin collecting evidence for a portfolio. © Neola 2022 Legal F.S. 119.071 F.S. 1001.215 F.S. 1002.22 F.S. 1003.41 F.S. 1003.485 F.S. 1006.28 F.S. 1006.28 through 1006.42 F.S. 1008.22 F.S. 1008.25(5) (a) F.S. 1008.25(5) (c) F.S. 1014.05 F.A.C. 6A-6.03028 34 C.F.R. Part 300.~~

## **~~C. Educational Media Materials Selection~~**

### **~~1. Criteria for Selection of Educational Materials~~**

~~Excerpts below are from Florida's state mandated media specialist training:~~

~~Collections must:~~

- ~~• Support academic standards and curriculum.~~
- ~~• Support the academic needs of students and faculty.~~
- ~~• Support the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state.~~
- ~~• Be based upon reader interest.~~
- ~~• Be appropriate for the grade level and age group for which the materials are made available.~~
- ~~• Be suited to student needs and their ability to comprehend the material.~~
- ~~• Follow Florida Statutes, State Board of Education rules and school district policies.~~

~~Criteria for Selection of Library Materials Section §1006.40(3)(d), F.S.~~

~~All materials in a school library or included on a reading list must be:~~

- ~~1. Free of Pornography and material prohibited under §s. 847.012, F.S.~~
- ~~2. Suited to student needs and their ability to comprehend the material presented.~~
- ~~3. Appropriate for the grade level and age group for which the materials are used and made available.~~

~~Suited to Student Needs and Appropriate for Age and Grade Level Considerations should include:~~

- ~~• Student ability to comprehend material.~~



- ~~The degree to which the material will be explained/supplemented by classroom instruction.~~
- ~~The educational purpose of the material.~~
- ~~The accurate portrayal of the state's broad racial, ethnic, socioeconomic and cultural diversity, without bias or indoctrination.~~
- ~~Age and grade level of students~~
- ~~Maturity of students~~
- ~~Err on the side of caution.~~

~~Section 1006.34(2) (b), F.S.~~

- ~~1. The age of the students who normally could be expected to have access to the material.~~
- ~~2. The educational purpose to be served by the material. Priority shall be given to the selection of materials that align with the Next Generation Sunshine State Standards as provided for in s. 1003.41 and include the instructional objectives contained within the curriculum frameworks for career and technical education and adult and adult general education adopted by rule of the State Board of Education under s. 1004.92.~~
- ~~3. The degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program.~~
- ~~4. The consideration of the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state. Any instructional material containing pornography or otherwise prohibited by s. 847.012 may not be used or made available within any public school.~~

~~Section 1006.28(2) (d) 2, F.S.~~

- ~~a. Require that book selections meet the criteria in s. 1006.40(3)(d).~~
- ~~b. Require consultation of reputable, professionally recognized reviewing periodicals and school community stakeholders.~~
- ~~c. Provide for library media center collections based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty.~~
- ~~d. Provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, out of date content, and required removal pursuant to subparagraph (a) 2.~~

~~Statute 847.012~~

Full statute:

[http://www.leg.state.fl.us/Statutes/index.cfm?App\\_mode=Display\\_Statute&URL=0800-0899/0847/Sections/0847.012.html](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=0800-0899/0847/Sections/0847.012.html)

- ~~Materials Prohibited by Section 847.012, F.S. An adult may not knowingly distribute to a minor on school property:~~
- ~~Any picture...or visual representation of a person or a portion of a human body which depicts nudity or sexual conduct, sexual excitement, sexual battery, bestiality, or sadomasochistic abuse and which is harmful to minors.~~
- ~~Any book, pamphlet, magazine [or] printed matter...that contains...explicit and detailed verbal descriptions or narrative accounts of sexual excitement, or sexual conduct and that is harmful to minors.~~

~~The standards to determine the propriety of the educational materials shall be pursuant to Florida Statutes 847.001~~

~~"Harmful to minors" means any reproduction, imitation, characterization, description, exhibition, presentation, or representation, of whatever kind or form, depicting nudity, sexual conduct, or sexual excitement when it:~~

- ~~(a) predominantly appeals to a prurient, shameful, or morbid interest~~
- ~~(b) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material or conduct for minors; and~~
- ~~(c) taken as a whole, is without serious literary, artistic, political, or scientific value for minors.~~

## **~~Selection and Adoption of Instructional Materials (School Board Policy 2520)~~**

~~The School Board adopts courses of study pursuant to State Law and Policy 2220. When adopting courses of study, State Law also requires the Board to adopt and provide adequate instructional materials to students enrolled in the District.~~

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

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

~~As required by State Law, instructional materials adopted and used in the District shall be consistent with the goals and objectives in the District's adopted course of study and with the course description established by State Board rule. The Board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school library, or included on a reading list.~~

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

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

## **Adoption of Instructional Materials**

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

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

~~will provide a reasonable opportunity for public comment.~~

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

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

### **~~Publication on Website~~**

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

### **~~School Library Media Centers and Reading Lists~~**

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

### **~~Procedure~~**

~~The media specialist will endeavor to stay informed about appropriate new publications, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book reviews. The media specialist will also receive and consider suggestions or requests brought forward by other faculty, students and parents.~~

~~Potential new books for the school library media center and reading lists will be evaluated to determine if they would be suitable for student needs and whether they would be appropriate for the intended grade level and age group. In considering possible new acquisitions, the media specialist will consult reputable, professionally recognized reviewing periodicals and school community stakeholders. The media specialist will also assess the level of student interest in the subject(s) presented and the ability of students to comprehend the material. Books that are selected must be free of pornography and material prohibited under F.S. 847.012.~~

~~The goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of State standards and aligned curriculum, and the academic needs of students and faculty.~~

~~After evaluation, the media specialist will inform the principal of those books that have been evaluated and are approved for inclusion in the collections.~~

~~Periodically, books will be removed from the collection or discontinued, based on their poor physical condition, low rate of recent circulation, non-alignment to State standards, out-of-date content, or status following a parent's or community member's objection.~~

~~The procedure for developing library media center and reading list collections will be posted on the website for each school in the District.~~

~~Upon written request, an individual will be provided access to material or books specified in the written request that are maintained in a District library if such material or books are available for review. The Principal shall arrange for a convenient time to provide such access.~~

~~Each elementary school must publish on its website, in a searchable format, a list of all materials maintained in the school library media center or required as part of a school or grade-level reading list.~~

### **Purchase of Instructional Materials**

~~Following adoption by the Board, requisitions shall be issued to purchase current instructional materials from the State-adopted instructional materials list so that each student in Kindergarten through Grade 12 will have a major tool of instruction in core courses—subject areas of mathematics, language arts, science, social studies, reading, and literature. Any materials purchased shall be free of pornography and materials prohibited under F.S. 847.12, suited to student needs and their ability to comprehend the material presented, and appropriate for the grade level and age group for which the materials are used or made available. The Board will purchase all materials as a separate line item on the regular (non-consent) agenda and will provide a reasonable opportunity for public comment.~~

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

~~adopted instructional materials list.~~

~~The Superintendent shall approve these purchases.~~

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

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

### **~~Replacement and Purchase of Instructional Materials by Students/Parents~~**

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

~~Any student or their parent(s) may purchase a copy of the designated course instructional materials, regardless of format, for the District's purchase price, including shipping.~~

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

### **~~Free School-Related Instructional Materials~~**

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

- ~~A. The initiative for securing the materials should be of the type that teachers seek rather than materials forwarded to them to promote the interests of an outside agency.~~
- ~~B. The materials should fill a legitimate purpose of the school curriculum.~~
- ~~C. The advertising feature of the materials should be minimized.~~
- ~~D. Educational films should contain a minimum amount of commercial advertising.~~

### **~~Equipment or Instructional Materials Vendors~~**

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

### **~~New Worlds Reading Initiative~~**

~~The New Worlds Reading Initiative, created by the Florida Department of Education, provides high-quality, free books directly to K-5 students who are reading below grade level and to improve the literacy skills of students in K-12. The District must notify parents of eligible students upon enrollment and at the beginning of each school year options for specific book topics or genres in order to maximize student interest in reading. The District must coordinate monthly book deliveries with the program administrator beginning no later than October and continuing through at least June. The District must participate in the initiative by partnering with local nonprofit organizations and raising awareness by using marketing materials provided by the program administrator. A student's eligibility for the initiative continues until promotion to grade 6 or until the parent opts out of the initiative.~~

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

### **~~3. Challenges to Adoption or Use of Instructional, Library, or Reading List Materials (School Board Policy 2522)~~**

~~The following individuals may contest the adoption of a specific instructional material, or object to the use of specific material used in a classroom, made available in a school library, or included on a reading list:~~

~~A. parent of a student in the district; and~~

~~B. resident of the county.~~

~~For purposes of this policy, "parent" means a parent of a student enrolled in the District's schools. "Resident" means a person residing in the county who has maintained their residence in Florida for the preceding year, has purchased a home that is occupied by them as their residence, or has established a domicile in Florida pursuant to F.S. 222.17.~~

## **~~Contest of School Board's Adoption~~**

### **~~Filing a Petition~~**

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

### **~~Timeframe for Hearing~~**

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

### **~~Hearing Officers~~**

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

### **~~Procedures for Hearings~~**

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

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



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

~~E. The petitioner may make a closing statement.~~

~~F. The District representative may make a closing statement.~~

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

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

### **~~Objections to Material Used in Classrooms, Made Available in School Library, or Included on a Reading List~~**

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

~~All challenges under this policy shall be addressed as follows:~~

~~A. The complaint is to be addressed to the School Principal, in writing, and shall include:~~

- ~~1. author;~~
- ~~2. title;~~
- ~~3. publisher;~~
- ~~4. the complainant's familiarity with the material challenged;~~
- ~~5. sections challenged, by page and item;~~
- ~~6. whether the challenged material contains content that is pornographic or prohibited under F.S. 847.012, is not suited to student needs and their ability to comprehend the material presented or is inappropriate for the grade level~~

~~and age group for which the material is used.~~

- ~~-~~
- B. Upon receipt of the information, ~~the Principal may after advising the Assistant Superintendent of Teaching and Learning of the complaint, and upon the Assistant Superintendent's approval, appoint a review committee which will consist of one (1) or more instructional staff members including Media Specialist, District Official, Curriculum Member, Principal, Teacher, Community Member, a parent of a student enrolled in the school district; one (1) or more lay persons knowledgeable in the area.~~
- ~~-~~
- C. The committee, in evaluating the questioned material, ~~shall be guided by the following criteria: the appropriateness of the material for the age and maturity level of the students with whom it is being used, the accuracy of the material, the objectivity of the material, the use being made of the material.~~
- ~~-~~
- D. The material in question may be withdrawn from use pending the committee's recommendation to the Superintendent.
- ~~-~~
- E. The committee's recommendation shall be reported to the Superintendent in writing within fifteen (15) business days following the formation of the committee. The Superintendent will advise the complainant, in writing, of the committee's recommendation and advise the Board of the action taken or recommended.
- ~~-~~
- F. The Board will review the case, including all evidence proffered by the complainant, during a publicly noticed Board meeting. The Board shall announce during the meeting whether the challenged material meets the requirements of this Policy. The complainant shall submit any additional evidence for the Board's consideration no later than fourteen (14) days before the meeting at which the Board will consider the challenge.

~~No challenged material may be removed from the curriculum or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.~~

~~The Board shall discontinue use of any material challenged under this policy if it contains content that is pornographic or prohibited under F.S. 847.012, is not suited to student needs and their ability to comprehend the material presented or is inappropriate for the grade level and age group for which the material is used.~~

~~The decision of the Board shall be final.~~

## **E. Copyrighted Materials**

~~The District shall abide by all provisions of the copyright laws.~~

- ~~1. Commercial materials, whether printed or non-printed, may not be duplicated without prior written permission from the owner or copyright holder.~~
- ~~2. The School Board does not sanction or condone illegal duplication in any form, the use of illegally duplicated materials, or the improper use of commercially duplicated materials.~~
- ~~3. Procedures and guidelines for the legal duplication of materials for instructional purposes may be obtained from the school or District Office.~~
- ~~4. Employees who willfully infringe upon current copyright laws may be subject to disciplinary action by the School Board.~~
- ~~5. Any staff member shall, prior to installing any computer software not purchased by the School Board, obtain approval for such by completing a donated property form and delivering same and providing a valid license for the utilization of such software. In the event such software is not to be donated, the staff member shall lease the software to the School Board at no cost to the District by denoting such on the donated property form. In no event shall any such software be installed upon any computer owned by the HCSB without the approval required herein from the Director of Technology Information Services, or designee.~~

~~Documents cannot be copied unless permission from the copyright holder is given.~~

~~It is best to assume that the material is copyrighted unless it states otherwise.~~

~~This also includes copyrighted material on websites.~~

## **School Board Policy 2531—Copyrighted Works**

~~The School Board directs its staff and students to use copyrighted works only to the extent that the law permits. The Board recognizes that Federal law applies to public school districts and the staff and students must, therefore, avoid acts of copyright infringement under penalty of law.~~

~~In order to help the staff and students abide by the laws set forth in Title 17 of the United States Code, the Board directs the Superintendent to provide administrative procedures regarding the copying and distribution of copyrighted materials for instructional purposes and for the appropriate use of copyrighted material on the Board's website.~~

~~Because the District hosts a website and stores information on it at the direction of users, it is classified as an on-line service provider for copyright purposes. In order to limit the District's liability relating to material/information residing, at the direction of a user, on its system or network, the Communication and Government Relations Department will serve as the agent to receive notification of claimed infringement. A link to the agent's name, mailing address, telephone number, fax number, and e-mail address shall appear on the home page of the District's web site. Such contact information, along with the appropriate filing fee, shall also be provided to the Copyright Office of the Library of Congress.~~

~~The agent shall be responsible for investigating and responding to any complaints.~~

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Legal  
17 U.S.C. 101 et seq.

## Media Responsibilities Activities

### Managing the Collection

#### Collection Development

Library Collection Development is the ongoing process of systematically building high-quality print and non-print information resources to meet the information needs of a particular school/district. ~~Research Findings “Collection development impacts learners, teachers, and curriculum in so many ways. School librarians carefully select materials to complement and support the curricular needs of the many content and ancillary areas taught in the various grade levels. The school library materials purchased offer teachers an opportunity to broaden and deepen the lessons and units taught. School library materials gathered by teachers for units are used to pique learners’ interests and expand their learning experiences. Learners also access the variety of fiction available for pleasure reading, a critical step in building life-long readers.”~~ “Why COLLECTION DEVELOPMENT is Important” by Liz Phillippi and Becky Calzada 2022

#### 2. Evaluation Criteria

~~A. Library media specialists shall evaluate educational materials and media by the following guidelines:~~

~~(1) Educational Significance (Material is valuable for an individual course of study.)~~

- ~~(2) Appropriateness (Material is geared to the age, maturity, interest, and learning levels of students for whom it is intended.)~~
- ~~(3) Accuracy (Nonfiction information is correct, recent and objective.)~~
- ~~(4) Literary Merit (Fiction has a noteworthy plot, setting, characterization, style, and theme.)~~
- ~~(5) Scope (Content is covered adequately to achieve its intended purpose.)~~
- ~~(6) Authority (The author, editor, or producer has a superior reputation for producing materials of this nature.)~~
- ~~(7) Special Features (Item has maps, charts, graphs, glossaries, and/or other learning aids that are unique or valuable.)~~
- ~~(8) Translation Integrity (Material translated from one language to another maintains the stylistic characteristics of the original.)~~
- ~~(9) Arrangements (Concepts are presented in a logical sequence and in a way that assures learning.)~~
- ~~(10) Treatment (Typeset, visual style, and/or medium captures and holds the student's attention.)~~
- ~~(11) Technical Quality (Sound is clear and audible; visuals project clearly.)~~
- ~~(12) Aesthetic Quality (Material is superior to similar items in attractiveness and presentation of content.)~~
- ~~(13) Potential Demand (Item has particular timeliness or popular appeal.)~~
- ~~(14) Durability (Material has the potential for frequent use or is of a nature that it will be considered consumable.)~~

~~B. Educational materials and media must also be evaluated for bias free content. There are five areas in which bias is evidenced.~~

- ~~(1) Contextual Invisibility (The omission or under representation of various racial and ethnic groups, people with disabilities, older people, women, and people from a variety of social classes.)~~
- ~~(2) Stereotyping and Characterization (Assignment of traditional and rigid roles or attributes to a group.)~~
- ~~(3) Historical Distortions and Omissions (Materials which present only one interpretation of an issue, situation, or group of people.)~~
- ~~(4) Language Bias (Materials which perpetuate single standard language usage that reflects bias based on sex, race, ethnicity, disability, age, and class.)~~
- ~~(5) Inaccurate and Stereotypical Visual Images (Pictures which present and reinforce sexism, racial and ethnic stereotypes, etc.)~~

~~3. Evaluating Library Selection All materials should be evaluated prior to purchase. Whenever possible, materials should be examined directly. When this is not possible, the library media specialist should consult professional evaluation sources to select print and non print resources. A variety of selection aids should be used by every school library media specialist.~~

## **Goals of Collections Development**

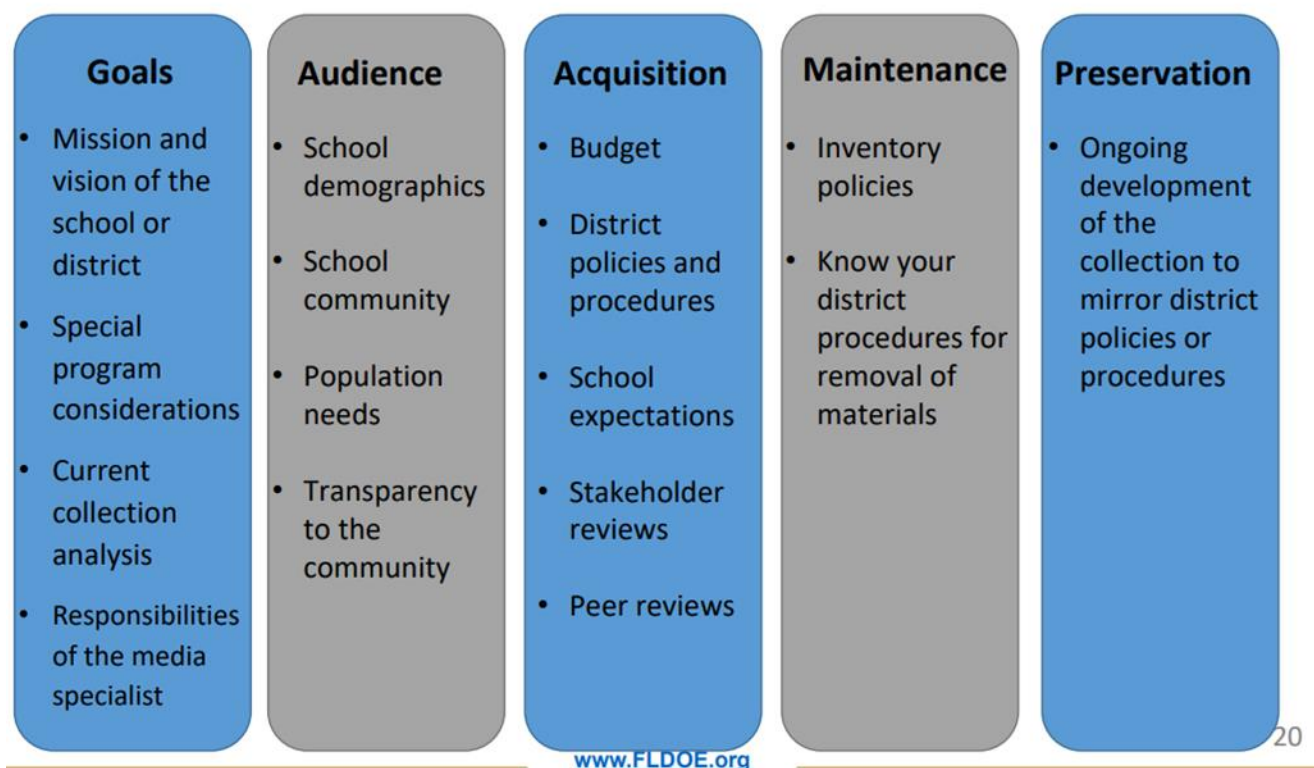
- To provide guidelines for selecting materials for the collection of the library that are balanced.
- Determines the retention, preservation and archiving of materials.
- Describes the process for removal of materials.

## **General Collection Selection Criteria**

- Support and enrich the curriculum and/or students' personal interests and learning.
- Meet high standards in literary, artistic, and aesthetic quality; technical aspects; and physical format.
- Be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected.
- Incorporate accurate and authentic factual content from authoritative sources.
- Earns at least 2 favorable reviews in standard reviewing sources and/or favorable recommendations based on preview and examination of materials by Literary professionals or organizations.
- Complies with state statutes, rules, and bills.
- Exhibit a high degree of potential user appeal and interest.
- Represent differing viewpoints on controversial issues.
- Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures.
- Demonstrate physical format, appearance, and durability suitable to their intended use.
- Balance cost with need.

## FLDOE Collection Development Process

# Collection Development Process



## Selection of Books

All books must be evaluated and approved prior to adding them to the library. At least two positive professional peer reviews are required for a book to be considered for purchase. If negative reviews are found, include at least one negative review as well. Crowd sourced reviews may also be considered.

Each school must select a media book review committee for the purpose of adding books to the media center. The school media book review committee must be given a copy of the peer reviews prior to voting to accept the books for purchase. This process is also required for books that are donated and are being considered for placement in the library. Majority vote is needed for books to be added to the media center collection.

## **Guidelines for Evaluating Library Book Collections**

Evaluating a book collection involves subjective, professional decisions to determine the value of an item in terms of curriculum, student and teacher needs, demand, and replacement capability. In general, a book may be considered "current" if it meets the following criteria:

- Generalities (000, 100 & 200) Published in the last five to fifteen years.
- Circulates frequently.
- Social Studies (300 & 900) Retains balance on controversial subjects. Evaluate demand, accuracy, and currency. Maintain local history. Language (400) Keep Basic.
- Science & Technology (500 & 600) Reflects the status of science and technology within the last five years; other areas, 10 years.
- Arts/Recreation (700) Keep a basic collection, especially art history. Keep well-illustrated items. Avoid dated techniques and/or equipment.
- Literature (800) Collection includes a retrospective variety of poetry and other literary genre deemed to have lasting value. Keep a basic collection, especially criticism; discard minor, unassigned writers; check indexes. Collection also includes award winning children's and adult literature.
- Biography: Collection should represent individuals currently influential in science, industry, the arts, social issues, and entertainment/recreation. Keep until demand wanes, unless outstanding in content or style and still used.
- Fiction & Easy: Keep high demand/ evaluate.
- Audiovisual/Computer Software: Weed worn or out-of-date items, keep software up to six years, videocassettes, and DVDs up to five years.

## **Collection Analysis**

Many vendors offer collection analysis for free. It is best practice to analyze your collection prior to making book purchases. Collection analysis should include the average age of the total collection as well as specific call numbers. Collection analysis will allow you to identify the areas where the collection is lacking or overpopulated with books. Book companies such as Follett, Mackin and Perma Bound all offer collection analysis.

## **B. Purchasing Procedures**

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

### **Procedure**

~~The media specialist will endeavor to stay informed about appropriate new publications, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book reviews. The media specialist will also receive and consider suggestions or requests brought forward by other faculty, students, and parents.~~



## **Purchasing Procedures**

Each book newly made available to students through a school library media center or included in a recommended or assigned school or grade level reading list must be selected and approved by a district employee who holds a valid educational media specialist certificate, and who has documented that they have completed the state approved Library Media and Instructional Materials Training, regardless of whether the book is purchased, donated, or otherwise made available to students. §.1006.28(2) 6 (d) 1-4.

The media specialist will provide for media center collections, including classroom libraries, based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty. They will stay informed about appropriate new publications, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading periodicals and book reviews. The media specialist will also receive and consider suggestions or requests brought forward by other faculty, students, and parents.

Potential new books for the school library media center and reading lists will be evaluated to determine if they would be suitable for student needs and whether they would be appropriate for the intended grade level and age group. In considering possible new acquisitions, the media specialist will consult at least two reputable, professionally recognized reviewing periodicals and school community stakeholders. The media specialist will also assess the level of student interest in the subject(s) presented and the ability of students to comprehend the material. Books that are selected must be free of pornography and material prohibited under § 847.012.

The goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of state standards and aligned curriculum, and the academic needs of students and faculty.

After evaluation, the media specialist will inform the principal of those books that have been evaluated and are approved for inclusion in the collections.

Periodically, books will be removed from the collection or discontinued, based on their poor physical condition, low rate of recent circulation, non-alignment to state standards or statutes, out-of-date content, or status following a parent's or community member's objection.

The procedure for developing the library media center and reading list collections will be posted on the website for each school in the district.

Upon written request, an individual will be ~~provided~~ given access to material or books specified in the written request ~~that are~~ maintained in a District library if such material or books are available for review. The principal shall arrange for a convenient time to provide such access.

Each elementary school must publish on its website, in a searchable format, a list of all materials maintained in the school library media center or required as part of a school or grade-level reading list.

Specific purchasing process procedures are site-based and may vary from school to school. Each media specialist should consult with the school bookkeeper to determine paperwork and procedures required at that site.

It is suggested that the library media specialist maintain a current print and or digital order file ("wish list") that includes student and faculty requests. This file, updated and weeded frequently, is an essential source of student, parent, and stakeholder input. Building and maintaining an order consideration file will assist in making materials selection an evaluative process rather than a hurried procedure when orders are due.

~~1. Purchasing procedures are site-based and may vary from school to school. Each media specialist should consult with the school bookkeeper to determine paperwork and procedures required at that site.~~

~~2. It is suggested that the library media specialist maintain a current print and nonprint order file ("wish list") that includes faculty and student requests. This file, updated and weeded frequently, is an essential planning device. Building and maintaining an order consideration file will assist in making materials selection an evaluative process rather than a hurried procedure when orders are due.~~

~~3. Funding sources: a. State Media State Media dollars must be used to purchase "items have intellectual content which assist in the instruction of a subject or course." (See F.S. 1006.40(4)) b. District allocation Local discretionary media dollars are provided, when possible, for the purpose of purchasing other items needed to support the media center. c. Internal funds~~

~~4. Publishers' catalog and sales representatives:~~

~~The reviews and evaluations found in publishers' catalogs are useful to check current prices but NOT as a substitute for standard selection aids.~~

~~Sales representatives and vendors can visit individual schools but should do so only by prior appointment with the library media specialist and presentation of proper identification in the front office.~~

~~Book previews are prohibited. Media Specialists should not accept vendor shipments of books for review.~~

~~The visit is considered only an information gathering session. No purchase agreements are made. All purchases must follow district approved procedures.~~

~~Sales personnel are not permitted to donate free library materials to schools in exchange for permission to distribute commercial information through students.~~

## **District Allocation**

Local discretionary media dollars are provided, when possible, for the purpose of purchasing other items needed to support the media center.

### **Book Fair Funds**

Book fair funds may be used as identified in the initial fundraising application with the school. Books purchased with book fair funds or scholastic dollars must be reviewed by the book purchase review committee prior to purchase. Notes of the approval process must be kept for future reference. (HB. 1467)

### **Publishers' Catalog and Sales Representatives**

Sales representatives and vendors can visit individual schools but should do so only by prior appointment with the library media specialist and presentation of proper identification in the front office.

### **Book Previews are Prohibited**

Media Specialists should not accept vendor shipments of books for review. The visit is considered only an information gathering session. No purchase agreements are made. All purchases must follow district approved procedures.

Sales personnel are not permitted to donate free library materials to schools in exchange for permission to distribute commercial information through students.

### **Lost and Damaged Materials**

In a busy library media center, the library media specialist can assume that up to one percent of the total number of library media center materials will be lost or damaged each year. This fact should not restrict the free circulation of materials. However, pupils are responsible for payment of lost or damaged materials.

### **Student/Parent Responsibility for Lost and Damaged Materials**

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

## **Principal's responsibilities to collect money for lost or damaged items**

The principal/designee has the responsibility to manage the use of instructional materials. As a part of that management, authority is given by Florida Statute to collect payment for lost or damaged materials.

~~F.S. 1006.28(4)(b) (2011)~~ The school principal shall collect from each student or the student's parent the purchase price of any instructional material the student has lost, destroyed, or unnecessarily damaged and to report and transmit the textbook money collected to the district school superintendent. The failure to collect such sum upon reasonable effort by the school principal (or designee) may result in the suspension of the student from participation in extracurricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the school principal.

The library media specialist should develop a plan to be approved by the school principal for collecting payment for lost or damaged items. When developing a plan for such items, the following guidelines are recommended:

- The plan must be consistent with §1006.28(4) (b).
- Items damaged beyond repair will be considered Damaged and may be discarded following the correct procedures for discarding.
- A student should pay for materials after receiving an overdue notice or parent letter. It may also be necessary to send a Notice of Obligation to the student's home by U.S. mail.
- Notice of Obligation needs to be entered into the electronic student cumulative file.
- The plan will establish procedures to determine who will collect the money.
- An individual receipt from a receipt book must be issued to the student. Receipt books can be signed out to the person receiving the money by the school's bookkeeper.
- The title, and barcode number must be written on the receipt in case the item is later retrieved.
- If the library media specialist is collecting the money, he/she must list all monies received by receipt number and the amount received on the correct form and give to the bookkeeper at the end of the same day.
- Accurate records of the lost and damaged books must be kept within the OPAC system. An item status record report is available in the circulation system.
- If a student transfers to another school within the district without returning a library media item, the library media specialist should notify the receiving school's library media specialist.
- Every effort should be made to retrieve the items(s) or payment. A block preventing further use of media materials may be placed on the student's record through the circulation system until the material(s) have been returned or reimbursement has been received.

- During the summer, reimbursement needs to be collected where the loss incurred. A copy of the Monies Collected form should be made for the library media specialist.

## Weeding and Discarding Materials

Evaluation of the collection should be an ongoing process by the library media specialist and the instructional staff. This is necessary in order to keep the collection relevant to the changing needs of the curriculum and personal interests of students. Evaluation should include the removal of materials no longer appropriate and the replacement of lost and worn materials of educational value. (School Board Policy 2520)

The underlying principle of weeding is quality, not quantity utilizing the Continuous Review Evaluation Weeding (CREW) method. With proper balance of planning, weeding, and purchasing, the collection should meet high standards and meet the needs of the learning community.

<https://www.tsl.texas.gov/sites/default/files/public/tslac/ld/ld/pubs/crew/crewmethod12.pdf>

~~Section 1006.28(2) (d) 2. d., F.S. states that districts must adopt procedures that provide for the regular removal or discontinuance of books based on, at a minimum, physical condition, rate of recent circulation, alignment to state academic standards and relevancy to curriculum, and out-of-date content. You may wish to use the following questions as guidance for making removal or discontinuance decisions:~~

- ~~• Is the content outdated?~~
- ~~• Has the book circulated in the last few years?~~
- ~~• Are the materials age appropriate for the school community?~~
- ~~• Does the book include information that is biased, racist or sexist?~~
- ~~• Is the book irrelevant to the needs and interests of students and staff?~~
- ~~• Has a subsequent edition of the book been added? Or is there a better book that should be obtained instead?~~
- ~~• Are there multiple copies of the book available and do they circulate?~~
- ~~• Is it materials available in an online database?~~
- ~~• Is the book physically damaged, beyond repair or poor quality?~~

## Discard Procedures for Property

Property such as audio-visual equipment or furniture that cannot be repaired and has exceeded its useful life should be considered obsolete and surplus. Such property must be submitted to the Property Department for disposal. The Property Transaction form (SO-PC-009) must be

completed by the library media specialist and signed by the principal. The form should be forwarded to the Property Department. The surplus equipment will be picked up and disposal will be completed by the Property Department. A copy of the Property Transaction form and the list of media books discarded is to be kept as part of the media center annual records. When discarding books, a digital copy of the (SO-PC-009) form and the list of books being discarded is given to the district media office via an electronic file using the designated method by the department.

## **Transfer of Property**

The principal is the custodian of all property and equipment at the school. When it has been determined that a piece of equipment is not needed at the school where the property is located but the property may still be useful, the property may be transferred to another school site. The Property Transfer form (SO-PC-009) may be completed, and unwanted/workable equipment may be routed to another school site providing an agreement has been made by the sending and receiving principals. Other unwanted/workable equipment may be routed to the warehouse.

## **Discard Procedures for Books** Discarding Media Center Books

When discarding books from a school's library collection the following steps must be taken to ensure that all materials are accurately accounted for. In Alexandria there is an option to check out a book into "Discard Mode."

### Discard Mode

When you click on "Discard Mode" you will have three options-

**Damaged**

**Weeded**

**Custom (with description)**

Use the **Damaged** option if the book has been damaged beyond repair.

~~Use the Weeded option if weeding books based on Section 1006.28 (2) (d) 2d F.S. (listed above)~~

Use the **Weeded** option if weeding books based on the CREW method of weeding.

~~Use the Custom option if there has been a Formal Book Challenge and the decision of the School Board is to pull that book. List that reason as "Formal Book Challenge."~~ Use the **Custom** option if the book is being weeded due to State statues, a Formal Book Challenge, and the decision of the School Board to pull the book. List the reason as: "Formal Book Challenge school board decision", or state statute §847.12 or §847.00.

If you have a book that you believe needs further review – check the book out to System Administrator (use #10) and make sure that the book(s) is inaccessible to students. Consult with District Media for further instructions.

~~Do not delete any titles from Alexandria.~~ **DO NOT DELETE** any titles from Alexandria. This will remove all record of the book. Follow the steps listed above and contact District Media if you have any further questions.

~~Follow the steps listed above and contact District Media if you have any further questions. Use the Property Transfer Form (SO-PC-009) when discarding weeded or damaged books. A list of~~

~~the books must be attached to the form. Send a copy of the Transfer Form with the attached list to District Media.~~

All books that are being discarded MUST have the barcode REMOVED from the book and the school or district name blackened out. The word DISCARDED must be written on the inside cover of each book before they are sent to the warehouse.

Use the Property Transfer Form (SO-PC-009) when discarding weeded or damaged books. When transferring discarded books, a digital copy of the (SO-PC-009) form and the list of books being discarded is given to the district media office via an electronic file using the designated method by the department.

## Accepting Donations

The library media specialist should always strive to maintain good public relations with members of the community and to be tactful in dealing with well-meaning residents who are cleaning out closets and bookshelves. If materials are accepted, a letter thanking the donor should be sent. However, under no circumstances should the library media specialist attach a dollar value to the donation. A simple statement of the number of books or items is sufficient. All materials and equipment should be accepted with the following understandings.

- Materials meet the same standards of selection as those applied to original purchases.
- Materials are of real value to the instructional program of the school with a purpose to education rather than to promote sales.
- Materials can be integrated into the general library collection according to the book vetting process and do not need special housing.
- The library media center staff may dispose of the gift at their discretion.

~~\*\*All donated materials must be vetted by an active certified library media specialist\*~~

\*\*All donated books that are new title to the collection must be vetted by the district vetting process and approved by the book purchase committee and a certified media specialist the same as new books are vetted.

## Organizing the Collection

General policies:

- Each school shall maintain an online public access catalog. (OPAC)
- All library materials in the school library media center shall be organized, catalogued, and housed for easy accessibility to students and faculty.
- ~~• c. Books and non print materials shall be catalogued according to AngloAmerican Cataloging Rules current edition.~~

- ~~• d. All materials may be classified according to the Dewey Decimal Classification system or site based according to students' needs.~~
- ~~• e. Subject headings are selected from Sears List of Subject Headings (current edition). The Library of Congress Subject Headings (current edition) may be used as a reference.~~
- Library materials shall be prepared for use as soon as possible after they have been received.
- When original cataloging is necessary, the library media specialist shall consult the district media specialist on decisions regarding classification numbers, choice and form of main entry and subject headings.
- Media personnel shall be trained to process print and non-print materials.

## **Processing Books**

Books which are ordered from a state bid vendor may come fully processed, if the library media specialist so desires. If requested, plastic covers and barcode labels are provided and can be attached. The vendor may supply Machine Readable Cataloging Record (MARC) records.

The following tasks are necessary in preparing a book for circulation:

- Stamp with school ownership identification stamp.
- Attach labels where necessary. (Barcode, call number or letters [on the spine], reading program...)
- Enter MARC records for each item.

Barcode Protocol: 14-digit barcode protocol

- 4 digits- school # + 0 (i.e., 1230)
- 2 digits- collection if you want to use as the 5<sup>th</sup> and 6<sup>th</sup> digit (i.e., 12310)
- 8 digits- identifying number starting with 7000 (i.e., 1231070002345)

Collection Numbers- if you choose to use (This refers to the 2 digit number)

- 10- Library
- 30- AV (Software)
- 40- Equipment (does not connect to computer)
- 50- Family Resource Center/Title 1
- 60- Professional
- 70- Technology (connected to computer, media center inventory)
- 75- Technology (Technology Department inventory)

## **Interlibrary Lending**

District Sharing: Media personnel should contact other media personnel in other schools within the district. Interlibrary lending is limited to school faculty and administration only.



## Inventory

Before beginning the inventory process, make sure the library media center collection (books, AV materials equipment, textbooks) is ready. All books don't have to be returned, but it is easier to have as many returned as possible. Weeding, repairing, cleaning, and relocating are commonly associated with inventory. ~~Delete discarded items from the library inventory program when instructed to by District Media.~~ DO NOT DELETE discarded items from the library inventory program unless instructed to by District Media. Prior to deletion a discarded item report must be run and digitally submitted to District Media.

A physical count of the book collection is accomplished via a computerized inventory, following the directions given for the library circulation system.

~~Librarians have estimated that an inventory takes at least four weeks of uninterrupted work for a collection of 20,000 items. This estimate will be used when deciding how much time will be needed to do the inventory for the media center. Per state mandate Rule 6A-7.0714 FAC s. 1006.28(2) (d) 1, F.S. all classroom libraries will be vetted and scanned by an active certified library media specialist to be posted on each school's website.~~

Inventory is an essential part of maintaining the collection. It may take four weeks of uninterrupted work for a collection of 20,000 items to be inventoried. This estimate will be used when deciding how much time will be needed to do the inventory for the media center.

ALL classroom libraries (PreK-5) must be vetted and scanned by a certified library media specialist who has completed the Florida State Library Media and Instructional Materials Training. Once scanned send your school's excel spreadsheet to the district media office for it to be posted on your school's website.

## ~~Section IV Media Activities~~

### Public Relations/Marketing

Promoting library media services for students and teachers needs to be an objective for all Hernando County Schools library media specialists. One method of achieving this goal is to provide pamphlets or statistics outlining the usage and services of the library media centers.

#### ~~B. Media Availability~~

##### ~~1. Opening and Closing Dates~~

### Media Beginning of the Year

The specific date to open the library media center is determined by the school-based administration. Every effort must be made, however, to allow adequate time to prepare the library media center for student and staff use at the beginning of the school year.

## Beginning Circulation Procedures

Library media specialists must develop the procedures for circulation. The decisions must be made in cooperation with the school administration and instructional staff. The following are suggested guidelines to be considered.

- Check equipment to assure operability.
  - Set school calendar in the OPAC system.
  - Check in any materials returned over the summer.
  - Print overdue book or fines lists.
  - Update OPAC database patron list.
  - Other activities as necessary.
  - ~~• a. Begin by turning on the computers and testing to identify problems. If a problem~~
  - ~~• is identified, contact the school's technology coordinator.~~
  - ~~• b. Be sure that all items have been checked in correctly.~~
  - ~~• c. Print a list of overdue books and/or fines to be given to the appropriate persons~~
  - ~~• responsible for dissemination to students.~~
  - ~~• d. Updating the circulation system~~
  - ~~• (1) Set the school calendar in the system~~
  - ~~• (2) Clear all information from the system that will not be needed for the current~~
  - ~~• year.~~
  - ~~• (3) Update the patron's list. Library Media Specialists will have access to write~~
  - ~~• and pull necessary reports from Skyward to create and regularly update the~~
  - ~~• patron list for their school. Other Media personnel will request these reports~~
- ~~from their data entry or TIS.~~

## Closing Procedures

### End of Year Procedures

The library media specialist must discuss the closing of the library media center with the school's administration. Together they will agree on the appropriate date for closing. Consideration must be given to the time needed to complete the final inventory of materials. ~~The following are suggested guidelines to be considered when planning a closing date.~~

Complete an inventory of all available resources.

- Prepare a list of all missing items.
- ~~Delete~~ DISCARD items that have been missing for two complete years after consulting with District Media.
- Capture the year's collection statistics.
- ~~Print~~ Download and save/share a list of overdue books and/or fines. Notices of obligation must be prepared and entered into Skyward. Provide this information to the appropriate people in the school.

- ~~Print~~ [Download and save/share](#) any reports that are relevant to the school site.
- The graduating class must be removed from the system. ~~This may be done at the end of the school year, or it may be a part of the opening procedures.~~

## **Book Fairs Procedures**

Many schools conduct one or more school-wide book fairs each year as fundraising events.

To run a school-wide book fair requires considerable advance planning, but the details of if and when the event is run, its duration, and scheduling are at the discretion of the individual library media specialist [and their administrator](#).

A short list of steps for holding a book fair would include the following:

- Get approval to hold a book fair from school administration. Contact a book fair vendor and schedule start and end dates. See that the book fair dates are placed on the school calendar.
- [Notify Supervisor of Literacy Intervention and Elementary Academic programs of the dates of your fair, the vendor you are using and if you are in need of a Media Specialist to vet the book selection.](#)
- [Books that are currently in a book challenge, under objection, or have been removed by the Hernando County School board may not be sold at the book fair. po 2522, §1006.28](#)
- [The school principal is responsible for making sure the Book Fair has been vetted by a FLDOE trained Media Specialist.](#)
- [If you have not completed the Florida State mandated media training for vetting books you will need to request a district Media Specialist to come and vet your book fair books prior to opening the book fair to any students or parents. District Media will remove from the fair any copies that fall under the above challenge criteria. Those books are to be boxed and not sold. They are to be sent back to the vendor when the book fair ends.](#)
  - ~~○ Line up parent volunteers to help with the fair, i.e., maintain the shelves and displays, assist student, teacher and parent purchasers.~~
  - ~~○ Schedule and advertise a preview event for parents prior to the start of the Book Fair.~~
  - ~~○ Learn to use the cash register and obtain a starting bank. A common amount is \$50.00 in small bills and coins. Keep track of inventory and reorder popular items so as not to run out.~~
  - ~~○ Make an accurate accounting of each day's intake and complete a Monies Collected form, plus any other paperwork required by the school bookkeeper. Deposit all receipts daily with the bookkeeper.~~
  - ~~○ At the close of the book fair, pack up the materials for pickup and complete the accounting forms for the book fair company. Get direction from the school bookkeeper about how and when to submit a Request~~

~~for Purchase Order and/or a Check Requisition to send a check to the book fair company for the sales amount less your profit.~~

## **Classroom Library Vetting**

As required by H.B.1069 school media specialists are expected to coordinate with their school administration to assure a plan is made for time to vet classroom libraries. Any Media Specialists who are vetting classroom libraries must complete the annual Florida State Media Training prior to vetting. The application used to document vetted classrooms will be identified and access given to school Media Specialists. Posting of classroom library lists will be coordinated through the district PR office.

## **Public Records and Data Requests**

Occasional a request is made for public records regarding the policies and procedures of the school media center, book purchases, books that are discarded, or circulation of books. It is expected that accurate media center records will be kept for this purpose. Records that are expected to be kept include: invoices, purchase requests, donations received, book approval requests, property transfer form (SO-PC-009) with a list of all books discarded.

## **State and National Library Celebrations State Literacy Week**

~~Throughout the school year, schools~~ School media centers may organize and participate in celebrations that honor, inform, celebrate, and educate about various literary, cultural, and historically recognized literacy themes. ~~events. These celebrations can be a site based decision.~~ The state literacy week which is celebrated each January requires each school to fill out the participation form. Each school media center is encouraged to participate in the activities for this week.

## **Reading Encouragement Programs**

Many schools like to encourage pleasure reading by offering reading incentive programs. Participating in these programs is voluntary. Below is a list of a few of the current programs that are being used.

- Reading Counts
- Accelerated Reader (AR)
- Sunshine State Young Readers Awards (SSYRA)
- Pizza Hut Book It
- Chuck-E-Cheese
- Barnes and Noble
- Books a Million

## Sunshine State Young Readers Award (SSYRA) Guidelines

The Sunshine State Young Reader's Awards are presented annually to the authors of the books voted as most outstanding by students in grades three through eight in participating Florida schools. The presentation of the awards, sponsored by the Florida Association for Media in Education (FAME) and the School Library Media Services Office of the Florida Department of Education, culminates each year's statewide reading motivation program designed to introduce children and young people to noteworthy literature.

<https://www.floridamediaed.org/ssyra-jr.html>

### Purpose of the Award Program

The purposes of the Sunshine State Young Reader's Award program are the following:

- To encourage students to read for personal satisfaction.
- To help students in understanding, relating to, and enjoying life through experiences with literature.
- To help students become discriminating readers in their personal selection of books.
- To develop an awareness of outstanding literature for children and young people.
- To encourage cooperation among administrators, library media specialists, and teachers in broadening reading experiences.
- To give recognition to those who write books for children and young people.

### Overview of Award Program

The award program is administered by the FAME Sunshine State Young Reader's Award Committee. The committee seeks nominations of outstanding works of literature for children and young people from school library media specialists to comprise the reading lists for each school year. Teachers and students may make nominations through their library media specialists. All nominations received by the committee are given consideration. All books are read by persons involved in the selection process, and the final lists are compiled. The Master List of Titles for Grades K-2, Master List of Titles for Grades 3-5 and the Master List of Titles for Grades 6-8 include 15 titles each.

~~Florida public schools and interested non-public schools are given an opportunity to participate in the award program. Students in participating schools are encouraged to include some of the titles from the appropriate master list in their reading experiences during the school year. At a designated time, each spring, eligible students vote for their favorite book from the master list for their grade level. Votes from the statewide balloting are compiled to determine the winners of the Sunshine State Young Reader's Award.~~

### ~~3. Criteria for School Participation and Voting~~

~~Any school in Florida with students enrolled in grades three through eight that agree to meet the following requirements may participate in the award program:~~

~~Provide through the library media center a minimum of twelve titles from the appropriate Master List of Titles.~~

~~Develop classroom or library media center procedures for determining each child's eligibility to vote.~~

~~Provide an opportunity for eligible students who have read, or have heard read, at least three of the program titles to cast their votes at the appropriate time.~~

~~Tally the total votes cast in the school by grades and report the results online by the deadline date.~~

~~Plan, in cooperation with teachers, some reading motivation activities during the year to acquaint students with the award program and the reading opportunities provided.~~

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### ~~4. Awards~~

~~The authors who receive the highest number of votes in each grade category K-2, 3-5 and 6-8, in the statewide balloting by students eligible to vote will be declared the winners of the Sunshine State Young Reader's Award for the year. The authors of the winning books will be invited to the annual conference of the Florida Association for Media in Education to receive award recognition and bookends engraved with the award seal. The books receiving the second and third highest number of votes will be recognized as Honor Books. All schools that participate in the award program will receive a certificate of appreciation and seals to attach to the award-winning books.~~

## E-Books and Students with Accommodations

E-books and book reading programs such as Learning Ally are encouraged to be used by students who have reading difficulties. Students with accommodations are allowed to use those accommodations when participating in reading encouragement programs.

## **Professional Organizations**

~~Library media specialists are encouraged to participate in professional media associations. Professional organizations provide stimulating opportunities for professional growth.~~

There are many organizations available to library media specialists that provide opportunities for professional growth. Participation in these organizations is a personal choice.

#### Florida Literacy Association

FLA is a professional organization comprised of educators and literacy experts striving to equip all teachers with tools to improve reading and literacy in all classrooms. As a statewide organization, FLA's goal is to inspire all teachers with our annual conference and local councils.

#### Florida Library Association

The Florida Library Association serves to inform member of statewide issues and service development for all Florida libraries. The association partners with other state and national organizations relevant to libraries. They work closely with the information industry, facilitating productive links with the library community.

#### Florida Association for Media in Education (FAME)

~~This state organization sponsors an educational media conference each fall attended by media personnel from the entire state and features outstanding professional development opportunities. The organization works for the improvement of school media programs statewide through workshops, the encouragement of professional growth, and the support of legislation vital to the interests of educational media.~~ This state organization works for the improvement of school media programs statewide through workshops, and conferences. They encourage professional growth, and the support of legislation vital to the interests of educational media.

#### American Library Association/American Association of School Librarians (ALA/AASL)

The American Library Association (ALA) is open to all librarians working in all types of libraries centers and at all levels. Membership in the parent organization includes membership in a type-of-library division. For school media personnel, this division would be the American Association of School Librarians (AASL). ~~Journals published by the parent organization and its divisions serve to keep the school media specialist aware of developments in the profession and offer a channel of professional communication.~~

#### The International Society for Technology in Education (ISTE)

~~ISTE is a nonprofit organization for educators and education leaders committed to empowering connected learners in a connected world. Home to the ISTE Conference and Expo and the widely adopted ISTE Standards for learning, teaching, and leading in the digital age, the association represents more than 100,000 professionals worldwide.~~ The ITSE standards provide the competencies for learning, teaching, and leading with technology, and are a comprehensive road map for effective use of technology in schools worldwide.

## **Policies, Statutes, and Rules**

District policies and procedures are in place to establish rules and procedures creating standards of quality for learning and safety, as well as expectations and accountability. Policies provide direction and set parameters to help support and sustain the educational needs of the students.

Classroom instructional materials, school libraries, classroom libraries and reading lists are governed in accordance with school board policies, state statutes, and department of education rules, and work processes.

### **School Board Policies**

School board policies that relate directly to the school library media center are listed below. It is the responsibility of the school district to know and abide by school board policies.

**School Board Policy 2520 Selection and Adoption of Instructional Materials**

**School Board Policy 2521 Instructional Materials Program**

**School Board Policy 2522 Challenges to Adoption or Use of Instructional, Library or Reading List Materials**

**School Board Policy 2531 Copyrighted Works**

**School Board Policy 2540 Audio Visual Use**

### **Florida State Statutes**

Florida State statutes are laws that school districts must follow when governing and facilitating student learning. Many statutes spell out what a school district may or may not do when facilitating the education of the district's students. Some statutes apply to specific parts of education and safety while others limit. Statutes change from year to year with new ones being created, some being repealed and some amended. The following are statutes that effect instructional materials school libraries and reading lists in the school district.

#### **H.B. 1069**

The bill includes provisions designed to protect children in public schools. The bill includes requirements for age-appropriate and developmentally appropriate instruction for all students in prekindergarten through grade 12. The bill:

- Includes requirements for specific terminology and instruction relative to health and reproductive education in schools and requires that all materials used for such instruction be approved by the Department of Education.
- Extends the prohibition on classroom instruction on sexual orientation or gender identity to prekindergarten through grade 8.

The bill enhances the process for transparency and review of library and classroom materials available to students in public schools and the process for parents to limit student access to materials and make objections to materials. The bill requires the suspension of materials alleged to contain pornography or obscene depictions of sexual conduct, as identified in current law,



pending resolution of an objection to the material. A district school board must also discontinue the use of any material the board does not allow a parent to read aloud.

The bill requires that meetings of committees to resolve objections must be noticed and open to the public and provides an appeals process through a special magistrate.

### **F.S. 1006.28**

This statute deals with the duties of the school board, district school superintendent; and school principal regarding K-12 instructional materials. The requirement of a school district instructional materials review process. School Library Media Specialist must complete training before reviewing and selecting age-appropriate materials and library resources.

### **F.S. 847.012**

Harmful materials: sale or distribution to minors or using minors in production prohibited; penalty.

### **F.S. 847.001**

Definitions of terms used in chapter §847.012.

### **F.S. 1003.42**

Required instruction

### **F.S. 1006.29**

Each superintendent must certify that school librarians and media specialists who are employed by the school district and who are involved in the selection of library media materials for students, have completed the Library Media Training incorporated in this rule.

### **F.S. 1006.31**

Duties of the Department of Education and School District Instructional Materials Reviewer

### **F.S. 1006.34 (2)(b)**

Powers and duties of the Commissioner and the Department in selecting and adopting instructional materials.

### **F.S. 1006.40**

Use of instructional materials allocation; instructional materials, library books, and reference books; repair of books.

### **F.S. 1014.04**

Parental rights to direct the education and care of his or her minor child.

## **Florida Department of Education Administrative Rules**

Administrative Rules are administrative laws that concern the powers and procedures of government agencies. Including the rules and administrative decisions that agencies issue. Rules are enforced by the agency that makes them. The Florida Department of Education Rules start with a number six.

**Rule 6A.-7.0713**

Describes the process and format for the school district elementary schools to post materials maintained in elementary school media centers and materials found on a school or grade-level reading list in a searchable format.

**Rule 6A.-7.0714**

Provides school districts with the format for reporting materials that were subject to an objection by a parent of resident of the county during the previous school year. Reporting also includes materials removed and the reason.

**Rule 6A.-7.0715**

Certifications and Plans for Instructional Materials and Library Media.

## **Instructional Materials Program**

### **Criteria for Selection of Educational Materials**

Excerpts below are from Florida's state mandated media specialist training:

Collections must:

- Support academic standards and curriculum.
- Support the academic needs of students and faculty.
- Support the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state.
- Be based upon reader interest.
- Be appropriate for the grade level and age group for which the materials are made available.
- Be suited to student needs and their ability to comprehend the material.
- Follow Florida Statutes, State Board of Education rules and school district policies.

Criteria for Selection of Library Materials Section §1006.40(3)(d),

All materials in a school library or included on a reading list must be:

- Free of Pornography and material prohibited under §847.012,
- Suited to student needs and their ability to comprehend the material presented.
- Appropriate for the grade level and age group for which the materials are used and made available.

Suited to Student Needs and Appropriate for Age and Grade Level Considerations should include:

- Student ability to comprehend material.
- The degree to which the material will be explained/supplemented by classroom instruction.
- The educational purpose of the material.
- The accurate portrayal of the state's broad racial, ethnic, socioeconomic and cultural diversity, without bias or indoctrination.
- Age and grade level of students
- Maturity of students
- Err on the side of caution.

## **Copyrighted Materials**

The district shall abide by all provisions of the copyright laws.

Commercial materials, whether printed or non-printed, may not be duplicated without prior written permission from the owner or copyright holder.

The School Board does not sanction or condone illegal duplication in any form, the use of illegally duplicated materials, or the improper use of commercially duplicated materials.

Procedures and guidelines for the legal duplication of materials for instructional purposes may be obtained from the school or District Office.

Employees who willfully infringe upon current copyright laws may be subject to disciplinary action by the School Board.

Any staff member shall, prior to installing any computer software not purchased by the School Board, obtain approval for such by completing a donated property form and delivering same and providing a valid license for the utilization of such software. In the event such software is not to be donated, the staff member shall lease the software to the School Board at no cost to the district by denoting such on the donated property form. In no event shall any such software be installed upon any computer owned by the HCSB without the approval required herein from the Director of Technology Information Services, or designee.

**Documents cannot be copied unless permission from the copyright holder is given.**

**It is best to assume that the material is copyrighted unless it states otherwise.**

**This also includes copyrighted material on websites.**

## Appendix

- A. [Specific Material Objection Template](#)
- B. Collection Development Criteria
- C. Organizational Flow Charts- with media personnel
- D. Organizational Flow Charts- without media personnel
- E. [Property Transfer Form](#)

## Collection Development Criteria

Based on the state training, collection development is an ongoing process, requiring both the acquisition of new materials, as well as continually “vetting” the collection to ensure its accuracy and relevance. The following guidelines are used by the active, school media specialists to fulfill state requirements, as well as the needs of the school and students.

\*All new books purchased must be approved by a certified, school media specialist, as well as approved by the Media Review Committee.

Some questions to consider:

1. Does the material help create a balanced collection of fiction, nonfiction, and the inclusion of opposing viewpoints?
2. Does the material help address the specific population of the school and/district?
3. Are the curriculum needs of the teachers and students being met?
4. Are readers’ interests taken into consideration?
5. Are the materials age-appropriate for the school community?
6. Does the material include information that is biased, racist, or sexist?
7. Is the book irrelevant to the needs and interests of students and staff?
8. Has a subsequent edition of the book been added or is there a better book that should be obtained instead?
9. Is it free of pornography and material prohibited under s. [847.012](#)?
10. Is the material suited to student needs and their ability to comprehend the material presented?
11. Is it appropriate for the grade level and age group for which the materials are used or made available?
12. Is the content outdated?
13. Has the book circulated in the last few years? (Vetting Current Collection)
14. Are there multiple copies of the book available and do they circulate? (Vetting Current Collection)
15. Is the book physically damaged beyond repair or poor quality? (Vetting Current Collection)

## **Organizational Flow Chart if there is Media Personnel in the Media Center**

1. Custodians or whoever accepts deliveries verifies shipments received contain the exact number of books that are listed on the shipment invoice.
2. Bookkeeper /Custodian will let School Media Personnel know of delivery of materials.
3. Materials are delivered to Media Center or staging area.
4. School Media Personnel verify contents against the packing slip.
  - a. If there is an issue:
    - i. School Media Personnel contacts the Florida School Book Depository regarding discrepancy. Creates discrepancy report with the FSBD.
    - ii. School Media Personnel then delivers packing slip and discrepancy report to school bookkeeper.
  - b. If there is no issue:
    - i. School Media Personnel delivers packing slip to bookkeeper.
5. School Media Personnel processes delivery materials, which includes:
  - a. Sorts books
  - b. Barcode titles that are not consumables
  - c. Enters barcodes into Textbook Tracker
  - d. Checkout titles, as appropriate to school personnel.
  - e. Delivers titles to appropriate personnel.
  - f. House surplus materials in storage location.
6. If more materials are needed due to an increase in student population, contact the DMS or post in Media Personnel icon (email)
7. District Library Media Specialist will contact District Administration as needed.

## **Organizational Flow Chart if there is NO Media Personnel in the Media Center**

1. Custodians or whoever accepts deliveries verifies shipments received.
2. Whoever handles textbooks contacts District Media Specialists once shipment verified?
3. Textbooks are delivered to the media center or a staging area to sort.
4. District Media Specialist verifies the contents of the delivery against the packing slip.
  - a. If there is an issue:
    - i. District Media Specialist contacts the Florida Textbook Depository re: discrepancy.
    - ii. District Media Specialist then delivers packing slip and discrepancy report to school bookkeeper.
  - b. IF there is no issue:
    - i. District Media Specialist delivers packing slip to bookkeeper.
5. District Media Specialist processes deliver, which includes:
  - a. sort books
  - b. barcodes titles that are not consumable
  - c. centers titles into Textbook Tracker
  - d. checkout titles, as appropriate to personnel
  - e. delivers titles to appropriate personnel.
  - f. houses surplus in school.
6. If more materials are needed due to an increase in student population, contact DLMS or post in Media Personnel email.
7. District Media Specialist will contact District Administration, as needed.



# Hernando County School District Media Handbook



**HERNANDO  
SCHOOL DISTRICT**

**Learn it. Love it. Live it.**

Effective: February 20, 2024

Adopted: June 27, 2023

School Board:

Linda Prescott, Chairperson

Susan Duval, Vice Chairperson

Gus Guadagnino, Board Member

Mark Johnson, Board Member

Shannon Rodriguez, Board Member

John Stratton, Superintendent

Hernando County School District

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## **Introduction**

### **Vision**

To inspire and support the pursuit of individual greatness.

### **District Mission**

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

### **Media Mission**

The mission of the Hernando County School District library media centers is to provide a broad range of educational material to enrich and support the curriculum and to meet the needs of individual students and teachers.

### **Purpose**

- Encourage and support the love of reading and learning.
- Increase access to provide excellence in the library media centers' resources, facilities, and services.
- Enrich and support the curriculum.
- Meeting the needs of individual students and teachers.
- Impact the instructional program for students by strengthening the teaching/learning process through staff development, curriculum integration, and information literacy.
- Build community connections among school library media centers, public libraries, and other sources of information.
- Stimulate student, parent, school, and community partnerships.

### **Goals**

- To expose our students to a wide variety of literature and literature-based activities that will encourage them to become lifelong readers for learning and pleasure.
- To provide print and non-print materials in all formats that support the curriculum of our schools and that meet the instructional and individual information needs of our students.
- To inspire students and staff to become effective users of ideas and information.
- To create and maintain a trusting caring environment.

## **Media Specialist at the School Level**

Librarians/media specialists are staff members responsible for providing school library media services.

They are responsible for evaluating, selecting, organizing, and managing media and technology resources, equipment, and related systems; facilitating access to information resources beyond the school; working with teachers to make resources available in the instructional programs; assisting teachers and students in media productions; and instructing students in the location and use of information resources.

The school library media program provides a wide range of resources and information that satisfy the educational needs and interests of students.

Materials are selected to meet the wide range of students' individual learning styles. The school library media center is a place where the students may explore more fully classroom subjects that interest them. They can expand their imagination, delve into areas of personal interest, and develop the ability to think clearly, critically, and creatively about the resources they have chosen to read, hear, or view.

The school library media center provides a setting where the students develop skills they will need as adults to locate, analyze, evaluate, interpret, and communicate information and ideas in an information-rich world. Students are encouraged to realize their potential as informed citizens who think critically and solve problems, to observe rights and responsibilities relating to the generation and flow of information and ideas, and to appreciate the value of literature in an educated society. The library media specialist collaborates with students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs, and to understand and communicate the information the resources provide.

Library media specialists are knowledgeable about current research on teaching and learning and skilled in applying its findings to a variety of situations - particularly those that call upon students to access, evaluate, and use information from multiple sources in order to learn to think, and to create and apply new knowledge.

A curricular leader and a full participant on the instructional team, the library media specialist constantly updates information and research skills and knowledge in order to work effectively with teachers, administrators, and other staff - both to expand their general understanding of informational issues and to provide them with specific opportunities to develop sophisticated skills in information literacy, including the uses of information technology.

Library Media Specialists are current in best practice informational and literacy skills and state and federal statutes regarding information literacy.

## **Media Specialist at the District Level**

District Media Specialists work with school media specialist and personnel to assure compliance with district policies and procedures along with compliance with state statutes regarding media use and materials.

District Media Specialists facilitate and coordinate the school district book challenge process. They are responsible for multiple aspects of the challenge process and preparing the necessary documents to bring the challenge to the School Board for vote.

The District Media Specialists are responsible for the maintenance and updating of the school district Online Public Access Catalog (OPAC) application used by school media centers. District Media Specialists verify the accuracy of information and standardization of the information entered into the OPAC application.

When necessary, the District Media Specialist will vet and weed material from school media centers who are without a full-time certified Media Specialist. In addition, the DMS will vet new materials prior to purchase and book fairs prior to the start of the fair according to state statutes.

The District Media Specialists are responsible for overseeing the administration and annual renewal of the Florida State Mandated Media Specialist Training (HB 1467, §1006.29(6), §1006.31(2)).

Any additional roles and responsibilities as per HB 1467.

District Media Specialists (DMS) will assist District Personnel as well as School Media Personnel through the entire textbook adoption process. This includes but is not limited to: Inventory, Processing, Cataloging, and Distribution of materials at all school sites.

Arrival of New Materials- As textbook/library materials arrive at school sites without Media Personnel on staff – DMS are contacted by schools to help assist with verifying delivery, processing/cataloging of materials and distribution of materials to teachers and students.

Out of Adoption Materials – At school sites with no Media Personnel on staff – DMS are contacted by school sites to help assist with deletion of out of adoption materials from collections, preparing materials for transfer, and coordinating with district warehouse for transfer.

Curating list of books removed from school sites due to objections to materials used in classrooms, made available in school library, or included on a reading list (§1006.28(2) F.S.).

Dual Enrollment – DMS will assist with the organization, collating, cataloging and distribution of materials to students at a Dual Enrollment site(s).

## **READS- Florida's K-12 Integrated Library Media Reading Guidelines**

READS:

- Read (as a personal activity)
- Explore (characteristics, history, and awards of creative works)
- Analyze (structure and aesthetic features of creative works)
- Develop (a literary-based product)
- Score (reading progress)

One of the goals of the school library media program is to provide intellectual and physical access to a broad range of literature and informational reading materials for personal pleasure and curriculum support. Library media programs aggressively support reading through a variety of promotional and instructional strategies that are carefully crafted to meet the unique needs of learners at each developmental stage. Additionally, the library instructional and promotional activities are collaboratively planned with classroom teachers so that the concepts and skills taught in the classroom are reinforced, enriching the learning experience.

- [READS - Read Chart \(PDF, 28KB\)](#)
- [READS - Explore Chart \(PDF, 33KB\)](#)
- [READS - Analyze Chart \(PDF, 28KB\)](#)
- [READS - Develop Chart \(PDF, 32KB\)](#)
- [READS - Scores Chart \(PDF, 28KB\)](#)
- [READS - 6th Grade Summary \(PDF, 28KB\)](#)
- [READS - 7th Grade Summary \(PDF, 28KB\)](#)
- [READS - 8th Grade Summary \(PDF, 27KB\)](#)
- [READS - 9-10th Grade Summary \(PDF, 27KB\)](#)
- [READS - 11-12th Grade Summary \(PDF, 28KB\)](#)

Florida Department of Education



## **Media Responsibilities**

### **Managing the Collection**

#### **Collection Development**

Library Collection Development is the ongoing process of systematically building high-quality print and non-print information resources to meet the information needs of a particular school/district.

#### **Goals of Collections Development**

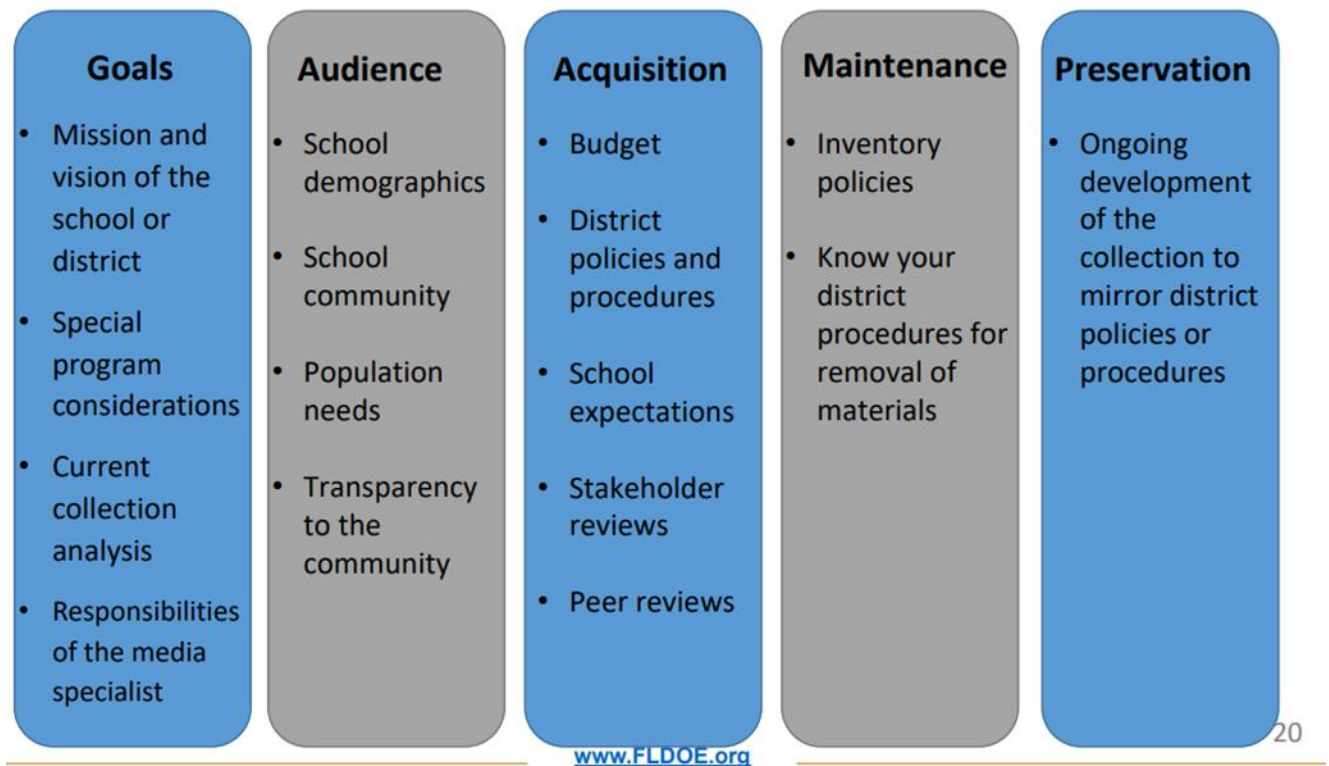
- To provide guidelines for selecting materials for the collection of the library that are balanced.
- Determines the retention, preservation and archiving of materials.
- Describes the process for removal of materials.

#### **General Collection Selection Criteria**

- Support and enrich the curriculum and/or students' personal interests and learning.
- Meet high standards in literary, artistic, and aesthetic quality; technical aspects; and physical format.
- Be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected.
- Incorporate accurate and authentic factual content from authoritative sources.
- Earns at least 2 favorable reviews in standard reviewing sources and/or favorable recommendations based on preview and examination of materials by Literary professionals or organizations.
- Complies with state statutes, rules, and bills.
- Exhibit a high degree of potential user appeal and interest.
- Represent differing viewpoints on controversial issues.
- Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures.
- Demonstrate physical format, appearance, and durability suitable to their intended use.
- Balance cost with need.

## FLDOE Collection Development Process

# Collection Development Process



## Selection of Books

All books must be evaluated and approved prior to adding them to the library. At least two positive professional peer reviews are required for a book to be considered for purchase. If negative reviews are found, include at least one negative review as well. Crowd sourced reviews may also be considered.

Each school must select a media book review committee for the purpose of adding books to the media center. The school media book review committee must be given a copy of the peer reviews prior to voting to accept the books for purchase. This process is also required for books that are donated and are being considered for placement in the library. Majority vote is needed for books to be added to the media center collection.

## **Guidelines for Evaluating Library Book Collections**

Evaluating a book collection involves subjective, professional decisions to determine the value of an item in terms of curriculum, student and teacher needs, demand, and replacement capability. In general, a book may be considered "current" if it meets the following criteria:

- Generalities (000, 100 & 200) Published in the last five to fifteen years.
- Circulates frequently.
- Social Studies (300 & 900) Retains balance on controversial subjects. Evaluate demand, accuracy, and currency. Maintain local history. Language (400) Keep Basic.
- Science & Technology (500 & 600) Reflects the status of science and technology within the last five years; other areas, 10 years.
- Arts/Recreation (700) Keep a basic collection, especially art history. Keep well-illustrated items. Avoid dated techniques and/or equipment.
- Literature (800) Collection includes a retrospective variety of poetry and other literary genre deemed to have lasting value. Keep a basic collection, especially criticism; discard minor, unassigned writers; check indexes. Collection also includes award winning children's and adult literature.
- Biography: Collection should represent individuals currently influential in science, industry, the arts, social issues, and entertainment/recreation. Keep until demand wanes, unless outstanding in content or style and still used.
- Fiction & Easy: Keep high demand/ evaluate.
- Audiovisual/Computer Software: Weed worn or out-of-date items, keep software up to six years, videocassettes, and DVDs up to five years.

## **Collection Analysis**

Many vendors offer collection analysis for free. It is best practice to analyze your collection prior to making book purchases. Collection analysis should include the average age of the total collection as well as specific call numbers. Collection analysis will allow you to identify the areas where the collection is lacking or overpopulated with books. Book companies such as Follett, Mackin and Perma Bound all offer collection analysis.

## **Purchasing Procedures**

Each book newly made available to students through a school library media center or included in a recommended or assigned school or grade level reading list must be selected and approved by a district employee who holds a valid educational media specialist certificate, and who has documented that they have completed the state approved Library Media and Instructional Materials Training, regardless of whether the book is purchased, donated, or otherwise made available to students. §.1006.28(2) 6 (d) 1-4.

The media specialist will provide for media center collections, including classroom libraries, based on reader interest, support of state academic standards and aligned curriculum, and the academic needs of students and faculty. They will endeavor to stay informed about appropriate new publications, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book reviews. The media specialist will also receive and consider suggestions or requests brought forward by other faculty, students, and parents.

Potential new books for the school library media center and reading lists will be evaluated to determine if they would be suitable for student needs and whether they would be appropriate for the intended grade level and age group. In considering possible new acquisitions, the media specialist will consult at least two reputable, professionally recognized reviewing periodicals and school community stakeholders. The media specialist will also assess the level of student interest in the subject(s) presented and the ability of students to comprehend the material. Books that are selected must be free of pornography and material prohibited under § 847.012.

The goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of state standards and aligned curriculum, and the academic needs of students and faculty.

After evaluation, the media specialist will inform the principal of those books that have been evaluated and are approved for inclusion in the collections.

Periodically, books will be removed from the collection or discontinued, based on their poor physical condition, low rate of recent circulation, non-alignment to state standards or statutes, out-of-date content, or status following a parent's or community member's objection.

The procedure for developing the library media center and reading list collections will be posted on the website for each school in the district.

Upon written request, an individual will be provided access to material or books specified in the written request that are maintained in a District library if such material or books are available for review. The principal shall arrange for a convenient time to provide such access.

Each elementary school must publish on its website, in a searchable format, a list of all materials maintained in the school library media center or required as part of a school or grade-level reading list.

Specific purchasing process procedures are site-based and may vary from school to school. Each media specialist should consult with the school bookkeeper to determine paperwork and procedures required at that site.

It is suggested that the library media specialist maintain a current print and or digital order file ("wish list") that includes student and faculty requests. This file, updated and weeded frequently, is an essential source of student, parent, and stakeholder input. Building and maintaining an order consideration file will assist in making materials selection an evaluative process rather than a hurried procedure when orders are due.

## **District Allocation**

Local discretionary media dollars are provided, when possible, for the purpose of purchasing other items needed to support the media center.

## **Book Fair Funds**

Book fair funds may be used as identified in the initial fundraising application with the school. Books purchased with book fair funds or scholastic dollars must be reviewed by the book purchase review committee prior to purchase. Notes of the approval process must be kept for future reference. (HB. 1467)

## **Publishers' Catalog and Sales Representatives**

Sales representatives and vendors can visit individual schools but should do so only by prior appointment with the library media specialist and presentation of proper identification in the front office.

## **Book Previews are Prohibited**

Media Specialists should not accept vendor shipments of books for review. The visit is considered only an information gathering session. No purchase agreements are made. All purchases must follow district approved procedures.

Sales personnel are not permitted to donate free library materials to schools in exchange for permission to distribute commercial information through students.

## **Lost and Damaged Materials**

In a busy library media center, the library media specialist can assume that up to one percent of the total number of library media center materials will be lost or damaged each year. This fact should not restrict the free circulation of materials. However, pupils are responsible for payment of lost or damaged materials.

## **Student/Parent Responsibility for Lost and Damaged Materials**

All instructional materials are the property of the district school board. When distributed to the students, these instructional materials are on loan to the students while they are pursuing their courses of study and are to be returned at the direction of the principal or the teacher in charge. Each parent of a student to whom or for whom instructional materials have been issued, is liable for any loss or destruction of, or unnecessary damage to, the instructional materials or for failure of the student to return the instructional materials when directed by the school principal or the

teacher in charge, and shall pay for such loss, destruction, or unnecessary damage as provided by law.

### **Principal's responsibilities to collect money for lost or damaged items**

The principal/designee has the responsibility to manage the use of instructional materials. As a part of that management, authority is given by Florida Statute to collect payment for lost or damaged materials.

The school principal shall collect from each student or the student's parent the purchase price of any instructional material the student has lost, destroyed, or unnecessarily damaged and to report and transmit the textbook money collected to the district school superintendent. The failure to collect such sum upon reasonable effort by the school principal (or designee) may result in the suspension of the student from participation in extracurricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the school principal.

The library media specialist should develop a plan to be approved by the school principal for collecting payment for lost or damaged items. When developing a plan for such items, the following guidelines are recommended:

- The plan must be consistent with §1006.28(4) (b).
- Items damaged beyond repair will be considered Damaged and may be discarded following the correct procedures for discarding.
- A student should pay for materials after receiving an overdue notice or parent letter. It may also be necessary to send a Notice of Obligation to the student's home by U.S. mail.
- Notice of Obligation needs to be entered into the electronic student cumulative file.
- The plan will establish procedures to determine who will collect the money.
- An individual receipt from a receipt book must be issued to the student. Receipt books can be signed out to the person receiving the money by the school's bookkeeper.
- The title, and barcode number must be written on the receipt in case the item is later retrieved.
- If the library media specialist is collecting the money, he/she must list all monies received by receipt number and the amount received on the correct form and give to the bookkeeper at the end of the same day.
- Accurate records of the lost and damaged books must be kept within the OPAC system. An item status record report is available in the circulation system.
- If a student transfers to another school within the district without returning a library media item, the library media specialist should notify the receiving school's library media specialist.

- Every effort should be made to retrieve the items(s) or payment. A block preventing further use of media materials may be placed on the student's record through the circulation system until the material(s) have been returned or reimbursement has been received.
- During the summer, reimbursement needs to be collected where the loss incurred. A copy of the Monies Collected form should be made for the library media specialist.

## **Weeding and Discarding Materials**

Evaluation of the collection should be an ongoing process by the library media specialist and the instructional staff. This is necessary in order to keep the collection relevant to the changing needs of the curriculum and personal interests of students. Evaluation should include the removal of materials no longer appropriate and the replacement of lost and worn materials of educational value. (School Board Policy 2520)

The underlying principle of weeding is quality, not quantity utilizing the CREW method. With proper balance of planning, weeding, and purchasing, the collection should meet high standards and meet the needs of the learning community. §1006.28(2)(d) 2. d

<https://www.tsl.texas.gov/sites/default/files/public/tslac/ld/ld/pubs/crew/crewmethod12.pdf>

## **Discard Procedures for Property**

Property such as audio-visual equipment or furniture that cannot be repaired and has exceeded its useful life should be considered obsolete and surplus. Such property must be submitted to the Property Department for disposal. The Property Transaction form (SO-PC-009) must be completed by the library media specialist and signed by the principal. The form should be forwarded to the Property Department. The surplus equipment will be picked up and disposal will be completed by the Property Department. A copy of the Property Transaction form and the list of media books discarded is to be kept as part of the media center annual records. When discarding books, a digital copy of the (SO-PC-009) form and the list of books being discarded is given to the district media office via an electronic file using the designated method by the department.

## **Transfer of Property**

The principal is the custodian of all property and equipment at the school. When it has been determined that a piece of equipment is not needed at the school where the property is located but the property may still be useful, the property may be transferred to another school site. The Property Transfer form (SO-PC-009) may be completed, and unwanted/workable equipment may be routed to another school site providing an agreement has been made by the sending and receiving principals. Other unwanted/workable equipment may be routed to the warehouse.

## Discarding Media Center Books

When discarding books from a school's library collection the following steps must be taken to ensure that all materials are accurately accounted for. In Alexandria there is an option to check out a book into "Discard Mode."

### Discard Mode

When you click on "Discard Mode" you will have three options-

#### **Damaged**

#### **Weeded**

#### **Custom (with description)**

Use the **Damaged** option if the book has been damaged beyond repair.

Use the **Weeded** option if weeding books based on the Continuous Review Evaluation Weeding (CREW) method of weeding.

Use the **Custom** option if the book is being weeded due to State statutes, a Formal Book Challenge, and the decision of the School Board to pull the book. List the reason as: "Formal Book Challenge school board decision", or state statute §847.12 or §847.00.

If you have a book that you believe needs further review – check the book out to System Administrator (use #10) and make sure that the book(s) is inaccessible to students. Consult with District Media for further instructions.

**DO NOT DELETE** any titles from Alexandria. This will remove all record of the book. Follow the steps listed above and contact District Media if you have any further questions.

All books that are being discarded **MUST** have the barcode **REMOVED** from the book and the school or district name blackened out. The word **DISCARDED** must be written on the inside cover of each book before they are sent to the warehouse.

Use the Property Transfer Form (SO-PC-009) when discarding weeded or damaged books. When transferring discarded books, a digital copy of the (SO-PC-009) form and the list of books being discarded is given to the district media office via an electronic file using the designated method by the department.

## Accepting Donations

The library media specialist should always strive to maintain good public relations with members of the community and to be tactful in dealing with well-meaning residents who are cleaning out closets and bookshelves. If materials are accepted, a letter thanking the donor should be sent. However, under no circumstances should the library media specialist attach a dollar value to the donation. A simple statement of the number of books or items is sufficient. All materials and equipment should be accepted with the following understandings.

- Materials meet the same standards of selection as those applied to original purchases.



- Materials are of real value to the instructional program of the school with a purpose to education rather than to promote sales.
- Materials can be integrated into the general library collection according to the book vetting process and do not need special housing.
- The library media center staff may dispose of the gift at their discretion.

**\*\*All donated books that are new title to the collection must be vetted by the district vetting process and approved by the book purchase committee and a certified media specialist the same as new books are vetted.**

## **Organizing the Collection**

General policies:

- Each school shall maintain an online public access catalog. (OPAC)
- All library materials in the school library media center shall be organized, catalogued, and housed for easy accessibility to students and faculty.
- Library materials shall be prepared for use as soon as possible after they have been received.
- When original cataloging is necessary, the library media specialist shall consult the district media specialist on decisions regarding classification numbers, choice and form or main entry and subject headings.
- Media personnel shall be trained to process print and non-print materials.

## **Processing Books**

Books which are ordered from a state bid vendor may come fully processed, if the library media specialist so desires. If requested, plastic covers and barcode labels are provided and can be attached. The vendor may supply Machine Readable Cataloging Record (MARC) records.

The following tasks are necessary in preparing a book for circulation:

- Stamp with school ownership identification stamp.
- Attach labels where necessary. (Barcode, call number or letters [on the spine], reading program...)
- Enter MARC records for each item.

Barcode Protocol: 14-digit barcode protocol

- 4 digits- school # + 0 (i.e., 1230)
- 2 digits- collection if you want to use as the 5<sup>th</sup> and 6<sup>th</sup> digit (i.e., 12310)
- 8 digits- identifying number starting with 7000 (i.e., 1231070002345)

Collection Numbers- if you choose to use (This refers to the 2 digit number)

- 10- Library
- 30- AV (Software)
- 40- Equipment (does not connect to computer)
- 50- Family Resource Center/Title 1
- 60- Professional
- 70- Technology (connected to computer, media center inventory)
- 75- Technology (Technology Department inventory)

## **Interlibrary Lending**

District Sharing: Media personnel should contact other media personnel in other schools within the district. Interlibrary lending is limited to school faculty and administration only.

## **Inventory**

Before beginning the inventory process, make sure the library media center collection (books, AV materials equipment, textbooks) is ready. All books don't have to be returned, but it is easier to have as many returned as possible. Weeding, repairing, cleaning, and relocating are commonly associated with inventory. DO NOT DELETE discarded items from the library inventory program unless instructed to by District Media. Prior to deletion a discarded item report must be run and digitally submitted to District Media.

A physical count of the book collection is accomplished via a computerized inventory, following the directions given for the library circulation system.

Inventory is an essential part of maintaining the collection. It may take four weeks of uninterrupted work for a collection of 20,000 items to be inventoried. This estimate will be used when deciding how much time will be needed to do the inventory for the media center.

ALL classroom libraries (PreK-5) must be vetted and scanned by a certified library media specialist who has completed the Florida State Library Media and Instructional Materials Training. Once scanned send your school's excel spreadsheet to the district media office for it to be posted on your school's website.

## **Public Relations/Marketing**

Promoting library media services for students and teachers needs to be an objective for all Hernando County Schools library media specialists. One method of achieving this goal is to provide pamphlets or statistics outlining the usage and services of the library media centers.

## **Media Beginning of the Year**

The specific date to open the library media center is determined by the school-based administration. Every effort must be made, however, to allow adequate time to prepare the library media center for student and staff use at the beginning of the school year.

## **Beginning Circulation Procedures**

Library media specialists must develop the procedures for circulation. The decisions must be made in cooperation with the school administration and instructional staff. The following are suggested guidelines to be considered.

- Check equipment to assure operability.
- Set school calendar in the OPAC system.
- Check in any materials returned over the summer.
- Print overdue book or fines lists.
- Update OPAC database patron list.
- Other activities as necessary.

## **End of Year Procedures**

The library media specialist must discuss the closing of the library media center with the school's administration. Together they will agree on the appropriate date for closing. Consideration must be given to the time needed to complete the final inventory of materials.

Complete an inventory of all available resources.

- Prepare a list of all missing items.
- DISCARD items that have been missing for two complete years after consulting with District Media.
- Capture the year's collection statistics.
- Download and save/share a list of overdue books and/or fines. Notices of obligation must be prepared and entered into Skyward. Provide this information to the appropriate people in the school.
- Download and save/share any reports that are relevant to the school site.
- The graduating class must be removed from the system.

## **Book Fairs**

Many schools conduct one or more school-wide book fairs each year as fundraising events.

To run a school-wide book fair requires considerable advance planning, but the details of if and when the event is run, its duration, and scheduling are at the discretion of the individual library media specialist and their administrator.

A short list of steps for holding a book fair would include the following:

- Get approval to hold a book fair from school administration. Contact a book fair vendor and schedule start and end dates. See that the book fair dates are placed on the school calendar.
- Notify Supervisor of Literacy Intervention and Elementary Academic programs of the dates of your fair, the vendor you are using and if you are in need of a Media Specialist to vet the book selection.
- Books that are currently in a book challenge, under objection, or have been removed by the Hernando County School board may not be sold at the book fair. po 2522, §1006.28
- The school principal is responsible for making sure the Book Fair has been vetted by a FLDOE trained Media Specialist.
- If you have not completed the Florida State mandated media training for vetting books you will need to request a district Media Specialist to come and vet your book fair books prior to opening the book fair to any students or parents. District Media will remove from the fair any copies that fall under the above challenge criteria. Those books are to be boxed and not sold. They are to be sent back to the vendor when the book fair ends.

## **Classroom Library Vetting**

As required by H.B.1069 school media specialists are expected to coordinate with their school administration to assure a plan is made for time to vet classroom libraries. Any Media Specialists who are vetting classroom libraries must complete the annual Florida State Media Training prior to vetting. The application used to document vetted classrooms will be identified and access given to school Media Specialists. Posting of classroom library lists will be coordinated through the district PR office.

## **Public Records and Data Requests**

Occasional a request is made for public records regarding the policies and procedures of the school media center, book purchases, books that are discarded, or circulation of books. It is expected that accurate media center records will be kept for this purpose. Records that are expected to be kept include: invoices, purchase requests, donations received, book approval requests, property transfer form (SO-PC-009) with a list of all books discarded.

## **State Literacy Week**

School media centers may organize and participate in celebrations that honor, inform, celebrate, and educate about various literary, cultural, and historically recognized literacy themes. The state

literacy week which is celebrated each January requires each school to fill out the participation form. Each school media center is encouraged to participate in the activities for this week.

## **Reading Encouragement Programs**

Many schools like to encourage pleasure reading by offering reading incentive programs. Participating in these programs is voluntary. Below is a list of a few of the current programs that are being used.

- Reading Counts
- Accelerated Reader (AR)
- Sunshine State Young Readers Awards (SSYRA)
- Pizza Hut Book It
- Chuck-E-Cheese
- Barnes and Noble
- Books a Million

## **E-Books and Students with Accommodations**

E-books and book reading programs such as Learning Ally are encouraged to be used by students who have reading difficulties. Students with accommodations are allowed to use those accommodations when participating in reading encouragement programs.

## **Professional Organizations**

There are many organizations available to library media specialists that provide opportunities for professional growth. Participation in these organizations is a personal choice.

Florida Association for Media in Education (FAME)

This state organization works for the improvement of school media programs statewide through workshops, and conferences. They encourage professional growth, and the support of legislation vital to the interests of educational media.

Interactive technology and Smart Education (ITSE)

The ITSE standards provide the competencies for learning, teaching, and leading with technology, and are a comprehensive road map for effective use of technology in schools worldwide.

Florida Literacy Association

FLA is a professional organization comprised of educators and literacy experts striving to equip all teachers with tools to improve reading and literacy in all classrooms. As a statewide organization, FLA's goal is to inspire all teachers with our annual conference and local councils.

#### Florida Library Association

The Florida Library Association serves to inform member of statewide issues and service development for all Florida libraries. The association partners with other state and national organizations relevant to libraries. They work closely with the information industry, facilitating productive links with the library community.

#### American Library Association/American Association of School Librarians (ALA/AASL)

The American Library Association (ALA) is open to all librarians working in all types of libraries and at all levels. Membership in the parent organization includes membership in a type-of-library division. For school media personnel, this division would be the American Association of School Librarians (AASL).

## **Policies, Statutes, and Rules**

District policies and procedures are in place to establish rules and procedures creating standards of quality for learning and safety, as well as expectations and accountability. Policies provide direction and set parameters to help support and sustain the educational needs of the students.

Classroom instructional materials, school libraries, classroom libraries and reading lists are governed in accordance with school board policies, state statutes, and department of education rules, and work processes.

### **School Board Policies**

School board policies that relate directly to the school library media center are listed below. It is the responsibility of the school district to know and abide by school board policies.

[School Board Policy 2520](#) Selection and Adoption of Instructional Materials

[School Board Policy 2521](#) Instructional Materials Program

[School Board Policy 2522](#) Challenges to Adoption or Use of Instructional, Library or Reading List Materials

[School Board Policy 2531](#) Copyrighted Works

[School Board Policy 2540](#) Audio Visual Use

### **Florida State Statutes**

Florida State statutes are laws that school districts must follow when governing and facilitating student learning. Many statutes spell out what a school district may or may not do when facilitating the education of the district's students. Some statutes apply to specific parts of education and safety while others limit. Statutes change from year to year with new ones being created, some being repealed and some amended. The following are statutes that effect instructional materials school libraries and reading lists in the school district.

#### [H.B. 1069](#)

The bill includes provisions designed to protect children in public schools. The bill includes requirements for age-appropriate and developmentally appropriate instruction for all students in prekindergarten through grade 12. The bill:

- Includes requirements for specific terminology and instruction relative to health and reproductive education in schools and requires that all materials used for such instruction be approved by the Department of Education.
- Extends the prohibition on classroom instruction on sexual orientation or gender identity to prekindergarten through grade 8.

The bill enhances the process for transparency and review of library and classroom materials available to students in public schools and the process for parents to limit student access to materials and make objections to materials. The bill requires the suspension of materials alleged to contain pornography or obscene depictions of sexual conduct, as identified in current law,

pending resolution of an objection to the material. A district school board must also discontinue the use of any material the board does not allow a parent to read aloud.

The bill requires that meetings of committees to resolve objections must be noticed and open to the public and provides an appeals process through a special magistrate.

#### **F.S. 1006.28**

This statute deals with the duties of the school board, district school superintendent; and school principal regarding K-12 instructional materials. The requirement of a school district instructional materials review process. School Library Media Specialist must complete training before reviewing and selecting age-appropriate materials and library resources.

#### **F.S. 847.012**

Harmful materials: sale or distribution to minors or using minors in production prohibited; penalty.

#### **F.S. 847.001**

Definitions of terms used in chapter §847.012.

#### **F.S. 1003.42**

Required instruction

#### **F.S. 1006.29**

Each superintendent must certify that school librarians and media specialists who are employed by the school district and who are involved in the selection of library media materials for students, have completed the Library Media Training incorporated in this rule.

#### **F.S. 1006.31**

Duties of the Department of Education and School District Instructional Materials Reviewer

#### **F.S. 1006.34 (2)(b)**

Powers and duties of the Commissioner and the Department in selecting and adopting instructional materials.

#### **F.S. 1006.40**

Use of instructional materials allocation; instructional materials, library books, and reference books; repair of books.

#### **F.S. 1014.04**

Parental rights to direct the education and care of his or her minor child.

### **Florida Department of Education Administrative Rules**

Administrative Rules are administrative laws that concern the powers and procedures of government agencies. Including the rules and administrative decisions that agencies issue. Rules are enforced by the agency that makes them. The Florida Department of Education Rules start with a number six.



**Rule 6A.-7.0713**

Describes the process and format for the school district elementary schools to post materials maintained in elementary school media centers and materials found on a school or grade-level reading list in a searchable format.

**Rule 6A.-7.0714**

Provides school districts with the format for reporting materials that were subject to an objection by a parent of resident of the county during the previous school year. Reporting also includes materials removed and the reason.

**Rule 6A.-7.0715**

Certifications and Plans for Instructional Materials and Library Media.

## **Instructional Materials Program**

### **Criteria for Selection of Educational Materials**

Excerpts below are from Florida's state mandated media specialist training:

Collections must:

- Support academic standards and curriculum.
- Support the academic needs of students and faculty.
- Support the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state.
- Be based upon reader interest.
- Be appropriate for the grade level and age group for which the materials are made available.
- Be suited to student needs and their ability to comprehend the material.
- Follow Florida Statutes, State Board of Education rules and school district policies.

Criteria for Selection of Library Materials Section §1006.40(3)(d),

All materials in a school library or included on a reading list must be:

- Free of Pornography and material prohibited under §847.012,
- Suited to student needs and their ability to comprehend the material presented.
- Appropriate for the grade level and age group for which the materials are used and made available.

Suited to Student Needs and Appropriate for Age and Grade Level Considerations should include:

- Student ability to comprehend material.
- The degree to which the material will be explained/supplemented by classroom instruction.
- The educational purpose of the material.
- The accurate portrayal of the state's broad racial, ethnic, socioeconomic and cultural diversity, without bias or indoctrination.
- Age and grade level of students
- Maturity of students
- Err on the side of caution.

## **Copyrighted Materials**

The district shall abide by all provisions of the copyright laws.

Commercial materials, whether printed or non-printed, may not be duplicated without prior written permission from the owner or copyright holder.

The School Board does not sanction or condone illegal duplication in any form, the use of illegally duplicated materials, or the improper use of commercially duplicated materials.

Procedures and guidelines for the legal duplication of materials for instructional purposes may be obtained from the school or District Office.

Employees who willfully infringe upon current copyright laws may be subject to disciplinary action by the School Board.

Any staff member shall, prior to installing any computer software not purchased by the School Board, obtain approval for such by completing a donated property form and delivering same and providing a valid license for the utilization of such software. In the event such software is not to be donated, the staff member shall lease the software to the School Board at no cost to the district by denoting such on the donated property form. In no event shall any such software be installed upon any computer owned by the HCSB without the approval required herein from the Director of Technology Information Services, or designee.

**Documents cannot be copied unless permission from the copyright holder is given.**

**It is best to assume that the material is copyrighted unless it states otherwise.**

**This also includes copyrighted material on websites.**

## Appendix

- A. [Specific Material Objection Template](#)
- B. Collection Development Criteria
- C. Organizational Flow Charts- with media personnel
- D. Organizational Flow Charts- without media personnel
- E. [Property Transfer Form](#)

## Collection Development Criteria

Based on the state training, collection development is an ongoing process, requiring both the acquisition of new materials, as well as continually “vetting” the collection to ensure its accuracy and relevance. The following guidelines are used by the active, school media specialists to fulfill state requirements, as well as the needs of the school and students.

\*All new books purchased must be approved by a certified, school media specialist, as well as approved by the Media Review Committee.

Some questions to consider:

1. Does the material help create a balanced collection of fiction, nonfiction, and the inclusion of opposing viewpoints?
2. Does the material help address the specific population of the school and/district?
3. Are the curriculum needs of the teachers and students being met?
4. Are readers’ interests taken into consideration?
5. Are the materials age-appropriate for the school community?
6. Does the material include information that is biased, racist, or sexist?
7. Is the book irrelevant to the needs and interests of students and staff?
8. Has a subsequent edition of the book been added or is there a better book that should be obtained instead?
9. Is it free of pornography and material prohibited under s. [847.012](#)?
10. Is the material suited to student needs and their ability to comprehend the material presented?
11. Is it appropriate for the grade level and age group for which the materials are used or made available?
12. Is the content outdated?
13. Has the book circulated in the last few years? (Vetting Current Collection)
14. Are there multiple copies of the book available and do they circulate? (Vetting Current Collection)
15. Is the book physically damaged beyond repair or poor quality? (Vetting Current Collection)

## **Organizational Flow Chart if there is Media Personnel in the Media Center**

1. Custodians or whoever accepts deliveries verifies shipments received contain the exact number of books that are listed on the shipment invoice.
2. Bookkeeper /Custodian will let School Media Personnel know of delivery of materials.
3. Materials are delivered to Media Center or staging area.
4. School Media Personnel verify contents against the packing slip.
  - a. If there is an issue:
    - i. School Media Personnel contacts the Florida School Book Depository regarding discrepancy. Creates discrepancy report with the FSBD.
    - ii. School Media Personnel then delivers packing slip and discrepancy report to school bookkeeper.
  - b. If there is no issue:
    - i. School Media Personnel delivers packing slip to bookkeeper.
5. School Media Personnel processes delivery materials, which includes:
  - a. Sorts books
  - b. Barcode titles that are not consumables
  - c. Enters barcodes into Textbook Tracker
  - d. Checkout titles, as appropriate to school personnel.
  - e. Delivers titles to appropriate personnel.
  - f. House surplus materials in storage location.
6. If more materials are needed due to an increase in student population, contact the DMS or post in Media Personnel icon (email)
7. District Media Specialist will contact District Administration as needed.

## **Organizational Flow Chart if there is NO Media Personnel in the Media Center**

1. Custodians or whoever accepts deliveries verifies shipments received.
2. Whoever handles textbooks contacts District Media Specialists once shipment verified?
3. Textbooks are delivered to the media center or a staging area to sort.
4. District Media Specialist verifies the contents of the delivery against the packing slip.
  - a. If there is an issue:
    - i. District Media Specialist contacts the Florida Textbook Depository re: discrepancy.
    - ii. District Media Specialist then delivers packing slip and discrepancy report to school bookkeeper.
  - b. IF there is no issue:
    - i. District Media Specialist delivers packing slip to bookkeeper.
5. District Media Specialist processes deliver, which includes:
  - a. sort books
  - b. barcodes titles that are not consumable
  - c. centers titles into Textbook Tracker
  - d. checkout titles, as appropriate to personnel
  - e. delivers titles to appropriate personnel.
  - f. houses surplus in school.
6. If more materials are needed due to an increase in student population, contact DMS or post in Media Personnel email.
7. District Media Specialist will contact District Administration, as needed.

**B. Item Currently Not Budgeted -\*\***

Funding Source \_\_\_\_\_

Account Name \_\_\_\_\_

Account Number \_\_\_\_\_

Fund                      Function                      Object                      Cost Center                      Project                      Sub Project

Amount \$ \_\_\_\_\_

**C. History**

Check one:

**Prior Year Budget:** ☐

**New for Current Year:** ☐

Prior Year Approved Budget: \$ \_\_\_\_\_

Prior Year Actual Spent: \$ \_\_\_\_\_

250





# Hernando School District

## School Board Regular Meeting

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**Agenda Item # 8. 24-1996**

2/20/2024

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**Title and Board Action Requested**

Public Hearing and Final Approval of the Superintendent's Recommendation to keep the book, "All American Boys" written by Jason Reynolds and Brendan Kiely, in circulation and be made available to students in Hernando County Schools.

**Executive Summary**

The Supervisor of Literacy, Intervention and Elementary Academic Programs, on behalf of the Superintendent of Schools, hereby requests the Board to give approval to keep the book, "All American Boys" written by Jason Reynolds and Brendan Kiely, in circulation. This book is being challenged at Hernando, Central, Springstead, Weeki Wachee High Schools, and D.S. Parrott Middle School. "All American Boys" was originally challenged at Hernando High School and the results of that committee also determine the challenge for the schools mentioned above. Hernando High School's Review Committee met on December 20, 2023 and January 22, 2024 to discuss a citizen's request for school reconsideration of the book. The committee voted 4-0 to recommend to the Superintendent that the book stay in circulation in Hernando County Schools.

**My Contact**

Kelly Downey

Supervisor of Literacy, Intervention and Elementary Academic Programs

352-797-7000 ext. 280

downey\_k@hcsb.k12.fl.us

**2023-28 Strategic Focus Area**

Other

**Financial Impact**

See attached budget sheet.

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



## MOMS FOR LIBERTY – HERNANDO COUNTY CHAPTER CURRICULUM & MATERIALS REVIEW COMMITTEE

Committee Chair: Julia Thomas  
PO Box 1568 – Brooksville, Florida, 34605

M4LHernando.CMRCChair@gmail.com

Hernando County School District  
919 North Broad Street.  
Brooksville, FL 34601

RE: HHS "All American Boys" (M4LHC –  
046/2023)

October 12, 2023

Hernando County School District,

You will find an attached official challenge request from (M4LHC 046-23) for "*All American Boys*" which is currently located at Hernando High School's media center. This book was discovered back on August 5, 2023.

"All American Boys" contains age inappropriate contents: inflammatory racial and social commentary; police profiling, heavy profanity; alcohol and drug use; violence, police brutality, and promotion of Black Lives Matter.

The actions of the media specialist or administrative staff in selecting this book currently violates H.B 467 s. 847.012 (b) that media specialists are responsible for selecting books free of pornographic, sexually explicit materials, and Critical Race Theory. Furthermore, the Hernando County School District is also in violation of H.B 1557 for teaching and/ or introducing sexual orientation, gender identity, and Critical Race Theory to children, as well as multiple provisions of H.B. 1069.

As the newly elected Committee Chair for the Curriculum and Materials Review Committee of the Hernando County Chapter of Moms for Liberty, I remind you that besides the District of Hernando County Schools being in violation, it is not the responsibility of the District or any staff employed by the District to make a decision concerning these mature topics. District Staff should not be encouraging minors to read a book for adults only.

In closing, I'm calling on the Hernando County School Board to remove this book, from Hernando High School effective immediately, and in accordance with District Policy (*Media Specialist Handbook*), and H.B. 1069 which both clearly state that books can't be "disappeared" (i.e., hidden) but instead properly disposed of not only through steps outlined in the Media Specialist Handbook regarding the disposal of books, but also accurately noted as disposed of in Alexandria as outlined in H.B. 1069.

In Liberty,

*Julia Thomas*

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

Request for Reconsideration of Media Materials/Instructional Materials

Instructions: Complete and return this form with all materials to be reviewed.

Please type or print..

PLEASE COMPLETE ALL APPLICABLE INFORMATION:

Have you read or viewed the entire material? Yes

Request Initiated by (first and last name) JT

Address : PO Box 1568 City Brooksville State FL Zip Code 34605

Telephone \_\_\_\_\_ Email (optional)

M4IHernando.CMRCCChair@gmail.com

Date of Request: October 12, 2023 Author: Jason Reynolds and Brendan Kiely

Title: *All American Boys*

Publisher, Date of Publication/Production, Type of Media: Atheneum/Caitlyn Dlouhy Books 2015

School(s) in which item is used: Hernando High School

What first prompted your concern? Please See Attached

To what in the material do you object? (Please be specific, cite pages, frames, etc. Attach additional pages if necessary) Please See Attached

Are you aware of the judgement of this educational material by literary and/or authoritative critics?

Yes X No \_\_\_\_\_

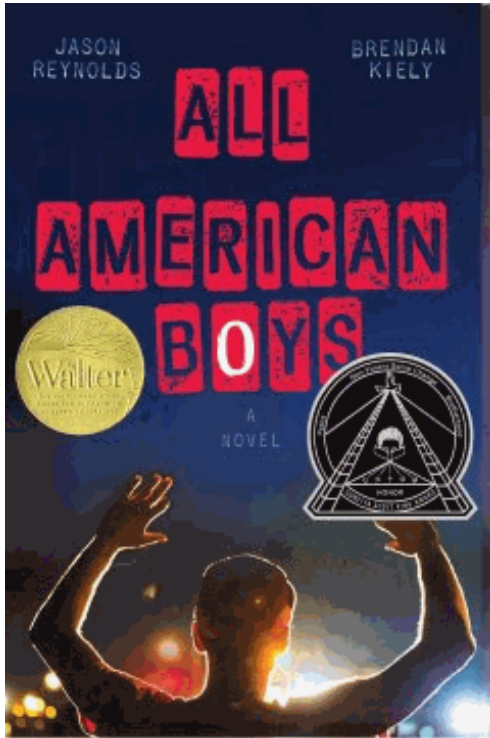
If yes, where? Name and date of publication: Amazon 2021, 2023

Complainant's Signature

Julia Thomas

Date October 12, 2023

# ALL AMERICAN BOYS



*Young Adult*

**By Jason Reynolds and Brendan Kiely**

ISBN: 978-1-4814-6335-5

## **Book Summary:**

A town is put in a state of turmoil after a young African American teenager is wrongly accused and assaulted by a police officer.

## **Summary of Concerns:**

This book contains inflammatory racial and social commentary; profanity; alcohol and drug use; and violence.

**2**/5

**Teen Guidance**  
BookLooks Review Rating

Page	Content
7	<p>ZOOM IN.  ZOOM IN MORE.  A LITTLE MORE.  A BOY, GRAINY.  FACEDOWN ON THE PAVEMENT.  A MAN ABOVE HIM. FISTS RAINING LIKE STONES.  HOWLING. LIGHTS AND SIRENS.  BLOOD ON THE STREET.  THE BOY IS STILL MOVING.  AND THEN HE IS NOT.</p>
11	<p>"Two weeks after I graduated from high school, my father came to me and said, 'The only people who are going to live in this house are people I'm making love to.'"</p>
13	<p>"...There's no better opportunity for a black boy in this country than to join the army."</p>
24	<p>He shoved me through the door and slammed me to the ground. Face-first. Hurt so bad the pain was a color—white, a crunching sound in my ear as bones in my nose cracked. After he slapped the cuffs on me, the metal cutting into my wrists, he yanked at my shirt and pants, searching me. I let out a wail, a sound that came from somewhere deep inside.</p> <p>.... I just needed to move to hopefully calm the pain. But moving wasn't a good idea because every time I flipped and flapped on the pavement, with every natural jerk, the cuffs seemed to tighten, and worse, I caught another blow. A fist in the kidney. A knee in the back. A forearm to the back of the neck.</p> <p>"Oh, you wanna resist? You wanna resist?" the cop kept saying, pounding me.</p> <p>...And if I could've, I would've told him that I didn't want to resist. Plus, I was already in cuffs. I was already... stuck. The people on the street watching, their faint murmurs of "Leave him alone" becoming white noise—they knew I didn't want to resist. I really, really didn't. I just wanted him to stop beating me. I just wanted to live. Each blow earthquaked my insides, crushing parts of me I had never seen, parts of me I never knew were there. "Fuckin' thugs can't just do what you're told. Need to learn how to respect authority. And I'm gonna teach you," he taunted, almost whispering in my ear.</p> <p>There was blood pooling in my mouth—tasted like metal. There were tears pooling in my eyes. I could see someone looking at me, quickly fading into a watery blur. Everything was sideways. Wrong. My ears were clogged, plugged by the pressure. All I could make out was the washed-out grunts of the man leaning over me, hurting me, telling me to stop fighting, even though I wasn't fighting, and then the piercing sound of sirens pulling up.</p> <p>My brain exploded into a million thoughts and only one thought at the same time— please don't kill me.</p>
27	<p>But before I could get my buzz on with Guzzo and Dwyer, I had to take care of Willy.</p>
30	<p>I took it to ignite my Friday night buzz. Me, Guzzo, and Dwyer. We got our drink on to get our party on-...</p> <p>...But I always stole the booze without Willy knowing either, and I got the flask in</p>

Page	Content
	<p>my jacket pocket while he searched for his shin pads in our room. He couldn't see me taking the booze.</p> <p>...His "All American" looks. All-American? What the hell was that? I hated that shit. What did it even mean?</p>
33	<p>The world was shitty, and I didn't care if that sounded melodramatic.</p> <p>...He died to prove to the wackos of the world who didn't believe in democracy, liberal economy, civil rights, and all that shit, that we were right and they were wrong. But for me, my dad was dead, so the frigging wackos won.</p> <p>...When I was a block away, I took a quick swig of bourbon and stuffed the flask in my ass pocket, so they'd know I had it.</p>
34	I took a swig because I was taking responsibility!
36	<p>"How much are we going to get? I'm shotgunning like ten beers tonight."</p> <p>By "we," Guzzo meant me, because I usually had more cash than either of them, so I almost always bought the beer, which pissed me off, but I knew they felt bad I paid for their fun more than they paid for mine.</p> <p>...And that was the other reason I didn't mind buying Guzzo beer.</p>
37	<p>Basically, we always got started at Jerry's because it was the dirtiest little corner store I knew, and the easiest place for us to get beer. Guzzo had lifted a bottle once.</p>
38	<p>It was the safest plan anyway, and we always seemed to find someone who'd buy the beer for us.</p> <p>The only problem was always this: Whoever we found to buy us the beer would only do it if we paid him extra. There weren't any Good Samaritan beer angels floating around waiting to gift us our weekly Friday buzz. So beer cost double for us, but whatever, we were seventeen.</p>
39	<p>And I was about to hand him my money when the front door to Jerry's whacked open and a cop pushed a younger guy out in front of him. It was only a matter of seconds before the cop had thrown the guy to the sidewalk and pressed him face-first into the concrete. I was barely twenty feet away. The guy on the ground was black and he looked like he was around my age, and I wasn't sure, but I thought he was looking at me. He was vaguely familiar, but I couldn't place him. Did he go to our school? All I could really see was the cop over him, shouting. The cop was white and it took me a second to recognize him, because his face was angled down the whole time, but then, when he raised his head for a second, I realized right away it was Guzzo's older brother, Paul.</p> <p>Holy shit! Paul! Paul was hitting the other guy, again, and again, smashing his face into the sidewalk. The blood kept coming. I wanted to move; my gut wanted me to rush to help Paul. But I knew enough to know that you stayed out of police business, plus Paul didn't need my help because he was pummeling the guy. So I just stood there, sorta frozen, just watching, transfixed. With one knee and a forearm pinning the guy beneath him, Paul bent low and said something into the guy's ear.</p>
51	<p>"...This is that bullshit! I'm so sick of them treating us like animals. Like we America's disobedient dogs!"</p> <p>..."...Do you know the stats? t's something like black people are twice as likely to</p>

Page	Content
	have no weapons on them when they're killed by cops. Twice as likely! Should I run down the list of the people this has happened to?..."
57	I mean, I had seen this happen so many times. Not personally, but on TV. In the news. People getting beaten, and sometimes killed, by the cops, and then there's all this fuss about it, only to build up to a big heartbreak when nothing happens. The cops get off.
59	NBD, Dwyer wrote in beer on the wooden slats of the back porch with the nozzle from the keg. ...I gave Guzzo my flask at some point and when I eventually got it back it was empty,...
60	Dwyer and Guzzo drank much more than I did, and they stood around the keg shouting out the lyrics of all the hip-hop songs blasting from the living room inside.
65	"Guzzo drank the alcohol. It was Guzzo's idea..." ..."I'm sorry I stole the bourbon. I'm sorry I drank it with Guzzo and Dwyer."
79	Instead some big-ass cop decided to have a fist party on my face
82	I just wondered where God was when I was being mopped by that cop.
101	He took a swig of beer and wiped his mouth on the sleeve of his T-shirt.
118	Because as Jill was telling me about the guy who spent half the night puking in the upstairs bathroom because he'd done a keg stand right before I'd gotten there.
156	"Maybe he was on drugs." "On drugs? What are you? Seventy-five? Since when have you ever gotten off your ass, let alone thrown a punch, when you were stoned, man?" "Meth?" "Only white people do that shit."
157	"Just a puff here and there, man, come on. I don't do drugs." "I've seen you smoking a blunt. Metcalf sold you that shit. Metcalf- a white dude, by the way. Man, that shit could have been laced with crack, or fucking Drano. You don't know what you talkin' 'bout." ..."What do you know, anyway? White boy like you can just walk away whenever you want. Everyone just sees you as Mr. All-American boy, and you can just keep on walking, thinking about other things. Just keep on living, like this shit don't even exist."
160	I was thinking about how, if I wanted to, I could walk away and not think about Rashad, in a way that English or Shannon or Tooms or any of the guys at school who were not white could not.
161	Afraid of people like Paul. Afraid of cops in general. Hell, they were probably afraid of people like me. ...But I didn't have to be because my shield was that I was white. ...I could be all the way across the country in California and I'd still be white, cops and everyone else would still see me as just a "regular kid," an "All-American" boy. "Regular," "All-American." White. Fuck.
163	"I don't know. Unnecessary beating. Uh...shit, police brutality?"

Page	Content
164	<p>"Paul says he did what he did because he was protecting some white lady in the store," Jill added.</p> <p>"Yeah. That's what my mom says. But, uh,</p> <p>"Seriously."</p> <p>"You think it would have been the same if the lady wasn't white, or if Rashad wasn't black?"</p> <p>"Seriously. "</p> <p>"Seriously, what?"</p> <p>"Why is it taking me five minutes to say the word racism?"</p> <p>"Maybe you're racist?"</p> <p>"Don't joke. This is serious."</p> <p>"I'm not."</p> <p>"I'm not racist!"</p> <p>..."Not like KKK racist," she said. "I don't think most people think they're racist. But every time something like this happens, you could, like you said, say, 'Not my problem.' You could say, 'It's a one-time thing.' Every time it happened."</p> <p>I wanted to say something, but it was like my head just pounded and every word that came to mind just shook and fell back into my throat.</p> <p>"I think it's all racism," Jill said for me.</p> <p>"And if I don't do something," I finally mustered, "if I just stay silent, it's just like saying it's not my problem."</p>
167	<p>"We don 't know what happened in that store, so I'm not gonna sit here and just say this kid is innocent. He might not be. I'm a cabdriver, and I work nights, and the truth is, if that kid was trying to hail me down, and it was dark outside, I would keep on going.</p> <p>"And why is that? Because of the way he looks?"</p> <p>"I mean, listen, I've been robbed before. Right around here. And I just... I don't ever want to be robbed again. And he looks like the guy who robbed me. He was dressed just like him..."</p>
177	<p>"Listen, I just don't want them to find a reason to beat more people. To kill people." Mom refocused the conversation, her eyes back on me. "And since apparently they don't trust us, I don't trust them."</p>
178	<p>Shannon and Carlos used to always joke about how Mr. Fisher and Mrs. Tracey were probably dating, probably having gross sex after school on Mrs. Tracey's desk, on top of Shakespeare's Sonnets or something.</p>
179	<p>"Matter fact, how many of y'all been messed with by the cops?"</p>
187	<p>White people were crazy back then, eighty years ago, when the story took place.</p>
206	<p>But to that kid- and now my head was reeling- to that kid, my dad was no different than Officer Galluzzo. Another trigger-happy cop who was quick to assume and even quicker to shoot.</p>
223	<p>In 2012, in the United Kingdom, the number of people (regardless of race) shot and killed by police officers: 1</p> <p>In 2013, in the United Kingdom, the number of times police officers fired guns in the line of duty/the number of people fatally shot: 3/0</p>



Page	Content
	In the United States, in the seven years period ending in 2012, a white police officer killed a black person nearly two times a week.
244	Oh, so just because Officer Galluzzo's white, everybody's mad now? What about Officer Butler! This kid is the son of a bad cop. Karma is a bitch!
252	"And it isn't just guys who fear the cops, and families with boys. There's a whole movement for the girls too. Hashtag SayHerName. It's big. This is about everyone who fears cops."
253	"Look, if there were people who are scared of the police every day of their lives," Jill said, determined, "I'm going to live in fear of them for at least one day to say that I don't think that's right." ...IF YOU ARE NEUTRAL IN SITUATIONS OF INJUSTICE, YOU HAVE CHOSEN THE SIDE OF THE OPPRESSOR.
255	...because some people had told me racism was a thing of the past, they'd told me not to get involved. But that was nuts. They were nuts. And more to the point—they'd all been white people. Well, guess what? I'm white too—and that's exactly why I was marching. I had to. Because racism was alive and real as shit. It was everywhere and all mixed up in everything, and the only people who said it wasn't, and the only people who said, "Don't talk about it" were white. Well, stop lying. That's what I wanted to tell those people. Stop lying. Stop denying. That's why I was marching. Nothing was going to change unless we did something about it. We! White people! We had to stand up and say something about it too, because otherwise it was just like what one of those posters in the crowd outside school said: OUR SILENCE IS ANOTHER KIND OF VIOLENCE.
256	There were thousands of cops, too, or what might have been cops. They looked more like an army of Robocops- black paramilitary outfits, helmets, automatic rifles. ...With the row of police tanks, like the one I'd seen that morning, and the rank upon rank of infantry, I swear it looked a lot less like Springfield and a lot more like Kabul. ...I could see the black canisters of tear gas in the belt loops of the cops. ...I filmed the tanks, too. I filmed the guys who had their guns raised and aimed toward the marchers.
257	Somebody had a microphone and a PA speaker, and she started reciting the names that I quickly realized were of young, unarmed black men and women who had been killed by the police in the last year. I knew some of the names from the news, but many I didn't. So fucking many.
268	"This is a roll call! Sean Bell!" Then she followed with "Absent again today! Oscar Grant! Absent again today! Rekia Boyd! Absent again today! Ramarley Graham!" She paused, and at that point the rest of us knew exactly what to do. "Absent again today!" "Aiyana Jones!" "Absent again today!" "Freddie Gray!" "Absent again today!"

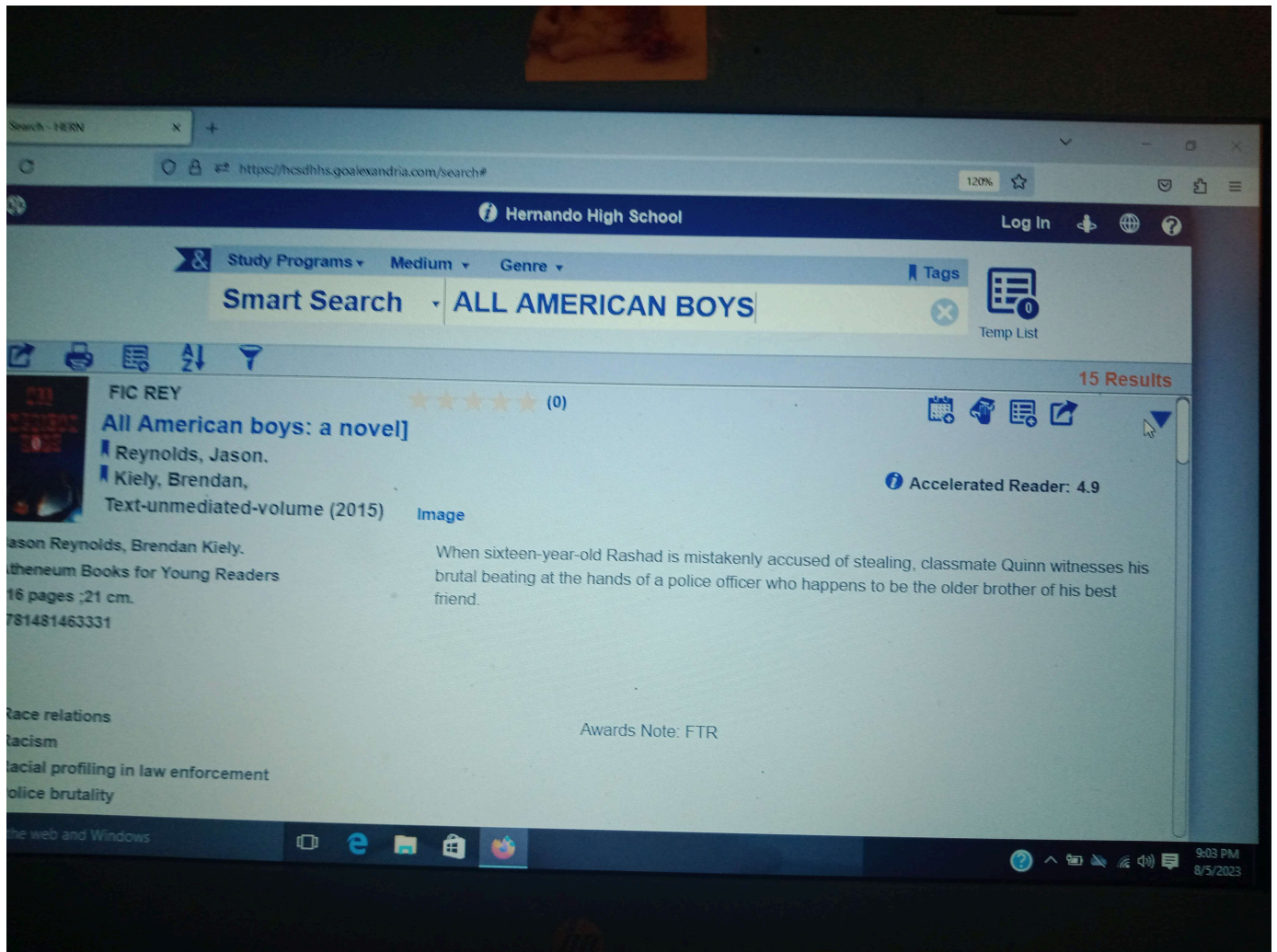
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	brutality, race, racism, systemic racism, whiteness, and white privilege in your communities. You all do the tough, frontlines work of engaging young people and nurturing young minds and bodies. Minds matter. Bodies matter. Because there are too many minds and bodies missing. Tamir Rice, Treyvon Martin, Sandra Bland, Michael Brown, Freddie Gray. Some names are familiar, but many are not, because there are many, many, too many, missing today, and they shouldn't be. This is why I say Black Lives Matter, every time I get behind a microphone.
286	<p>As a white, heterosexual, cis-gender, able-bodied man, when I think about the Peace, Brotherhood, and Non-Violent Social Change this award stands for, I try to think about how and when the pieces of my identity stand in the way of those goals.</p> <p>In All American Boys, as in all my work, I especially want to reckon with whiteness, because, as a white person, I can't talk about racism, or the process or desire to dismantle the system that supports it, or eradicate racism itself, without first grappling with whiteness. It is whiteness itself that perpetuates that racism. As Quinn learns in All American Boys, you cannot have an institution that systematically disenfranchises people without also empowering others to systematically benefit from that injustice.</p> <p>...I live in the comfort of the privileged positions of my identity and I want to call people who also live with any of those elements of identity into the space of discomfort, so that together, we might do less harm as white people, as cis-gender heterosexuals, and as able-bodied people. This is my educational mission. This is my artistic, literary mission. To join the revolution against complacency, bigotry, exclusion, and hate; the revolution against injustice.</p> <p>A line of graffiti I saw on a nearly two-thousand-year-old wall in Rome encapsulates it for me: The role of the artist is to make revolution irresistible. Revolution. Action. It does not begin in the street—although it needs to get there. It does not begin in Congress—although it needs to get there. Revolution begins in the heart. And I believe that it is in that beautifully intimate space between a reader and a book, where the spark ignites, the fuse lights, and the flame rises in the heart, where revolution feels irresistible.</p>
287	And so to the organizers of the Black Lives Matter movement that still continues: I am with you in revolution.

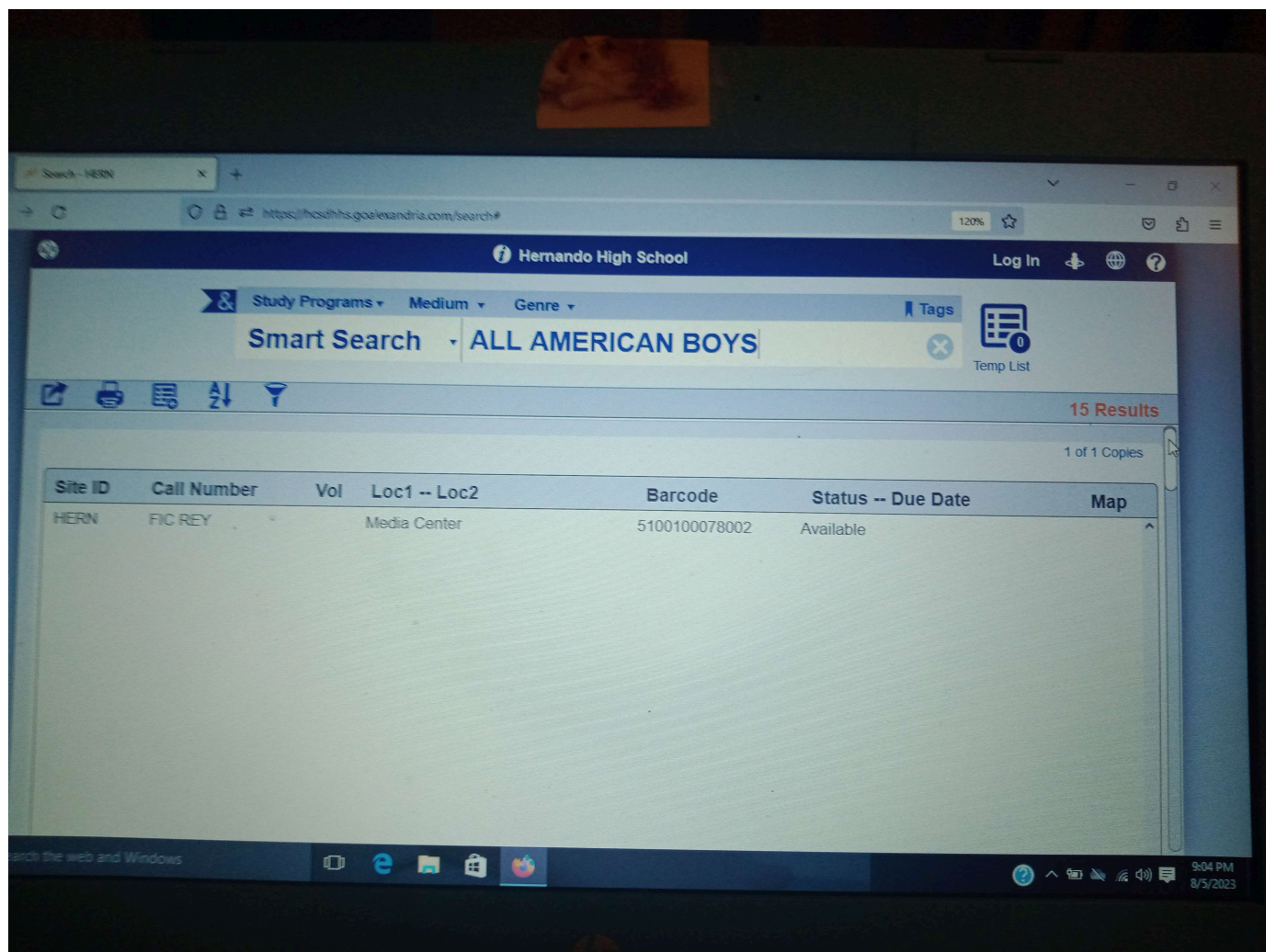
Profanity	Count
Ass	42
Bitch	2
Dick	6
Fuck	39
Piss	15
Shit	79

## Universal Book Content (UBC) Rating

0	1	2	3	4	5
<ul style="list-style-type: none"> <li>• Mild Non-Explicit Violence</li> <li>• No Nudity</li> <li>• No Profanity</li> <li>• No References to Sexual Activities</li> <li>• No Drug or Alcohol Use</li> </ul>	<ul style="list-style-type: none"> <li>• Mild Non-Explicit Violence</li> <li>• Non-Sexual Nudity</li> <li>• No Profanity</li> <li>• No References to Sexual Activities</li> <li>• Mentioning of Drug or Alcohol Use</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate Violence</li> <li>• Non-Sexual Nudity</li> <li>• Moderate Profanity</li> <li>• Inexplicit Sexual Activities</li> <li>• Drug or Alcohol Use</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit Violence</li> <li>• Sexual Nudity</li> <li>• Explicit or Frequent Use of Profanity</li> <li>• Sexual Activities No penetration, cunnilingus, fellatio, or ejaculation</li> <li>• Drug or Alcohol Abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Aberrant Violence</li> <li>• Explicit Sexual Activities Ejaculation and Sexual Penetration (oral, anal, vaginal, fingering)</li> <li>• Explicit or Frequent use of Profanity</li> <li>• Aberrant Drug or Alcohol Abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit References to Aberrant Sexual Activities</li> </ul>
Appropriate for all audiences	Might have minor issues for young readers	Suggested minimum younger teen	Suggested minimum older teen	Definitely adult only content	Might be arrested for reading at school board meetings









## MOMS FOR LIBERTY – HERNANDO COUNTY CHAPTER CURRICULUM & MATERIALS REVIEW COMMITTEE

Committee Chair: Julia Thomas  
PO Box 1568 – Brooksville, Florida, 34605

M4LHernando.CMRCCChair@gmail.com

Hernando County School District  
919 North Broad Street.  
Brooksville, FL 34601

RE: CHS "All American Boys" (M4LHC –  
062/2023)

October 14, 2023

Hernando County School District,

You will find an attached official challenge request from (M4LHC 062-23) for "*All American Boys*" which is currently located at Central High School's media center. This book was discovered back on August 3, 2023.

"All American Boys" contains age inappropriate contents: inflammatory racial and social commentary; police profiling, heavy profanity; alcohol and drug use; violence, police brutality, and promotion of Black Lives Matter.

The actions of the media specialist or administrative staff in selecting this book currently violates H.B 467 s. 847.012 (b) that media specialists are responsible for selecting books free of pornographic, sexually explicit materials, and Critical Race Theory. Furthermore, the Hernando County School District is also in violation of H.B 1557 for teaching and/ or introducing sexual orientation, gender identity, and Critical Race Theory to children, as well as multiple provisions of H.B. 1069.

As the newly elected Committee Chair for the Curriculum and Materials Review Committee of the Hernando County Chapter of Moms for Liberty, I remind you that besides the District of Hernando County Schools being in violation, it is not the responsibility of the District or any staff employed by the District to make a decision concerning these mature topics. District Staff should not be encouraging minors to read a book for adults only.

In closing, I'm calling on the Hernando County School Board to remove this book, from Central High School effective immediately, and in accordance with District Policy (*Media Specialist Handbook*), and H.B. 1069 which both clearly state that books can't be "disappeared" (i.e., hidden) but instead properly disposed of not only through steps outlined in the Media Specialist Handbook regarding the disposal of books, but also accurately noted as disposed of in Alexandria as outlined in H.B. 1069.

In Liberty,

*Julia Thomas*

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

Request for Reconsideration of Media Materials/Instructional Materials

Instructions: Complete and return this form with all materials to be reviewed.

Please type or print..

PLEASE COMPLETE ALL APPLICABLE INFORMATION:

Have you read or viewed the entire material? Yes

Request Initiated by (first and last name) JT

Address : PO Box 1568 City Brooksville State FL Zip Code 34605

Telephone \_\_\_\_\_ Email (optional)

M4IHernando.CMRCCChair@gmail.com

Date of Request: October 14, 2023 Author: Jason Reynolds and Brendan Kiely

Title: *All American Boys*

Publisher, Date of Publication/Production, Type of Media: Atheneum/Caitlyn Dlouhy Books 2015

School(s) in which item is used: Central High School

What first prompted your concern? Please See Attached

To what in the material do you object? (Please be specific, cite pages, frames, etc. Attach additional pages if necessary) Please See Attached

Are you aware of the judgement of this educational material by literary and/or authoritative critics?

Yes X No \_\_\_\_\_

If yes, where? Name and date of publication: Amazon 2021, 2023

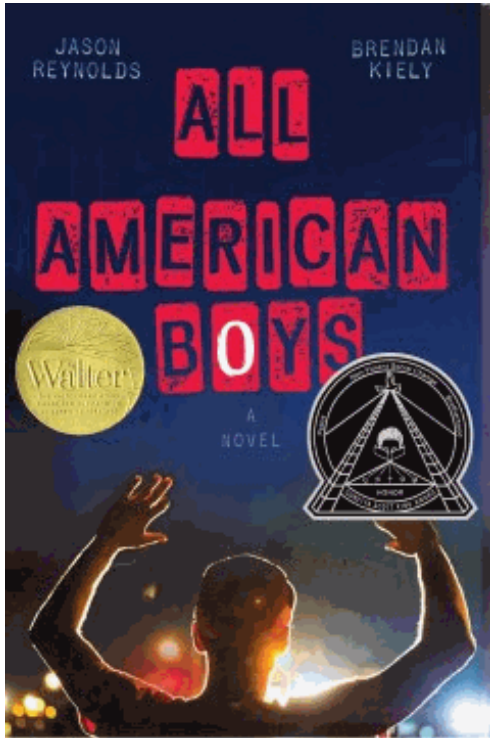
Complainant's Signature

Julia Thomas

Date October 14, 2023



# ALL AMERICAN BOYS



*Young Adult*

**By Jason Reynolds and Brendan Kiely**

ISBN: 978-1-4814-6335-5

## **Book Summary:**

A town is put in a state of turmoil after a young African American teenager is wrongly accused and assaulted by a police officer.

## **Summary of Concerns:**

This book contains inflammatory racial and social commentary; profanity; alcohol and drug use; and violence.

**2**/5

**Teen Guidance**  
BookLooks Review Rating

Page	Content
7	<p>ZOOM IN.  ZOOM IN MORE.  A LITTLE MORE.  A BOY, GRAINY.  FACEDOWN ON THE PAVEMENT.  A MAN ABOVE HIM. FISTS RAINING LIKE STONES.  HOWLING. LIGHTS AND SIRENS.  BLOOD ON THE STREET.  THE BOY IS STILL MOVING.  AND THEN HE IS NOT.</p>
11	<p>"Two weeks after I graduated from high school, my father came to me and said, 'The only people who are going to live in this house are people I'm making love to.'"</p>
13	<p>"...There's no better opportunity for a black boy in this country than to join the army."</p>
24	<p>He shoved me through the door and slammed me to the ground. Face-first. Hurt so bad the pain was a color—white, a crunching sound in my ear as bones in my nose cracked. After he slapped the cuffs on me, the metal cutting into my wrists, he yanked at my shirt and pants, searching me. I let out a wail, a sound that came from somewhere deep inside.</p> <p>.... I just needed to move to hopefully calm the pain. But moving wasn't a good idea because every time I flipped and flapped on the pavement, with every natural jerk, the cuffs seemed to tighten, and worse, I caught another blow. A fist in the kidney. A knee in the back. A forearm to the back of the neck.</p> <p>"Oh, you wanna resist? You wanna resist?" the cop kept saying, pounding me.</p> <p>...And if I could've, I would've told him that I didn't want to resist. Plus, I was already in cuffs. I was already... stuck. The people on the street watching, their faint murmurs of "Leave him alone" becoming white noise—they knew I didn't want to resist. I really, really didn't. I just wanted him to stop beating me. I just wanted to live. Each blow earthquaked my insides, crushing parts of me I had never seen, parts of me I never knew were there. "Fuckin' thugs can't just do what you're told. Need to learn how to respect authority. And I'm gonna teach you," he taunted, almost whispering in my ear.</p> <p>There was blood pooling in my mouth—tasted like metal. There were tears pooling in my eyes. I could see someone looking at me, quickly fading into a watery blur. Everything was sideways. Wrong. My ears were clogged, plugged by the pressure. All I could make out was the washed-out grunts of the man leaning over me, hurting me, telling me to stop fighting, even though I wasn't fighting, and then the piercing sound of sirens pulling up.</p> <p>My brain exploded into a million thoughts and only one thought at the same time— please don't kill me.</p>
27	<p>But before I could get my buzz on with Guzzo and Dwyer, I had to take care of Willy.</p>
30	<p>I took it to ignite my Friday night buzz. Me, Guzzo, and Dwyer. We got our drink on to get our party on-...</p> <p>...But I always stole the booze without Willy knowing either, and I got the flask in</p>

Page	Content
	<p>my jacket pocket while he searched for his shin pads in our room. He couldn't see me taking the booze.</p> <p>...His "All American" looks. All-American? What the hell was that? I hated that shit. What did it even mean?</p>
33	<p>The world was shitty, and I didn't care if that sounded melodramatic.</p> <p>...He died to prove to the wackos of the world who didn't believe in democracy, liberal economy, civil rights, and all that shit, that we were right and they were wrong. But for me, my dad was dead, so the frigging wackos won.</p> <p>...When I was a block away, I took a quick swig of bourbon and stuffed the flask in my ass pocket, so they'd know I had it.</p>
34	I took a swig because I was taking responsibility!
36	<p>"How much are we going to get? I'm shotgunning like ten beers tonight."</p> <p>By "we," Guzzo meant me, because I usually had more cash than either of them, so I almost always bought the beer, which pissed me off, but I knew they felt bad I paid for their fun more than they paid for mine.</p> <p>...And that was the other reason I didn't mind buying Guzzo beer.</p>
37	<p>Basically, we always got started at Jerry's because it was the dirtiest little corner store I knew, and the easiest place for us to get beer. Guzzo had lifted a bottle once.</p>
38	<p>It was the safest plan anyway, and we always seemed to find someone who'd buy the beer for us.</p> <p>The only problem was always this: Whoever we found to buy us the beer would only do it if we paid him extra. There weren't any Good Samaritan beer angels floating around waiting to gift us our weekly Friday buzz. So beer cost double for us, but whatever, we were seventeen.</p>
39	<p>And I was about to hand him my money when the front door to Jerry's whacked open and a cop pushed a younger guy out in front of him. It was only a matter of seconds before the cop had thrown the guy to the sidewalk and pressed him face-first into the concrete. I was barely twenty feet away. The guy on the ground was black and he looked like he was around my age, and I wasn't sure, but I thought he was looking at me. He was vaguely familiar, but I couldn't place him. Did he go to our school? All I could really see was the cop over him, shouting. The cop was white and it took me a second to recognize him, because his face was angled down the whole time, but then, when he raised his head for a second, I realized right away it was Guzzo's older brother, Paul.</p> <p>Holy shit! Paul! Paul was hitting the other guy, again, and again, smashing his face into the sidewalk. The blood kept coming. I wanted to move; my gut wanted me to rush to help Paul. But I knew enough to know that you stayed out of police business, plus Paul didn't need my help because he was pummeling the guy. So I just stood there, sorta frozen, just watching, transfixed. With one knee and a forearm pinning the guy beneath him, Paul bent low and said something into the guy's ear.</p>
51	<p>"...This is that bullshit! I'm so sick of them treating us like animals. Like we America's disobedient dogs!"</p> <p>..."...Do you know the stats? t's something like black people are twice as likely to</p>

Page	Content
	have no weapons on them when they're killed by cops. Twice as likely! Should I run down the list of the people this has happened to?..."
57	I mean, I had seen this happen so many times. Not personally, but on TV. In the news. People getting beaten, and sometimes killed, by the cops, and then there's all this fuss about it, only to build up to a big heartbreak when nothing happens. The cops get off.
59	NBD, Dwyer wrote in beer on the wooden slats of the back porch with the nozzle from the keg. ...I gave Guzzo my flask at some point and when I eventually got it back it was empty,...
60	Dwyer and Guzzo drank much more than I did, and they stood around the keg shouting out the lyrics of all the hip-hop songs blasting from the living room inside.
65	"Guzzo drank the alcohol. It was Guzzo's idea..." ..."I'm sorry I stole the bourbon. I'm sorry I drank it with Guzzo and Dwyer."
79	Instead some big-ass cop decided to have a fist party on my face
82	I just wondered where God was when I was being mopped by that cop.
101	He took a swig of beer and wiped his mouth on the sleeve of his T-shirt.
118	Because as Jill was telling me about the guy who spent half the night puking in the upstairs bathroom because he'd done a keg stand right before I'd gotten there.
156	"Maybe he was on drugs." "On drugs? What are you? Seventy-five? Since when have you ever gotten off your ass, let alone thrown a punch, when you were stoned, man?" "Meth?" "Only white people do that shit."
157	"Just a puff here and there, man, come on. I don't do drugs." "I've seen you smoking a blunt. Metcalf sold you that shit. Metcalf- a white dude, by the way. Man, that shit could have been laced with crack, or fucking Drano. You don't know what you talkin' 'bout." ..."What do you know, anyway? White boy like you can just walk away whenever you want. Everyone just sees you as Mr. All-American boy, and you can just keep on walking, thinking about other things. Just keep on living, like this shit don't even exist."
160	I was thinking about how, if I wanted to, I could walk away and not think about Rashad, in a way that English or Shannon or Tooms or any of the guys at school who were not white could not.
161	Afraid of people like Paul. Afraid of cops in general. Hell, they were probably afraid of people like me. ...But I didn't have to be because my shield was that I was white. ...I could be all the way across the country in California and I'd still be white, cops and everyone else would still see me as just a "regular kid," an "All-American" boy. "Regular," "All-American." White. Fuck.
163	"I don't know. Unnecessary beating. Uh...shit, police brutality?"

Page	Content
164	<p>"Paul says he did what he did because he was protecting some white lady in the store," Jill added.</p> <p>"Yeah. That's what my mom says. But, uh,</p> <p>"Seriously."</p> <p>"You think it would have been the same if the lady wasn't white, or if Rashad wasn't black?"</p> <p>"Seriously. "</p> <p>"Seriously, what?"</p> <p>"Why is it taking me five minutes to say the word racism?"</p> <p>"Maybe you're racist?"</p> <p>"Don't joke. This is serious."</p> <p>"I'm not."</p> <p>"I'm not racist!"</p> <p>..."Not like KKK racist," she said. "I don't think most people think they're racist. But every time something like this happens, you could, like you said, say, 'Not my problem.' You could say, 'It's a one-time thing.' Every time it happened."</p> <p>I wanted to say something, but it was like my head just pounded and every word that came to mind just shook and fell back into my throat.</p> <p>"I think it's all racism," Jill said for me.</p> <p>"And if I don't do something," I finally mustered, "if I just stay silent, it's just like saying it's not my problem."</p>
167	<p>"We don 't know what happened in that store, so I'm not gonna sit here and just say this kid is innocent. He might not be. I'm a cabdriver, and I work nights, and the truth is, if that kid was trying to hail me down, and it was dark outside, I would keep on going.</p> <p>"And why is that? Because of the way he looks?"</p> <p>"I mean, listen, I've been robbed before. Right around here. And I just... I don't ever want to be robbed again. And he looks like the guy who robbed me. He was dressed just like him..."</p>
177	<p>"Listen, I just don't want them to find a reason to beat more people. To kill people." Mom refocused the conversation, her eyes back on me. "And since apparently they don't trust us, I don't trust them."</p>
178	<p>Shannon and Carlos used to always joke about how Mr. Fisher and Mrs. Tracey were probably dating, probably having gross sex after school on Mrs. Tracey's desk, on top of Shakespeare's Sonnets or something.</p>
179	<p>"Matter fact, how many of y'all been messed with by the cops?"</p>
187	<p>White people were crazy back then, eighty years ago, when the story took place.</p>
206	<p>But to that kid- and now my head was reeling- to that kid, my dad was no different than Officer Galluzzo. Another trigger-happy cop who was quick to assume and even quicker to shoot.</p>
223	<p>In 2012, in the United Kingdom, the number of people (regardless of race) shot and killed by police officers: 1</p> <p>In 2013, in the United Kingdom, the number of times police officers fired guns in the line of duty/the number of people fatally shot: 3/0</p>

Page	Content
	In the United States, in the seven years period ending in 2012, a white police officer killed a black person nearly two times a week.
244	Oh, so just because Officer Galluzzo's white, everybody's mad now? What about Officer Butler! This kid is the son of a bad cop. Karma is a bitch!
252	"And it isn't just guys who fear the cops, and families with boys. There's a whole movement for the girls too. Hashtag SayHerName. It's big. This is about everyone who fears cops."
253	"Look, if there were people who are scared of the police every day of their lives," Jill said, determined, "I'm going to live in fear of them for at least one day to say that I don't think that's right." ...IF YOU ARE NEUTRAL IN SITUATIONS OF INJUSTICE, YOU HAVE CHOSEN THE SIDE OF THE OPPRESSOR.
255	...because some people had told me racism was a thing of the past, they'd told me not to get involved. But that was nuts. They were nuts. And more to the point—they'd all been white people. Well, guess what? I'm white too—and that's exactly why I was marching. I had to. Because racism was alive and real as shit. It was everywhere and all mixed up in everything, and the only people who said it wasn't, and the only people who said, "Don't talk about it" were white. Well, stop lying. That's what I wanted to tell those people. Stop lying. Stop denying. That's why I was marching. Nothing was going to change unless we did something about it. We! White people! We had to stand up and say something about it too, because otherwise it was just like what one of those posters in the crowd outside school said: OUR SILENCE IS ANOTHER KIND OF VIOLENCE.
256	There were thousands of cops, too, or what might have been cops. They looked more like an army of Robocops- black paramilitary outfits, helmets, automatic rifles. ...With the row of police tanks, like the one I'd seen that morning, and the rank upon rank of infantry, I swear it looked a lot less like Springfield and a lot more like Kabul. ...I could see the black canisters of tear gas in the belt loops of the cops. ...I filmed the tanks, too. I filmed the guys who had their guns raised and aimed toward the marchers.
257	Somebody had a microphone and a PA speaker, and she started reciting the names that I quickly realized were of young, unarmed black men and women who had been killed by the police in the last year. I knew some of the names from the news, but many I didn't. So fucking many.
268	"This is a roll call! Sean Bell!" Then she followed with "Absent again today! Oscar Grant! Absent again today! Rekia Boyd! Absent again today! Ramarley Graham!" She paused, and at that point the rest of us knew exactly what to do. "Absent again today!" "Aiyana Jones!" "Absent again today!" "Freddie Gray!" "Absent again today!"

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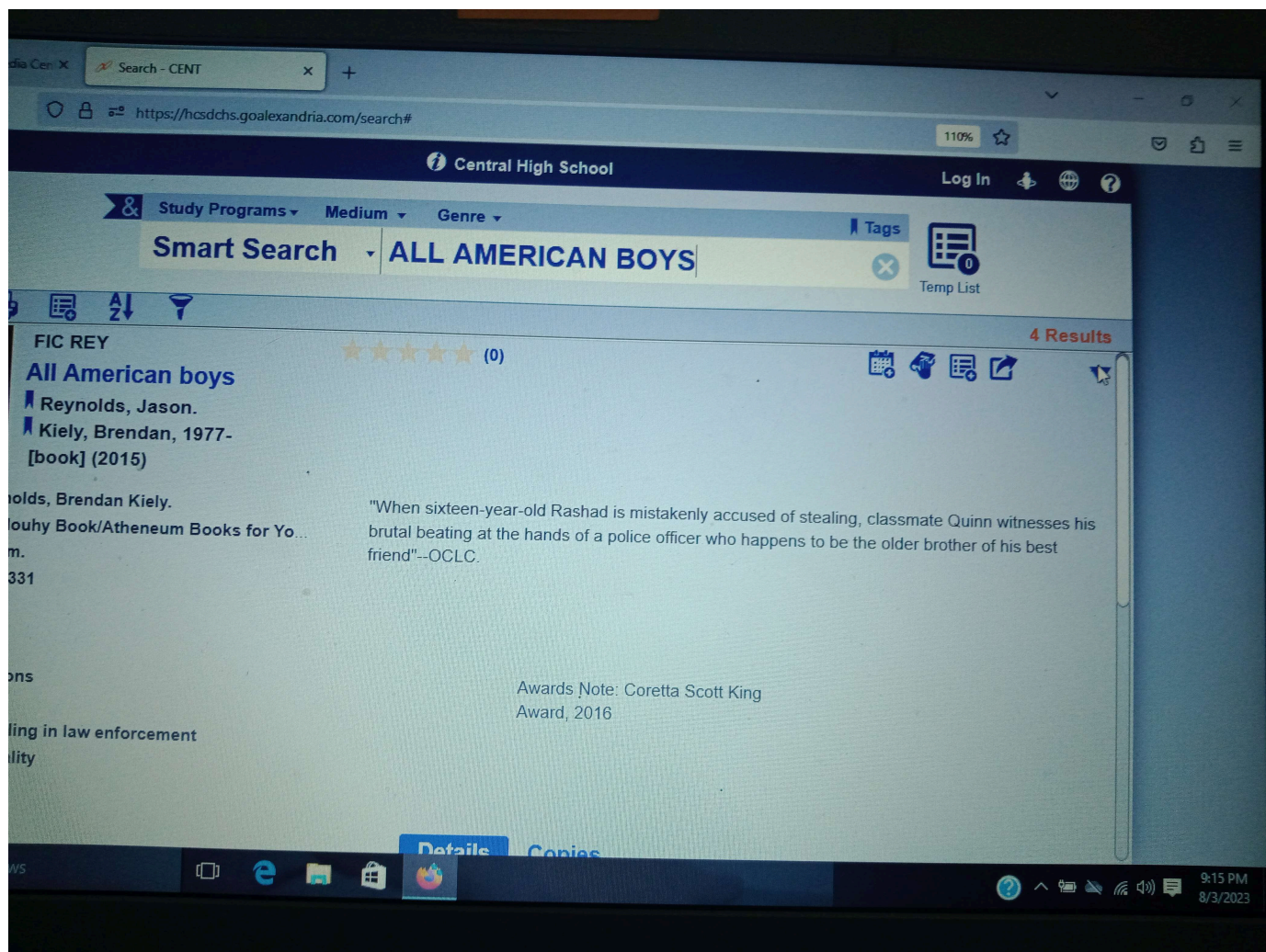
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286	<p>As a white, heterosexual, cis-gender, able-bodied man, when I think about the Peace, Brotherhood, and Non-Violent Social Change this award stands for, I try to think about how and when the pieces of my identity stand in the way of those goals.</p> <p>In All American Boys, as in all my work, I especially want to reckon with whiteness, because, as a white person, I can't talk about racism, or the process or desire to dismantle the system that supports it, or eradicate racism itself, without first grappling with whiteness. It is whiteness itself that perpetuates that racism. As Quinn learns in All American Boys, you cannot have an institution that systematically disenfranchises people without also empowering others to systematically benefit from that injustice.</p> <p>...I live in the comfort of the privileged positions of my identity and I want to call people who also live with any of those elements of identity into the space of discomfort, so that together, we might do less harm as white people, as cis-gender heterosexuals, and as able-bodied people. This is my educational mission. This is my artistic, literary mission. To join the revolution against complacency, bigotry, exclusion, and hate; the revolution against injustice.</p> <p>A line of graffiti I saw on a nearly two-thousand-year-old wall in Rome encapsulates it for me: The role of the artist is to make revolution irresistible. Revolution. Action. It does not begin in the street—although it needs to get there. It does not begin in Congress—although it needs to get there. Revolution begins in the heart. And I believe that it is in that beautifully intimate space between a reader and a book, where the spark ignites, the fuse lights, and the flame rises in the heart, where revolution feels irresistible.</p>
287	And so to the organizers of the Black Lives Matter movement that still continues: I am with you in revolution.

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Piss	15
Shit	79



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## MOMS FOR LIBERTY – HERNANDO COUNTY CHAPTER CURRICULUM & MATERIALS REVIEW COMMITTEE

Committee Chair: Julia Thomas  
PO Box 1568 – Brooksville, Florida, 34605

M4LHernando.CMRCChair@gmail.com

Hernando County School District  
919 North Broad Street.  
Brooksville, FL 34601

RE: SHS "All American Boys" (M4LHC –  
071/2023)

October 20, 2023

Hernando County School District,

You will find an attached official challenge request from (M4LHC 071-23) for "*All American Boys*" which is currently located at Springstead High School's media center. This book was discovered back on August 3, 2023.

"All American Boys" contains age inappropriate contents: inflammatory racial and social commentary; police profiling, heavy profanity; alcohol and drug use; violence, police brutality, and promotion of Black Lives Matter.

The actions of the media specialist or administrative staff in selecting this book currently violates H.B 467 s. 847.012 (b) that media specialists are responsible for selecting books free of pornographic, sexually explicit materials, and Critical Race Theory. Furthermore, the Hernando County School District is also in violation of H.B 1557 for teaching and/ or introducing sexual orientation, gender identity, and Critical Race Theory to children, as well as multiple provisions of H.B. 1069.

As the newly elected Committee Chair for the Curriculum and Materials Review Committee of the Hernando County Chapter of Moms for Liberty, I remind you that besides the District of Hernando County Schools being in violation, it is not the responsibility of the District or any staff employed by the District to make a decision concerning these mature topics. District Staff should not be encouraging minors to read a book for adults only.

In closing, I'm calling on the Hernando County School Board to remove this book, from Springstead High School effective immediately, and in accordance with District Policy (*Media Specialist Handbook*), and H.B. 1069 which both clearly state that books can't be "disappeared" (i.e., hidden) but instead properly disposed of not only through steps outlined in the Media Specialist Handbook regarding the disposal of books, but also accurately noted as disposed of in Alexandria as outlined in H.B. 1069.

In Liberty,

*Julia Thomas*

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

Request for Reconsideration of Media Materials/Instructional Materials

Instructions: Complete and return this form with all materials to be reviewed.

Please type or print..

PLEASE COMPLETE ALL APPLICABLE INFORMATION:

Have you read or viewed the entire material? Yes

Request Initiated by (first and last name) JT

Address : PO Box 1568 City Brooksville State FL Zip Code 34605

Telephone \_\_\_\_\_ Email (optional)

M4IHernando.CMRCCChair@gmail.com

Date of Request: October 14, 2023 Author: Jason Reynolds and Brendan Kiely

Title: *All American Boys*

Publisher, Date of Publication/Production, Type of Media: Atheneum/Caitlyn Dlouhy Books 2015

School(s) in which item is used: Springstead High School

What first prompted your concern? Please See Attached

To what in the material do you object? (Please be specific, cite pages, frames, etc. Attach additional pages if necessary) Please See Attached

Are you aware of the judgement of this educational material by literary and/or authoritative critics?

Yes X No \_\_\_\_\_

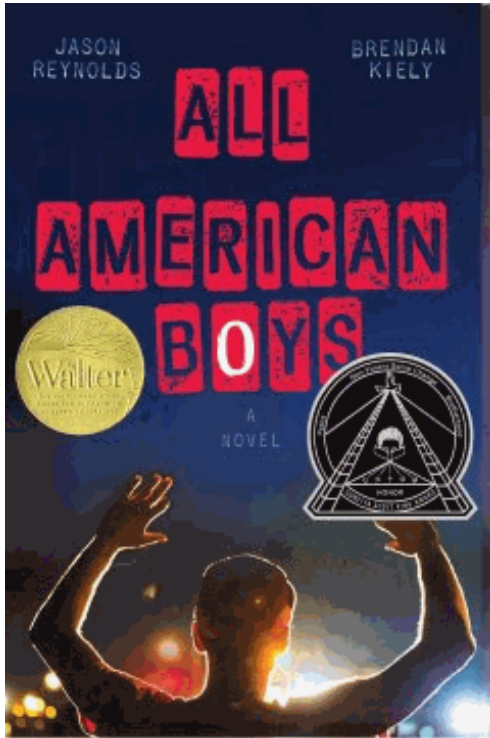
If yes, where? Name and date of publication: Amazon 2021, 2023

Complainant's Signature

Julia Thomas

Date October 20, 2023

# ALL AMERICAN BOYS



*Young Adult*

**By Jason Reynolds and Brendan Kiely**

ISBN: 978-1-4814-6335-5

## **Book Summary:**

A town is put in a state of turmoil after a young African American teenager is wrongly accused and assaulted by a police officer.

## **Summary of Concerns:**

This book contains inflammatory racial and social commentary; profanity; alcohol and drug use; and violence.

**2**/5

**Teen Guidance**  
BookLooks Review Rating

Page	Content
7	<p>ZOOM IN.  ZOOM IN MORE.  A LITTLE MORE.  A BOY, GRAINY.  FACEDOWN ON THE PAVEMENT.  A MAN ABOVE HIM. FISTS RAINING LIKE STONES.  HOWLING. LIGHTS AND SIRENS.  BLOOD ON THE STREET.  THE BOY IS STILL MOVING.  AND THEN HE IS NOT.</p>
11	<p>"Two weeks after I graduated from high school, my father came to me and said, 'The only people who are going to live in this house are people I'm making love to.'"</p>
13	<p>"...There's no better opportunity for a black boy in this country than to join the army."</p>
24	<p>He shoved me through the door and slammed me to the ground. Face-first. Hurt so bad the pain was a color—white, a crunching sound in my ear as bones in my nose cracked. After he slapped the cuffs on me, the metal cutting into my wrists, he yanked at my shirt and pants, searching me. I let out a wail, a sound that came from somewhere deep inside.</p> <p>.... I just needed to move to hopefully calm the pain. But moving wasn't a good idea because every time I flipped and flapped on the pavement, with every natural jerk, the cuffs seemed to tighten, and worse, I caught another blow. A fist in the kidney. A knee in the back. A forearm to the back of the neck.</p> <p>"Oh, you wanna resist? You wanna resist?" the cop kept saying, pounding me.</p> <p>...And if I could've, I would've told him that I didn't want to resist. Plus, I was already in cuffs. I was already... stuck. The people on the street watching, their faint murmurs of "Leave him alone" becoming white noise—they knew I didn't want to resist. I really, really didn't. I just wanted him to stop beating me. I just wanted to live. Each blow earthquaked my insides, crushing parts of me I had never seen, parts of me I never knew were there. "Fuckin' thugs can't just do what you're told. Need to learn how to respect authority. And I'm gonna teach you," he taunted, almost whispering in my ear.</p> <p>There was blood pooling in my mouth—tasted like metal. There were tears pooling in my eyes. I could see someone looking at me, quickly fading into a watery blur. Everything was sideways. Wrong. My ears were clogged, plugged by the pressure. All I could make out was the washed-out grunts of the man leaning over me, hurting me, telling me to stop fighting, even though I wasn't fighting, and then the piercing sound of sirens pulling up.</p> <p>My brain exploded into a million thoughts and only one thought at the same time— please don't kill me.</p>
27	<p>But before I could get my buzz on with Guzzo and Dwyer, I had to take care of Willy.</p>
30	<p>I took it to ignite my Friday night buzz. Me, Guzzo, and Dwyer. We got our drink on to get our party on-...</p> <p>...But I always stole the booze without Willy knowing either, and I got the flask in</p>



Page	Content
	<p>my jacket pocket while he searched for his shin pads in our room. He couldn't see me taking the booze.</p> <p>...His "All American" looks. All-American? What the hell was that? I hated that shit. What did it even mean?</p>
33	<p>The world was shitty, and I didn't care if that sounded melodramatic.</p> <p>...He died to prove to the wackos of the world who didn't believe in democracy, liberal economy, civil rights, and all that shit, that we were right and they were wrong. But for me, my dad was dead, so the frigging wackos won.</p> <p>...When I was a block away, I took a quick swig of bourbon and stuffed the flask in my ass pocket, so they'd know I had it.</p>
34	I took a swig because I was taking responsibility!
36	<p>"How much are we going to get? I'm shotgunning like ten beers tonight."</p> <p>By "we," Guzzo meant me, because I usually had more cash than either of them, so I almost always bought the beer, which pissed me off, but I knew they felt bad I paid for their fun more than they paid for mine.</p> <p>...And that was the other reason I didn't mind buying Guzzo beer.</p>
37	<p>Basically, we always got started at Jerry's because it was the dirtiest little corner store I knew, and the easiest place for us to get beer. Guzzo had lifted a bottle once.</p>
38	<p>It was the safest plan anyway, and we always seemed to find someone who'd buy the beer for us.</p> <p>The only problem was always this: Whoever we found to buy us the beer would only do it if we paid him extra. There weren't any Good Samaritan beer angels floating around waiting to gift us our weekly Friday buzz. So beer cost double for us, but whatever, we were seventeen.</p>
39	<p>And I was about to hand him my money when the front door to Jerry's whacked open and a cop pushed a younger guy out in front of him. It was only a matter of seconds before the cop had thrown the guy to the sidewalk and pressed him face-first into the concrete. I was barely twenty feet away. The guy on the ground was black and he looked like he was around my age, and I wasn't sure, but I thought he was looking at me. He was vaguely familiar, but I couldn't place him. Did he go to our school? All I could really see was the cop over him, shouting. The cop was white and it took me a second to recognize him, because his face was angled down the whole time, but then, when he raised his head for a second, I realized right away it was Guzzo's older brother, Paul.</p> <p>Holy shit! Paul! Paul was hitting the other guy, again, and again, smashing his face into the sidewalk. The blood kept coming. I wanted to move; my gut wanted me to rush to help Paul. But I knew enough to know that you stayed out of police business, plus Paul didn't need my help because he was pummeling the guy. So I just stood there, sorta frozen, just watching, transfixed. With one knee and a forearm pinning the guy beneath him, Paul bent low and said something into the guy's ear.</p>
51	<p>"...This is that bullshit! I'm so sick of them treating us like animals. Like we America's disobedient dogs!"</p> <p>..."...Do you know the stats? t's something like black people are twice as likely to</p>



Page	Content
	have no weapons on them when they're killed by cops. Twice as likely! Should I run down the list of the people this has happened to?..."
57	I mean, I had seen this happen so many times. Not personally, but on TV. In the news. People getting beaten, and sometimes killed, by the cops, and then there's all this fuss about it, only to build up to a big heartbreak when nothing happens. The cops get off.
59	NBD, Dwyer wrote in beer on the wooden slats of the back porch with the nozzle from the keg. ...I gave Guzzo my flask at some point and when I eventually got it back it was empty,...
60	Dwyer and Guzzo drank much more than I did, and they stood around the keg shouting out the lyrics of all the hip-hop songs blasting from the living room inside.
65	"Guzzo drank the alcohol. It was Guzzo's idea..." ..."I'm sorry I stole the bourbon. I'm sorry I drank it with Guzzo and Dwyer."
79	Instead some big-ass cop decided to have a fist party on my face
82	I just wondered where God was when I was being mopped by that cop.
101	He took a swig of beer and wiped his mouth on the sleeve of his T-shirt.
118	Because as Jill was telling me about the guy who spent half the night puking in the upstairs bathroom because he'd done a keg stand right before I'd gotten there.
156	"Maybe he was on drugs." "On drugs? What are you? Seventy-five? Since when have you ever gotten off your ass, let alone thrown a punch, when you were stoned, man?" "Meth?" "Only white people do that shit."
157	"Just a puff here and there, man, come on. I don't do drugs." "I've seen you smoking a blunt. Metcalf sold you that shit. Metcalf- a white dude, by the way. Man, that shit could have been laced with crack, or fucking Drano. You don't know what you talkin' 'bout." ..."What do you know, anyway? White boy like you can just walk away whenever you want. Everyone just sees you as Mr. All-American boy, and you can just keep on walking, thinking about other things. Just keep on living, like this shit don't even exist."
160	I was thinking about how, if I wanted to, I could walk away and not think about Rashad, in a way that English or Shannon or Tooms or any of the guys at school who were not white could not.
161	Afraid of people like Paul. Afraid of cops in general. Hell, they were probably afraid of people like me. ...But I didn't have to be because my shield was that I was white. ...I could be all the way across the country in California and I'd still be white, cops and everyone else would still see me as just a "regular kid," an "All-American" boy. "Regular," "All-American." White. Fuck.
163	"I don't know. Unnecessary beating. Uh...shit, police brutality?"

Page	Content
164	<p>"Paul says he did what he did because he was protecting some white lady in the store," Jill added.</p> <p>"Yeah. That's what my mom says. But, uh,</p> <p>"Seriously."</p> <p>"You think it would have been the same if the lady wasn't white, or if Rashad wasn't black?"</p> <p>"Seriously. "</p> <p>"Seriously, what?"</p> <p>"Why is it taking me five minutes to say the word racism?"</p> <p>"Maybe you're racist?"</p> <p>"Don't joke. This is serious."</p> <p>"I'm not."</p> <p>"I'm not racist!"</p> <p>..."Not like KKK racist," she said. "I don't think most people think they're racist. But every time something like this happens, you could, like you said, say, 'Not my problem.' You could say, 'It's a one-time thing.' Every time it happened."</p> <p>I wanted to say something, but it was like my head just pounded and every word that came to mind just shook and fell back into my throat.</p> <p>"I think it's all racism," Jill said for me.</p> <p>"And if I don't do something," I finally mustered, "if I just stay silent, it's just like saying it's not my problem."</p>
167	<p>"We don 't know what happened in that store, so I'm not gonna sit here and just say this kid is innocent. He might not be. I'm a cabdriver, and I work nights, and the truth is, if that kid was trying to hail me down, and it was dark outside, I would keep on going.</p> <p>"And why is that? Because of the way he looks?"</p> <p>"I mean, listen, I've been robbed before. Right around here. And I just... I don't ever want to be robbed again. And he looks like the guy who robbed me. He was dressed just like him..."</p>
177	<p>"Listen, I just don't want them to find a reason to beat more people. To kill people." Mom refocused the conversation, her eyes back on me. "And since apparently they don't trust us, I don't trust them."</p>
178	<p>Shannon and Carlos used to always joke about how Mr. Fisher and Mrs. Tracey were probably dating, probably having gross sex after school on Mrs. Tracey's desk, on top of Shakespeare's Sonnets or something.</p>
179	<p>"Matter fact, how many of y'all been messed with by the cops?"</p>
187	<p>White people were crazy back then, eighty years ago, when the story took place.</p>
206	<p>But to that kid- and now my head was reeling- to that kid, my dad was no different than Officer Galluzzo. Another trigger-happy cop who was quick to assume and even quicker to shoot.</p>
223	<p>In 2012, in the United Kingdom, the number of people (regardless of race) shot and killed by police officers: 1</p> <p>In 2013, in the United Kingdom, the number of times police officers fired guns in the line of duty/the number of people fatally shot: 3/0</p>

Page	Content
	In the United States, in the seven years period ending in 2012, a white police officer killed a black person nearly two times a week.
244	Oh, so just because Officer Galluzzo's white, everybody's mad now? What about Officer Butler! This kid is the son of a bad cop. Karma is a bitch!
252	"And it isn't just guys who fear the cops, and families with boys. There's a whole movement for the girls too. Hashtag SayHerName. It's big. This is about everyone who fears cops."
253	"Look, if there were people who are scared of the police every day of their lives," Jill said, determined, "I'm going to live in fear of them for at least one day to say that I don't think that's right." ...IF YOU ARE NEUTRAL IN SITUATIONS OF INJUSTICE, YOU HAVE CHOSEN THE SIDE OF THE OPPRESSOR.
255	...because some people had told me racism was a thing of the past, they'd told me not to get involved. But that was nuts. They were nuts. And more to the point—they'd all been white people. Well, guess what? I'm white too—and that's exactly why I was marching. I had to. Because racism was alive and real as shit. It was everywhere and all mixed up in everything, and the only people who said it wasn't, and the only people who said, "Don't talk about it" were white. Well, stop lying. That's what I wanted to tell those people. Stop lying. Stop denying. That's why I was marching. Nothing was going to change unless we did something about it. We! White people! We had to stand up and say something about it too, because otherwise it was just like what one of those posters in the crowd outside school said: OUR SILENCE IS ANOTHER KIND OF VIOLENCE.
256	There were thousands of cops, too, or what might have been cops. They looked more like an army of Robocops- black paramilitary outfits, helmets, automatic rifles. ...With the row of police tanks, like the one I'd seen that morning, and the rank upon rank of infantry, I swear it looked a lot less like Springfield and a lot more like Kabul. ...I could see the black canisters of tear gas in the belt loops of the cops. ...I filmed the tanks, too. I filmed the guys who had their guns raised and aimed toward the marchers.
257	Somebody had a microphone and a PA speaker, and she started reciting the names that I quickly realized were of young, unarmed black men and women who had been killed by the police in the last year. I knew some of the names from the news, but many I didn't. So fucking many.
268	"This is a roll call! Sean Bell!" Then she followed with "Absent again today! Oscar Grant! Absent again today! Rekia Boyd! Absent again today! Ramarley Graham!" She paused, and at that point the rest of us knew exactly what to do. "Absent again today!" "Aiyana Jones!" "Absent again today!" "Freddie Gray!" "Absent again today!"

Page	Content
	<p>"Michael Brown!"</p> <p>"Absent again today!"</p> <p>"Tamir Rice!"</p> <p>"Absent again today!"</p> <p>"Eric Garner!"</p> <p>"Absent again today!"</p> <p>"Tarika Wilson!"</p> <p>"Absent again today!"</p> <p>And Spoony kept feeding Berry the papers, one after another, as she continued to read down the list of unarmed black people killed by the police.</p>
270	<p>I locked eyes with a kid I didn't know, but felt like I did. A white guy, who I could tell was thinking about those names too.</p> <p>All I wanted to do was see the guy I hadn't seen one week earlier. The guy beneath all the bullshit too many of us see first- especially white guys like me who just haven't worked hard enough to look behind it all.</p>
274	<p>Acknowledgments</p> <p>From Jason Reynolds:</p> <p>First and foremost, I'd like to acknowledge all the men, women, boys, and girls who have lost their lives as a result of police brutality. Your names, though too many for these pages, will always live on in our hearts and minds. Your untimely, unjust deaths will hopefully serve as the cornerstone of change for the growing generation. I'd also like to acknowledge the people of all walks of life, in all professional and social sectors, who have been fighting this fight. The protesters and community activists, the artists, the political allies, the teachers and librarians, the everyday folks who can't quiet the internal screams—we all have a necessary part to play. ALL OF US.</p>
275	<p>From Brendan Kiely:</p> <p>It is one thing to write a novel, but it is another thing to live the life, and I firstly want to acknowledge the families and individuals affected by police brutality. It is my hope that this novel will be a productive voice in the vital public conversation about the many injustices inflicted upon those lived realities. I believe that we need to face honestly the legacy and effects of racism in our country, and that white people like myself— whose privilege is the result of systemic racism— have a particular responsibility to help dismantle it.</p> <p>...There are many people who have been doing the essential work to foster the conversation about the effects of systemic racism and to deconstruct that system. I'd like to thank in particular the educators and organizers who I've worked with directly and who have inspired me, including the folks involved with the People's Institute for Survival and Beyond, the Carle Institute, the White Privilege Conference, the Anti-Racist Alliance of Educators, my colleagues at the Calhoun School, and other independent schools and public schools; and teachers, librarians, and friends in New York, New Jersey, Connecticut, and Massachusetts—I love you and thank you and honor the change that you make in the world every day.</p>
285	<p>Firstly, I want to thank all the librarians and educators who support All American Boys and who have championed it and opened conversations about police</p>

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	brutality, race, racism, systemic racism, whiteness, and white privilege in your communities. You all do the tough, frontlines work of engaging young people and nurturing young minds and bodies. Minds matter. Bodies matter. Because there are too many minds and bodies missing. Tamir Rice, Treyvon Martin, Sandra Bland, Michael Brown, Freddie Gray. Some names are familiar, but many are not, because there are many, many, too many, missing today, and they shouldn't be. This is why I say Black Lives Matter, every time I get behind a microphone.
286	<p>As a white, heterosexual, cis-gender, able-bodied man, when I think about the Peace, Brotherhood, and Non-Violent Social Change this award stands for, I try to think about how and when the pieces of my identity stand in the way of those goals.</p> <p>In All American Boys, as in all my work, I especially want to reckon with whiteness, because, as a white person, I can't talk about racism, or the process or desire to dismantle the system that supports it, or eradicate racism itself, without first grappling with whiteness. It is whiteness itself that perpetuates that racism. As Quinn learns in All American Boys, you cannot have an institution that systematically disenfranchises people without also empowering others to systematically benefit from that injustice.</p> <p>...I live in the comfort of the privileged positions of my identity and I want to call people who also live with any of those elements of identity into the space of discomfort, so that together, we might do less harm as white people, as cis-gender heterosexuals, and as able-bodied people. This is my educational mission. This is my artistic, literary mission. To join the revolution against complacency, bigotry, exclusion, and hate; the revolution against injustice.</p> <p>A line of graffiti I saw on a nearly two-thousand-year-old wall in Rome encapsulates it for me: The role of the artist is to make revolution irresistible. Revolution. Action. It does not begin in the street—although it needs to get there. It does not begin in Congress—although it needs to get there. Revolution begins in the heart. And I believe that it is in that beautifully intimate space between a reader and a book, where the spark ignites, the fuse lights, and the flame rises in the heart, where revolution feels irresistible.</p>
287	And so to the organizers of the Black Lives Matter movement that still continues: I am with you in revolution.

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5 Results

FIC REY

All American boys

Reynolds, Jason.

Kiely, Brendan, 1977-  
[book] (2015)

Jason Reynolds, Brendan Kiely.  
A Caitlyn Dlouhy Book/Atheneum Books for Yo...  
316 p. ;22 cm.  
9781481463331

"When sixteen-year-old Rashad is mistakenly accused of stealing, classmate Quinn witnesses his brutal beating at the hands of a police officer who happens to be the older brother of his best friend"--OCLC.

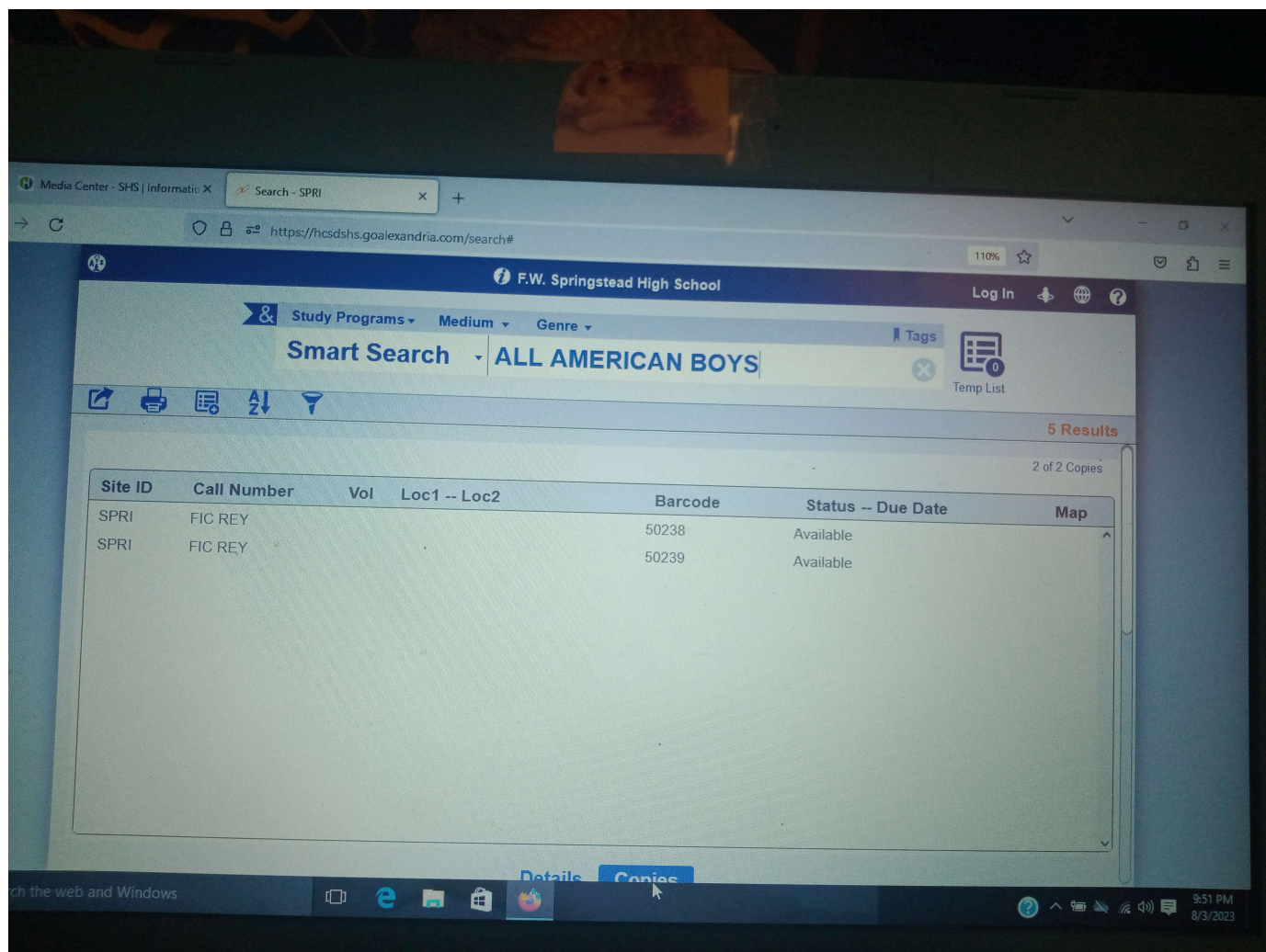
Awards Note: Coretta Scott King Award, 2016

Race relations  
Racism  
Racial profiling in law enforcement  
Police brutality

Details Copies

the web and Windows

9:51 PM  
8/3/2023







## MOMS FOR LIBERTY – HERNANDO COUNTY CHAPTER CURRICULUM & MATERIALS REVIEW COMMITTEE

Committee Chair: Julia Thomas  
PO Box 1568 – Brooksville, Florida, 34605

M4LHernando.CMRCChair@gmail.com

Hernando County School. District  
919 North Broad Street.  
Brooksville, FL 34601

RE: DSPMS "All American Boys " (M4LHC  
– 072/2023)

October 20, 2023

Hernando County School District,

You will find an attached official challenge request from (M4LHC 072-23) for "*All American Boys*" which is currently located at D.S. Parrott Middle School's media center. This book was discovered back on August 5, 2023.

"All American Boys" contains age inappropriate contents: inflammatory racial and social commentary; police profiling, heavy profanity; alcohol and drug use; violence , police brutality, and promotion of Black Lives Matter.

The actions of the media specialist or administrative staff in selecting this book currently violates H.B 467 s. 847.012 (b) that media specialists are responsible for selecting books free of pornographic, sexually explicit materials, and Critical Race Theory. Furthermore, the Hernando County School District is also in violation of H.B 1557 for teaching and/ or introducing sexual orientation, gender identity, and Critical Race Theory to children, as well as multiple provisions of H.B. 1069.

As the newly elected Committee Chair for the Curriculum and Materials Review Committee of the Hernando County Chapter of Moms for Liberty, I remind you that besides the District of Hernando County Schools being in violation, it is not the responsibility of the District or any staff employed by the District to make a decision concerning these mature topics. District Staff should not be encouraging minors to read a book for adults only.

In closing, I'm calling on the Hernando County School Board to remove this book, from D.S. Parrott Middle School effective immediately, and in accordance with District Policy (*Media Specialist Handbook*), and H.B. 1069 which both clearly state that books can't be "disappeared" (i.e., hidden) but instead properly disposed of not only through steps outlined in the Media Specialist Handbook regarding the disposal of books, but also accurately noted as disposed of in Alexandria as outlined in H.B. 1069.

In Liberty,

*Julia Thomas*

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

Request for Reconsideration of Media Materials/Instructional Materials

Instructions: Complete and return this form with all materials to be reviewed.

Please type or print..

PLEASE COMPLETE ALL APPLICABLE INFORMATION:

Have you read or viewed the entire material? Yes

Request Initiated by (first and last name) JT

Address : PO Box 1568 City Brooksville State FL Zip Code 34605

Telephone \_\_\_\_\_ Email (optional)

M4IHernando.CMRCCChair@gmail.com

Date of Request: October 20, 2023 Author: Jason Reynolds and Brendan Kiely

Title: *All American Boys*

Publisher, Date of Publication/Production, Type of Media: Atheneum/Caitlyn Dlouhy Books 2015

School(s) in which item is used: D.S. Parrott Middle School

What first prompted your concern? Please See Attached

To what in the material do you object? (Please be specific, cite pages, frames, etc. Attach additional pages if necessary) Please See Attached

Are you aware of the judgement of this educational material by literary and/or authoritative critics?

Yes X No \_\_\_\_\_

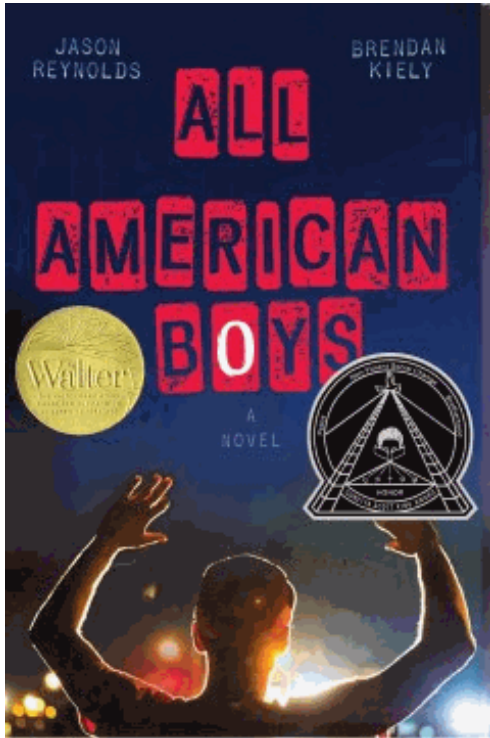
If yes, where? Name and date of publication: Amazon 2021, 2023

Complainant's Signature

Julia Thomas

Date October 20, 2023

# ALL AMERICAN BOYS



*Young Adult*

**By Jason Reynolds and Brendan Kiely**

ISBN: 978-1-4814-6335-5

## **Book Summary:**

A town is put in a state of turmoil after a young African American teenager is wrongly accused and assaulted by a police officer.

## **Summary of Concerns:**

This book contains inflammatory racial and social commentary; profanity; alcohol and drug use; and violence.

**2**/5

**Teen Guidance**  
BookLooks Review Rating

Page	Content
7	<p>ZOOM IN.  ZOOM IN MORE.  A LITTLE MORE.  A BOY, GRAINY.  FACEDOWN ON THE PAVEMENT.  A MAN ABOVE HIM. FISTS RAINING LIKE STONES.  HOWLING. LIGHTS AND SIRENS.  BLOOD ON THE STREET.  THE BOY IS STILL MOVING.  AND THEN HE IS NOT.</p>
11	<p>"Two weeks after I graduated from high school, my father came to me and said, 'The only people who are going to live in this house are people I'm making love to.'"</p>
13	<p>"...There's no better opportunity for a black boy in this country than to join the army."</p>
24	<p>He shoved me through the door and slammed me to the ground. Face-first. Hurt so bad the pain was a color—white, a crunching sound in my ear as bones in my nose cracked. After he slapped the cuffs on me, the metal cutting into my wrists, he yanked at my shirt and pants, searching me. I let out a wail, a sound that came from somewhere deep inside.</p> <p>.... I just needed to move to hopefully calm the pain. But moving wasn't a good idea because every time I flipped and flapped on the pavement, with every natural jerk, the cuffs seemed to tighten, and worse, I caught another blow. A fist in the kidney. A knee in the back. A forearm to the back of the neck.</p> <p>"Oh, you wanna resist? You wanna resist?" the cop kept saying, pounding me.</p> <p>...And if I could've, I would've told him that I didn't want to resist. Plus, I was already in cuffs. I was already... stuck. The people on the street watching, their faint murmurs of "Leave him alone" becoming white noise—they knew I didn't want to resist. I really, really didn't. I just wanted him to stop beating me. I just wanted to live. Each blow earthquaked my insides, crushing parts of me I had never seen, parts of me I never knew were there. "Fuckin' thugs can't just do what you're told. Need to learn how to respect authority. And I'm gonna teach you," he taunted, almost whispering in my ear.</p> <p>There was blood pooling in my mouth—tasted like metal. There were tears pooling in my eyes. I could see someone looking at me, quickly fading into a watery blur. Everything was sideways. Wrong. My ears were clogged, plugged by the pressure. All I could make out was the washed-out grunts of the man leaning over me, hurting me, telling me to stop fighting, even though I wasn't fighting, and then the piercing sound of sirens pulling up.</p> <p>My brain exploded into a million thoughts and only one thought at the same time— please don't kill me.</p>
27	<p>But before I could get my buzz on with Guzzo and Dwyer, I had to take care of Willy.</p>
30	<p>I took it to ignite my Friday night buzz. Me, Guzzo, and Dwyer. We got our drink on to get our party on-...</p> <p>...But I always stole the booze without Willy knowing either, and I got the flask in</p>

Page	Content
	<p>my jacket pocket while he searched for his shin pads in our room. He couldn't see me taking the booze.</p> <p>...His "All American" looks. All-American? What the hell was that? I hated that shit. What did it even mean?</p>
33	<p>The world was shitty, and I didn't care if that sounded melodramatic.</p> <p>...He died to prove to the wackos of the world who didn't believe in democracy, liberal economy, civil rights, and all that shit, that we were right and they were wrong. But for me, my dad was dead, so the frigging wackos won.</p> <p>...When I was a block away, I took a quick swig of bourbon and stuffed the flask in my ass pocket, so they'd know I had it.</p>
34	I took a swig because I was taking responsibility!
36	<p>"How much are we going to get? I'm shotgunning like ten beers tonight."</p> <p>By "we," Guzzo meant me, because I usually had more cash than either of them, so I almost always bought the beer, which pissed me off, but I knew they felt bad I paid for their fun more than they paid for mine.</p> <p>...And that was the other reason I didn't mind buying Guzzo beer.</p>
37	<p>Basically, we always got started at Jerry's because it was the dirtiest little corner store I knew, and the easiest place for us to get beer. Guzzo had lifted a bottle once.</p>
38	<p>It was the safest plan anyway, and we always seemed to find someone who'd buy the beer for us.</p> <p>The only problem was always this: Whoever we found to buy us the beer would only do it if we paid him extra. There weren't any Good Samaritan beer angels floating around waiting to gift us our weekly Friday buzz. So beer cost double for us, but whatever, we were seventeen.</p>
39	<p>And I was about to hand him my money when the front door to Jerry's whacked open and a cop pushed a younger guy out in front of him. It was only a matter of seconds before the cop had thrown the guy to the sidewalk and pressed him face-first into the concrete. I was barely twenty feet away. The guy on the ground was black and he looked like he was around my age, and I wasn't sure, but I thought he was looking at me. He was vaguely familiar, but I couldn't place him. Did he go to our school? All I could really see was the cop over him, shouting. The cop was white and it took me a second to recognize him, because his face was angled down the whole time, but then, when he raised his head for a second, I realized right away it was Guzzo's older brother, Paul.</p> <p>Holy shit! Paul! Paul was hitting the other guy, again, and again, smashing his face into the sidewalk. The blood kept coming. I wanted to move; my gut wanted me to rush to help Paul. But I knew enough to know that you stayed out of police business, plus Paul didn't need my help because he was pummeling the guy. So I just stood there, sorta frozen, just watching, transfixed. With one knee and a forearm pinning the guy beneath him, Paul bent low and said something into the guy's ear.</p>
51	<p>"...This is that bullshit! I'm so sick of them treating us like animals. Like we America's disobedient dogs!"</p> <p>..."...Do you know the stats? t's something like black people are twice as likely to</p>

Page	Content
	have no weapons on them when they're killed by cops. Twice as likely! Should I run down the list of the people this has happened to?..."
57	I mean, I had seen this happen so many times. Not personally, but on TV. In the news. People getting beaten, and sometimes killed, by the cops, and then there's all this fuss about it, only to build up to a big heartbreak when nothing happens. The cops get off.
59	NBD, Dwyer wrote in beer on the wooden slats of the back porch with the nozzle from the keg. ...I gave Guzzo my flask at some point and when I eventually got it back it was empty,...
60	Dwyer and Guzzo drank much more than I did, and they stood around the keg shouting out the lyrics of all the hip-hop songs blasting from the living room inside.
65	"Guzzo drank the alcohol. It was Guzzo's idea..." ..."I'm sorry I stole the bourbon. I'm sorry I drank it with Guzzo and Dwyer."
79	Instead some big-ass cop decided to have a fist party on my face
82	I just wondered where God was when I was being mopped by that cop.
101	He took a swig of beer and wiped his mouth on the sleeve of his T-shirt.
118	Because as Jill was telling me about the guy who spent half the night puking in the upstairs bathroom because he'd done a keg stand right before I'd gotten there.
156	"Maybe he was on drugs." "On drugs? What are you? Seventy-five? Since when have you ever gotten off your ass, let alone thrown a punch, when you were stoned, man?" "Meth?" "Only white people do that shit."
157	"Just a puff here and there, man, come on. I don't do drugs." "I've seen you smoking a blunt. Metcalf sold you that shit. Metcalf- a white dude, by the way. Man, that shit could have been laced with crack, or fucking Drano. You don't know what you talkin' 'bout." ..."What do you know, anyway? White boy like you can just walk away whenever you want. Everyone just sees you as Mr. All-American boy, and you can just keep on walking, thinking about other things. Just keep on living, like this shit don't even exist."
160	I was thinking about how, if I wanted to, I could walk away and not think about Rashad, in a way that English or Shannon or Tooms or any of the guys at school who were not white could not.
161	Afraid of people like Paul. Afraid of cops in general. Hell, they were probably afraid of people like me. ...But I didn't have to be because my shield was that I was white. ...I could be all the way across the country in California and I'd still be white, cops and everyone else would still see me as just a "regular kid," an "All-American" boy. "Regular," "All-American." White. Fuck.
163	"I don't know. Unnecessary beating. Uh...shit, police brutality?"

Page	Content
164	<p>"Paul says he did what he did because he was protecting some white lady in the store," Jill added.</p> <p>"Yeah. That's what my mom says. But, uh,</p> <p>"Seriously."</p> <p>"You think it would have been the same if the lady wasn't white, or if Rashad wasn't black?"</p> <p>"Seriously. "</p> <p>"Seriously, what?"</p> <p>"Why is it taking me five minutes to say the word racism?"</p> <p>"Maybe you're racist?"</p> <p>"Don't joke. This is serious."</p> <p>"I'm not."</p> <p>"I'm not racist!"</p> <p>..."Not like KKK racist," she said. "I don't think most people think they're racist. But every time something like this happens, you could, like you said, say, 'Not my problem.' You could say, 'It's a one-time thing.' Every time it happened."</p> <p>I wanted to say something, but it was like my head just pounded and every word that came to mind just shook and fell back into my throat.</p> <p>"I think it's all racism," Jill said for me.</p> <p>"And if I don't do something," I finally mustered, "if I just stay silent, it's just like saying it's not my problem."</p>
167	<p>"We don 't know what happened in that store, so I'm not gonna sit here and just say this kid is innocent. He might not be. I'm a cabdriver, and I work nights, and the truth is, if that kid was trying to hail me down, and it was dark outside, I would keep on going.</p> <p>"And why is that? Because of the way he looks?"</p> <p>"I mean, listen, I've been robbed before. Right around here. And I just... I don't ever want to be robbed again. And he looks like the guy who robbed me. He was dressed just like him..."</p>
177	<p>"Listen, I just don't want them to find a reason to beat more people. To kill people." Mom refocused the conversation, her eyes back on me. "And since apparently they don't trust us, I don't trust them."</p>
178	<p>Shannon and Carlos used to always joke about how Mr. Fisher and Mrs. Tracey were probably dating, probably having gross sex after school on Mrs. Tracey's desk, on top of Shakespeare's Sonnets or something.</p>
179	<p>"Matter fact, how many of y'all been messed with by the cops?"</p>
187	<p>White people were crazy back then, eighty years ago, when the story took place.</p>
206	<p>But to that kid- and now my head was reeling- to that kid, my dad was no different than Officer Galluzzo. Another trigger-happy cop who was quick to assume and even quicker to shoot.</p>
223	<p>In 2012, in the United Kingdom, the number of people (regardless of race) shot and killed by police officers: 1</p> <p>In 2013, in the United Kingdom, the number of times police officers fired guns in the line of duty/the number of people fatally shot: 3/0</p>

Page	Content
	In the United States, in the seven years period ending in 2012, a white police officer killed a black person nearly two times a week.
244	Oh, so just because Officer Galluzzo's white, everybody's mad now? What about Officer Butler! This kid is the son of a bad cop. Karma is a bitch!
252	"And it isn't just guys who fear the cops, and families with boys. There's a whole movement for the girls too. Hashtag SayHerName. It's big. This is about everyone who fears cops."
253	"Look, if there were people who are scared of the police every day of their lives," Jill said, determined, "I'm going to live in fear of them for at least one day to say that I don't think that's right." ...IF YOU ARE NEUTRAL IN SITUATIONS OF INJUSTICE, YOU HAVE CHOSEN THE SIDE OF THE OPPRESSOR.
255	...because some people had told me racism was a thing of the past, they'd told me not to get involved. But that was nuts. They were nuts. And more to the point—they'd all been white people. Well, guess what? I'm white too—and that's exactly why I was marching. I had to. Because racism was alive and real as shit. It was everywhere and all mixed up in everything, and the only people who said it wasn't, and the only people who said, "Don't talk about it" were white. Well, stop lying. That's what I wanted to tell those people. Stop lying. Stop denying. That's why I was marching. Nothing was going to change unless we did something about it. We! White people! We had to stand up and say something about it too, because otherwise it was just like what one of those posters in the crowd outside school said: OUR SILENCE IS ANOTHER KIND OF VIOLENCE.
256	There were thousands of cops, too, or what might have been cops. They looked more like an army of Robocops- black paramilitary outfits, helmets, automatic rifles. ...With the row of police tanks, like the one I'd seen that morning, and the rank upon rank of infantry, I swear it looked a lot less like Springfield and a lot more like Kabul. ...I could see the black canisters of tear gas in the belt loops of the cops. ...I filmed the tanks, too. I filmed the guys who had their guns raised and aimed toward the marchers.
257	Somebody had a microphone and a PA speaker, and she started reciting the names that I quickly realized were of young, unarmed black men and women who had been killed by the police in the last year. I knew some of the names from the news, but many I didn't. So fucking many.
268	"This is a roll call! Sean Bell!" Then she followed with "Absent again today! Oscar Grant! Absent again today! Rekia Boyd! Absent again today! Ramarley Graham!" She paused, and at that point the rest of us knew exactly what to do. "Absent again today!" "Aiyana Jones!" "Absent again today!" "Freddie Gray!" "Absent again today!"



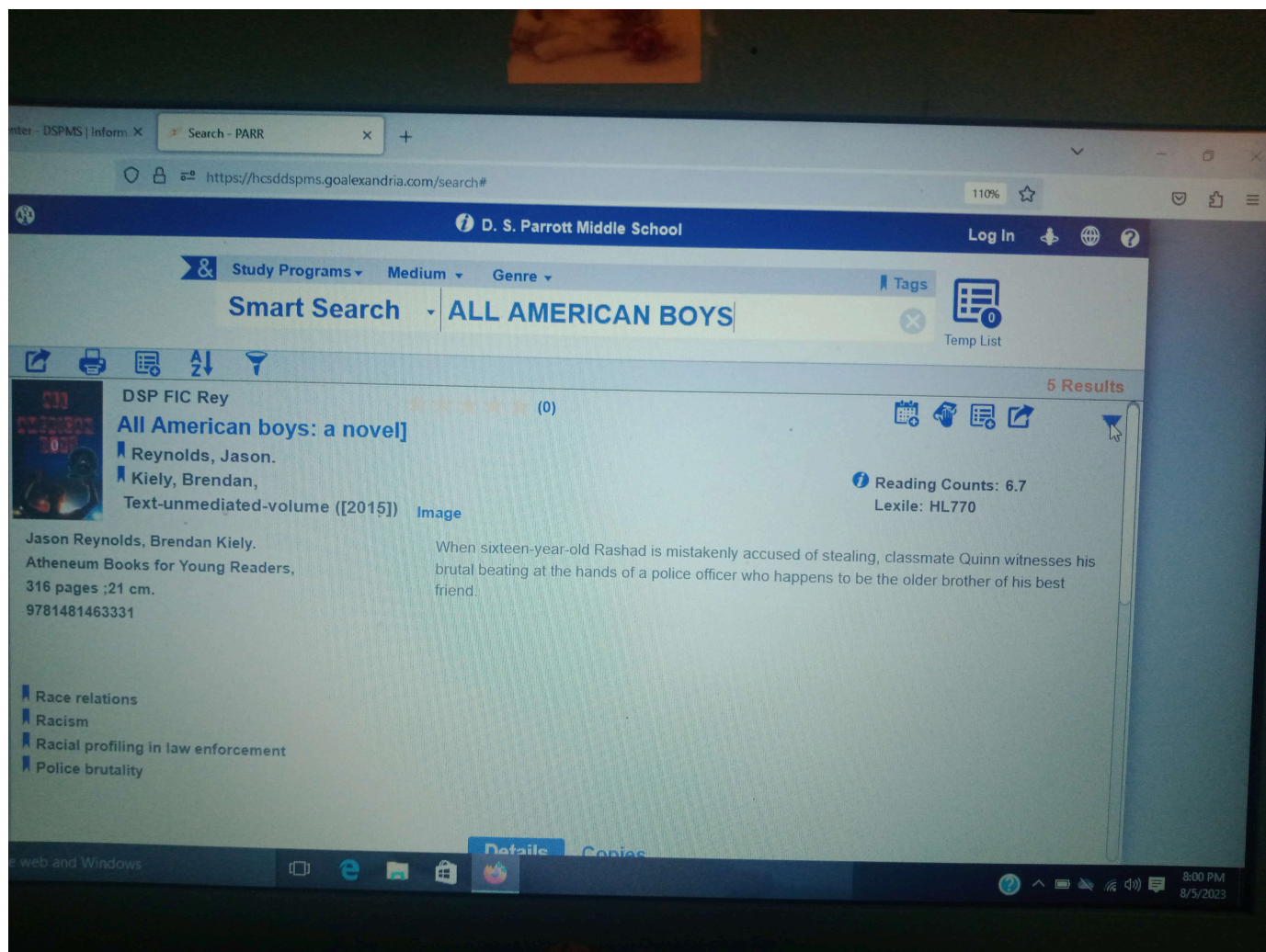
Page	Content
	<p>"Michael Brown!"</p> <p>"Absent again today!"</p> <p>"Tamir Rice!"</p> <p>"Absent again today!"</p> <p>"Eric Garner!"</p> <p>"Absent again today!"</p> <p>"Tarika Wilson!"</p> <p>"Absent again today!"</p> <p>And Spoony kept feeding Berry the papers, one after another, as she continued to read down the list of unarmed black people killed by the police.</p>
270	<p>I locked eyes with a kid I didn't know, but felt like I did. A white guy, who I could tell was thinking about those names too.</p> <p>All I wanted to do was see the guy I hadn't seen one week earlier. The guy beneath all the bullshit too many of us see first- especially white guys like me who just haven't worked hard enough to look behind it all.</p>
274	<p>Acknowledgments</p> <p>From Jason Reynolds:</p> <p>First and foremost, I'd like to acknowledge all the men, women, boys, and girls who have lost their lives as a result of police brutality. Your names, though too many for these pages, will always live on in our hearts and minds. Your untimely, unjust deaths will hopefully serve as the cornerstone of change for the growing generation. I'd also like to acknowledge the people of all walks of life, in all professional and social sectors, who have been fighting this fight. The protesters and community activists, the artists, the political allies, the teachers and librarians, the everyday folks who can't quiet the internal screams—we all have a necessary part to play. ALL OF US.</p>
275	<p>From Brendan Kiely:</p> <p>It is one thing to write a novel, but it is another thing to live the life, and I firstly want to acknowledge the families and individuals affected by police brutality. It is my hope that this novel will be a productive voice in the vital public conversation about the many injustices inflicted upon those lived realities. I believe that we need to face honestly the legacy and effects of racism in our country, and that white people like myself— whose privilege is the result of systemic racism— have a particular responsibility to help dismantle it.</p> <p>...There are many people who have been doing the essential work to foster the conversation about the effects of systemic racism and to deconstruct that system. I'd like to thank in particular the educators and organizers who I've worked with directly and who have inspired me, including the folks involved with the People's Institute for Survival and Beyond, the Carle Institute, the White Privilege Conference, the Anti-Racist Alliance of Educators, my colleagues at the Calhoun School, and other independent schools and public schools; and teachers, librarians, and friends in New York, New Jersey, Connecticut, and Massachusetts—I love you and thank you and honor the change that you make in the world every day.</p>
285	<p>Firstly, I want to thank all the librarians and educators who support All American Boys and who have championed it and opened conversations about police</p>

Page	Content
	brutality, race, racism, systemic racism, whiteness, and white privilege in your communities. You all do the tough, frontlines work of engaging young people and nurturing young minds and bodies. Minds matter. Bodies matter. Because there are too many minds and bodies missing. Tamir Rice, Treyvon Martin, Sandra Bland, Michael Brown, Freddie Gray. Some names are familiar, but many are not, because there are many, many, too many, missing today, and they shouldn't be. This is why I say Black Lives Matter, every time I get behind a microphone.
286	<p>As a white, heterosexual, cis-gender, able-bodied man, when I think about the Peace, Brotherhood, and Non-Violent Social Change this award stands for, I try to think about how and when the pieces of my identity stand in the way of those goals.</p> <p>In All American Boys, as in all my work, I especially want to reckon with whiteness, because, as a white person, I can't talk about racism, or the process or desire to dismantle the system that supports it, or eradicate racism itself, without first grappling with whiteness. It is whiteness itself that perpetuates that racism. As Quinn learns in All American Boys, you cannot have an institution that systematically disenfranchises people without also empowering others to systematically benefit from that injustice.</p> <p>...I live in the comfort of the privileged positions of my identity and I want to call people who also live with any of those elements of identity into the space of discomfort, so that together, we might do less harm as white people, as cis-gender heterosexuals, and as able-bodied people. This is my educational mission. This is my artistic, literary mission. To join the revolution against complacency, bigotry, exclusion, and hate; the revolution against injustice.</p> <p>A line of graffiti I saw on a nearly two-thousand-year-old wall in Rome encapsulates it for me: The role of the artist is to make revolution irresistible. Revolution. Action. It does not begin in the street—although it needs to get there. It does not begin in Congress—although it needs to get there. Revolution begins in the heart. And I believe that it is in that beautifully intimate space between a reader and a book, where the spark ignites, the fuse lights, and the flame rises in the heart, where revolution feels irresistible.</p>
287	And so to the organizers of the Black Lives Matter movement that still continues: I am with you in revolution.

Profanity	Count
Ass	42
Bitch	2
Dick	6
Fuck	39
Piss	15
Shit	79

## Universal Book Content (UBC) Rating

0	1	2	3	4	5
<ul style="list-style-type: none"> <li>• Mild Non-Explicit Violence</li> <li>• No Nudity</li> <li>• No Profanity</li> <li>• No References to Sexual Activities</li> <li>• No Drug or Alcohol Use</li> </ul>	<ul style="list-style-type: none"> <li>• Mild Non-Explicit Violence</li> <li>• Non-Sexual Nudity</li> <li>• No Profanity</li> <li>• No References to Sexual Activities</li> <li>• Mentioning of Drug or Alcohol Use</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate Violence</li> <li>• Non-Sexual Nudity</li> <li>• Moderate Profanity</li> <li>• Inexplicit Sexual Activities</li> <li>• Drug or Alcohol Use</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit Violence</li> <li>• Sexual Nudity</li> <li>• Explicit or Frequent Use of Profanity</li> <li>• Sexual Activities No penetration, cunnilingus, fellatio, or ejaculation</li> <li>• Drug or Alcohol Abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Aberrant Violence</li> <li>• Explicit Sexual Activities Ejaculation and Sexual Penetration (oral, anal, vaginal, fingering)</li> <li>• Explicit or Frequent use of Profanity</li> <li>• Aberrant Drug or Alcohol Abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit References to Aberrant Sexual Activities</li> </ul>
Appropriate for all audiences	Might have minor issues for young readers	Suggested minimum younger teen	Suggested minimum older teen	Definitely adult only content	Might be arrested for reading at school board meetings





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Committee Chair: Julia Thomas  
PO Box 1568 – Brooksville, Florida, 34605

M4LHernando.CMRCChair@gmail.com

Hernando County School. District  
919 North Broad Street.  
Brooksville, FL 34601

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October 20, 2023

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In closing, I'm calling on the Hernando County School Board to remove this book, from Weeki Wachee High School effective immediately, and in accordance with District Policy (*Media Specialist Handbook*), and H.B. 1069 which both clearly state that books can't be "disappeared" (i.e., hidden) but instead properly disposed of not only through steps outlined in the Media Specialist Handbook regarding the disposal of books, but also accurately noted as disposed of in Alexandria as outlined in H.B. 1069.

In Liberty,

*Julia Thomas*

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

Request for Reconsideration of Media Materials/Instructional Materials

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Please type or print..

PLEASE COMPLETE ALL APPLICABLE INFORMATION:

Have you read or viewed the entire material? Yes

Request Initiated by (first and last name) JT

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Telephone \_\_\_\_\_ Email (optional)

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Are you aware of the judgement of this educational material by literary and/or authoritative critics?

Yes X No \_\_\_\_\_

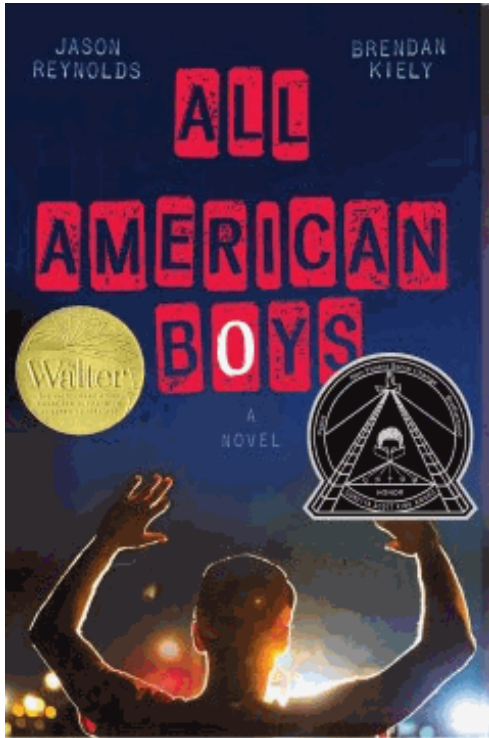
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Complainant's Signature

Julia Thomas

Date October 20, 2023

# ALL AMERICAN BOYS



*Young Adult*

**By Jason Reynolds and Brendan Kiely**

ISBN: 978-1-4814-6335-5

## **Book Summary:**

A town is put in a state of turmoil after a young African American teenager is wrongly accused and assaulted by a police officer.

## **Summary of Concerns:**

This book contains inflammatory racial and social commentary; profanity; alcohol and drug use; and violence.

**2**/5

**Teen Guidance**  
BookLooks Review Rating



Page	Content
7	<p>ZOOM IN.  ZOOM IN MORE.  A LITTLE MORE.  A BOY, GRAINY.  FACEDOWN ON THE PAVEMENT.  A MAN ABOVE HIM. FISTS RAINING LIKE STONES.  HOWLING. LIGHTS AND SIRENS.  BLOOD ON THE STREET.  THE BOY IS STILL MOVING.  AND THEN HE IS NOT.</p>
11	<p>"Two weeks after I graduated from high school, my father came to me and said, 'The only people who are going to live in this house are people I'm making love to.'"</p>
13	<p>"...There's no better opportunity for a black boy in this country than to join the army."</p>
24	<p>He shoved me through the door and slammed me to the ground. Face-first. Hurt so bad the pain was a color—white, a crunching sound in my ear as bones in my nose cracked. After he slapped the cuffs on me, the metal cutting into my wrists, he yanked at my shirt and pants, searching me. I let out a wail, a sound that came from somewhere deep inside.</p> <p>.... I just needed to move to hopefully calm the pain. But moving wasn't a good idea because every time I flipped and flapped on the pavement, with every natural jerk, the cuffs seemed to tighten, and worse, I caught another blow. A fist in the kidney. A knee in the back. A forearm to the back of the neck.</p> <p>"Oh, you wanna resist? You wanna resist?" the cop kept saying, pounding me.</p> <p>...And if I could've, I would've told him that I didn't want to resist. Plus, I was already in cuffs. I was already... stuck. The people on the street watching, their faint murmurs of "Leave him alone" becoming white noise—they knew I didn't want to resist. I really, really didn't. I just wanted him to stop beating me. I just wanted to live. Each blow earthquaked my insides, crushing parts of me I had never seen, parts of me I never knew were there. "Fuckin' thugs can't just do what you're told. Need to learn how to respect authority. And I'm gonna teach you," he taunted, almost whispering in my ear.</p> <p>There was blood pooling in my mouth—tasted like metal. There were tears pooling in my eyes. I could see someone looking at me, quickly fading into a watery blur. Everything was sideways. Wrong. My ears were clogged, plugged by the pressure. All I could make out was the washed-out grunts of the man leaning over me, hurting me, telling me to stop fighting, even though I wasn't fighting, and then the piercing sound of sirens pulling up.</p> <p>My brain exploded into a million thoughts and only one thought at the same time— please don't kill me.</p>
27	<p>But before I could get my buzz on with Guzzo and Dwyer, I had to take care of Willy.</p>
30	<p>I took it to ignite my Friday night buzz. Me, Guzzo, and Dwyer. We got our drink on to get our party on-...</p> <p>...But I always stole the booze without Willy knowing either, and I got the flask in</p>

Page	Content
	<p>my jacket pocket while he searched for his shin pads in our room. He couldn't see me taking the booze.</p> <p>...His "All American" looks. All-American? What the hell was that? I hated that shit. What did it even mean?</p>
33	<p>The world was shitty, and I didn't care if that sounded melodramatic.</p> <p>...He died to prove to the wackos of the world who didn't believe in democracy, liberal economy, civil rights, and all that shit, that we were right and they were wrong. But for me, my dad was dead, so the frigging wackos won.</p> <p>...When I was a block away, I took a quick swig of bourbon and stuffed the flask in my ass pocket, so they'd know I had it.</p>
34	I took a swig because I was taking responsibility!
36	<p>"How much are we going to get? I'm shotgunning like ten beers tonight."</p> <p>By "we," Guzzo meant me, because I usually had more cash than either of them, so I almost always bought the beer, which pissed me off, but I knew they felt bad I paid for their fun more than they paid for mine.</p> <p>...And that was the other reason I didn't mind buying Guzzo beer.</p>
37	<p>Basically, we always got started at Jerry's because it was the dirtiest little corner store I knew, and the easiest place for us to get beer. Guzzo had lifted a bottle once.</p>
38	<p>It was the safest plan anyway, and we always seemed to find someone who'd buy the beer for us.</p> <p>The only problem was always this: Whoever we found to buy us the beer would only do it if we paid him extra. There weren't any Good Samaritan beer angels floating around waiting to gift us our weekly Friday buzz. So beer cost double for us, but whatever, we were seventeen.</p>
39	<p>And I was about to hand him my money when the front door to Jerry's whacked open and a cop pushed a younger guy out in front of him. It was only a matter of seconds before the cop had thrown the guy to the sidewalk and pressed him face-first into the concrete. I was barely twenty feet away. The guy on the ground was black and he looked like he was around my age, and I wasn't sure, but I thought he was looking at me. He was vaguely familiar, but I couldn't place him. Did he go to our school? All I could really see was the cop over him, shouting. The cop was white and it took me a second to recognize him, because his face was angled down the whole time, but then, when he raised his head for a second, I realized right away it was Guzzo's older brother, Paul.</p> <p>Holy shit! Paul! Paul was hitting the other guy, again, and again, smashing his face into the sidewalk. The blood kept coming. I wanted to move; my gut wanted me to rush to help Paul. But I knew enough to know that you stayed out of police business, plus Paul didn't need my help because he was pummeling the guy. So I just stood there, sorta frozen, just watching, transfixed. With one knee and a forearm pinning the guy beneath him, Paul bent low and said something into the guy's ear.</p>
51	<p>"...This is that bullshit! I'm so sick of them treating us like animals. Like we America's disobedient dogs!"</p> <p>..."...Do you know the stats? t's something like black people are twice as likely to</p>

Page	Content
	have no weapons on them when they're killed by cops. Twice as likely! Should I run down the list of the people this has happened to?..."
57	I mean, I had seen this happen so many times. Not personally, but on TV. In the news. People getting beaten, and sometimes killed, by the cops, and then there's all this fuss about it, only to build up to a big heartbreak when nothing happens. The cops get off.
59	NBD, Dwyer wrote in beer on the wooden slats of the back porch with the nozzle from the keg. ...I gave Guzzo my flask at some point and when I eventually got it back it was empty,...
60	Dwyer and Guzzo drank much more than I did, and they stood around the keg shouting out the lyrics of all the hip-hop songs blasting from the living room inside.
65	"Guzzo drank the alcohol. It was Guzzo's idea..." ..."I'm sorry I stole the bourbon. I'm sorry I drank it with Guzzo and Dwyer."
79	Instead some big-ass cop decided to have a fist party on my face
82	I just wondered where God was when I was being mopped by that cop.
101	He took a swig of beer and wiped his mouth on the sleeve of his T-shirt.
118	Because as Jill was telling me about the guy who spent half the night puking in the upstairs bathroom because he'd done a keg stand right before I'd gotten there.
156	"Maybe he was on drugs." "On drugs? What are you? Seventy-five? Since when have you ever gotten off your ass, let alone thrown a punch, when you were stoned, man?" "Meth?" "Only white people do that shit."
157	"Just a puff here and there, man, come on. I don't do drugs." "I've seen you smoking a blunt. Metcalf sold you that shit. Metcalf- a white dude, by the way. Man, that shit could have been laced with crack, or fucking Drano. You don't know what you talkin' 'bout." ..."What do you know, anyway? White boy like you can just walk away whenever you want. Everyone just sees you as Mr. All-American boy, and you can just keep on walking, thinking about other things. Just keep on living, like this shit don't even exist."
160	I was thinking about how, if I wanted to, I could walk away and not think about Rashad, in a way that English or Shannon or Tooms or any of the guys at school who were not white could not.
161	Afraid of people like Paul. Afraid of cops in general. Hell, they were probably afraid of people like me. ...But I didn't have to be because my shield was that I was white. ...I could be all the way across the country in California and I'd still be white, cops and everyone else would still see me as just a "regular kid," an "All-American" boy. "Regular," "All-American." White. Fuck.
163	"I don't know. Unnecessary beating. Uh...shit, police brutality?"

Page	Content
164	<p>"Paul says he did what he did because he was protecting some white lady in the store," Jill added.</p> <p>"Yeah. That's what my mom says. But, uh,</p> <p>"Seriously."</p> <p>"You think it would have been the same if the lady wasn't white, or if Rashad wasn't black?"</p> <p>"Seriously. "</p> <p>"Seriously, what?"</p> <p>"Why is it taking me five minutes to say the word racism?"</p> <p>"Maybe you're racist?"</p> <p>"Don't joke. This is serious."</p> <p>"I'm not."</p> <p>"I'm not racist!"</p> <p>..."Not like KKK racist," she said. "I don't think most people think they're racist. But every time something like this happens, you could, like you said, say, 'Not my problem.' You could say, 'It's a one-time thing.' Every time it happened."</p> <p>I wanted to say something, but it was like my head just pounded and every word that came to mind just shook and fell back into my throat.</p> <p>"I think it's all racism," Jill said for me.</p> <p>"And if I don't do something," I finally mustered, "if I just stay silent, it's just like saying it's not my problem."</p>
167	<p>"We don 't know what happened in that store, so I'm not gonna sit here and just say this kid is innocent. He might not be. I'm a cabdriver, and I work nights, and the truth is, if that kid was trying to hail me down, and it was dark outside, I would keep on going.</p> <p>"And why is that? Because of the way he looks?"</p> <p>"I mean, listen, I've been robbed before. Right around here. And I just... I don't ever want to be robbed again. And he looks like the guy who robbed me. He was dressed just like him..."</p>
177	<p>"Listen, I just don't want them to find a reason to beat more people. To kill people." Mom refocused the conversation, her eyes back on me. "And since apparently they don't trust us, I don't trust them."</p>
178	<p>Shannon and Carlos used to always joke about how Mr. Fisher and Mrs. Tracey were probably dating, probably having gross sex after school on Mrs. Tracey's desk, on top of Shakespeare's Sonnets or something.</p>
179	<p>"Matter fact, how many of y'all been messed with by the cops?"</p>
187	<p>White people were crazy back then, eighty years ago, when the story took place.</p>
206	<p>But to that kid- and now my head was reeling- to that kid, my dad was no different than Officer Galluzzo. Another trigger-happy cop who was quick to assume and even quicker to shoot.</p>
223	<p>In 2012, in the United Kingdom, the number of people (regardless of race) shot and killed by police officers: 1</p> <p>In 2013, in the United Kingdom, the number of times police officers fired guns in the line of duty/the number of people fatally shot: 3/0</p>

Page	Content
	In the United States, in the seven years period ending in 2012, a white police officer killed a black person nearly two times a week.
244	Oh, so just because Officer Galluzzo's white, everybody's mad now? What about Officer Butler! This kid is the son of a bad cop. Karma is a bitch!
252	"And it isn't just guys who fear the cops, and families with boys. There's a whole movement for the girls too. Hashtag SayHerName. It's big. This is about everyone who fears cops."
253	"Look, if there were people who are scared of the police every day of their lives," Jill said, determined, "I'm going to live in fear of them for at least one day to say that I don't think that's right." ...IF YOU ARE NEUTRAL IN SITUATIONS OF INJUSTICE, YOU HAVE CHOSEN THE SIDE OF THE OPPRESSOR.
255	...because some people had told me racism was a thing of the past, they'd told me not to get involved. But that was nuts. They were nuts. And more to the point—they'd all been white people. Well, guess what? I'm white too—and that's exactly why I was marching. I had to. Because racism was alive and real as shit. It was everywhere and all mixed up in everything, and the only people who said it wasn't, and the only people who said, "Don't talk about it" were white. Well, stop lying. That's what I wanted to tell those people. Stop lying. Stop denying. That's why I was marching. Nothing was going to change unless we did something about it. We! White people! We had to stand up and say something about it too, because otherwise it was just like what one of those posters in the crowd outside school said: OUR SILENCE IS ANOTHER KIND OF VIOLENCE.
256	There were thousands of cops, too, or what might have been cops. They looked more like an army of Robocops- black paramilitary outfits, helmets, automatic rifles. ...With the row of police tanks, like the one I'd seen that morning, and the rank upon rank of infantry, I swear it looked a lot less like Springfield and a lot more like Kabul. ...I could see the black canisters of tear gas in the belt loops of the cops. ...I filmed the tanks, too. I filmed the guys who had their guns raised and aimed toward the marchers.
257	Somebody had a microphone and a PA speaker, and she started reciting the names that I quickly realized were of young, unarmed black men and women who had been killed by the police in the last year. I knew some of the names from the news, but many I didn't. So fucking many.
268	"This is a roll call! Sean Bell!" Then she followed with "Absent again today! Oscar Grant! Absent again today! Rekia Boyd! Absent again today! Ramarley Graham!" She paused, and at that point the rest of us knew exactly what to do. "Absent again today!" "Aiyana Jones!" "Absent again today!" "Freddie Gray!" "Absent again today!"

Page	Content
	<p>"Michael Brown!"</p> <p>"Absent again today!"</p> <p>"Tamir Rice!"</p> <p>"Absent again today!"</p> <p>"Eric Garner!"</p> <p>"Absent again today!"</p> <p>"Tarika Wilson!"</p> <p>"Absent again today!"</p> <p>And Spoony kept feeding Berry the papers, one after another, as she continued to read down the list of unarmed black people killed by the police.</p>
270	<p>I locked eyes with a kid I didn't know, but felt like I did. A white guy, who I could tell was thinking about those names too.</p> <p>All I wanted to do was see the guy I hadn't seen one week earlier. The guy beneath all the bullshit too many of us see first- especially white guys like me who just haven't worked hard enough to look behind it all.</p>
274	<p>Acknowledgments</p> <p>From Jason Reynolds:</p> <p>First and foremost, I'd like to acknowledge all the men, women, boys, and girls who have lost their lives as a result of police brutality. Your names, though too many for these pages, will always live on in our hearts and minds. Your untimely, unjust deaths will hopefully serve as the cornerstone of change for the growing generation. I'd also like to acknowledge the people of all walks of life, in all professional and social sectors, who have been fighting this fight. The protesters and community activists, the artists, the political allies, the teachers and librarians, the everyday folks who can't quiet the internal screams—we all have a necessary part to play. ALL OF US.</p>
275	<p>From Brendan Kiely:</p> <p>It is one thing to write a novel, but it is another thing to live the life, and I firstly want to acknowledge the families and individuals affected by police brutality. It is my hope that this novel will be a productive voice in the vital public conversation about the many injustices inflicted upon those lived realities. I believe that we need to face honestly the legacy and effects of racism in our country, and that white people like myself— whose privilege is the result of systemic racism— have a particular responsibility to help dismantle it.</p> <p>...There are many people who have been doing the essential work to foster the conversation about the effects of systemic racism and to deconstruct that system. I'd like to thank in particular the educators and organizers who I've worked with directly and who have inspired me, including the folks involved with the People's Institute for Survival and Beyond, the Carle Institute, the White Privilege Conference, the Anti-Racist Alliance of Educators, my colleagues at the Calhoun School, and other independent schools and public schools; and teachers, librarians, and friends in New York, New Jersey, Connecticut, and Massachusetts—I love you and thank you and honor the change that you make in the world every day.</p>
285	<p>Firstly, I want to thank all the librarians and educators who support All American Boys and who have championed it and opened conversations about police</p>

Page	Content
	brutality, race, racism, systemic racism, whiteness, and white privilege in your communities. You all do the tough, frontlines work of engaging young people and nurturing young minds and bodies. Minds matter. Bodies matter. Because there are too many minds and bodies missing. Tamir Rice, Treyvon Martin, Sandra Bland, Michael Brown, Freddie Gray. Some names are familiar, but many are not, because there are many, many, too many, missing today, and they shouldn't be. This is why I say Black Lives Matter, every time I get behind a microphone.
286	<p>As a white, heterosexual, cis-gender, able-bodied man, when I think about the Peace, Brotherhood, and Non-Violent Social Change this award stands for, I try to think about how and when the pieces of my identity stand in the way of those goals.</p> <p>In All American Boys, as in all my work, I especially want to reckon with whiteness, because, as a white person, I can't talk about racism, or the process or desire to dismantle the system that supports it, or eradicate racism itself, without first grappling with whiteness. It is whiteness itself that perpetuates that racism. As Quinn learns in All American Boys, you cannot have an institution that systematically disenfranchises people without also empowering others to systematically benefit from that injustice.</p> <p>...I live in the comfort of the privileged positions of my identity and I want to call people who also live with any of those elements of identity into the space of discomfort, so that together, we might do less harm as white people, as cis-gender heterosexuals, and as able-bodied people. This is my educational mission. This is my artistic, literary mission. To join the revolution against complacency, bigotry, exclusion, and hate; the revolution against injustice.</p> <p>A line of graffiti I saw on a nearly two-thousand-year-old wall in Rome encapsulates it for me: The role of the artist is to make revolution irresistible. Revolution. Action. It does not begin in the street—although it needs to get there. It does not begin in Congress—although it needs to get there. Revolution begins in the heart. And I believe that it is in that beautifully intimate space between a reader and a book, where the spark ignites, the fuse lights, and the flame rises in the heart, where revolution feels irresistible.</p>
287	And so to the organizers of the Black Lives Matter movement that still continues: I am with you in revolution.

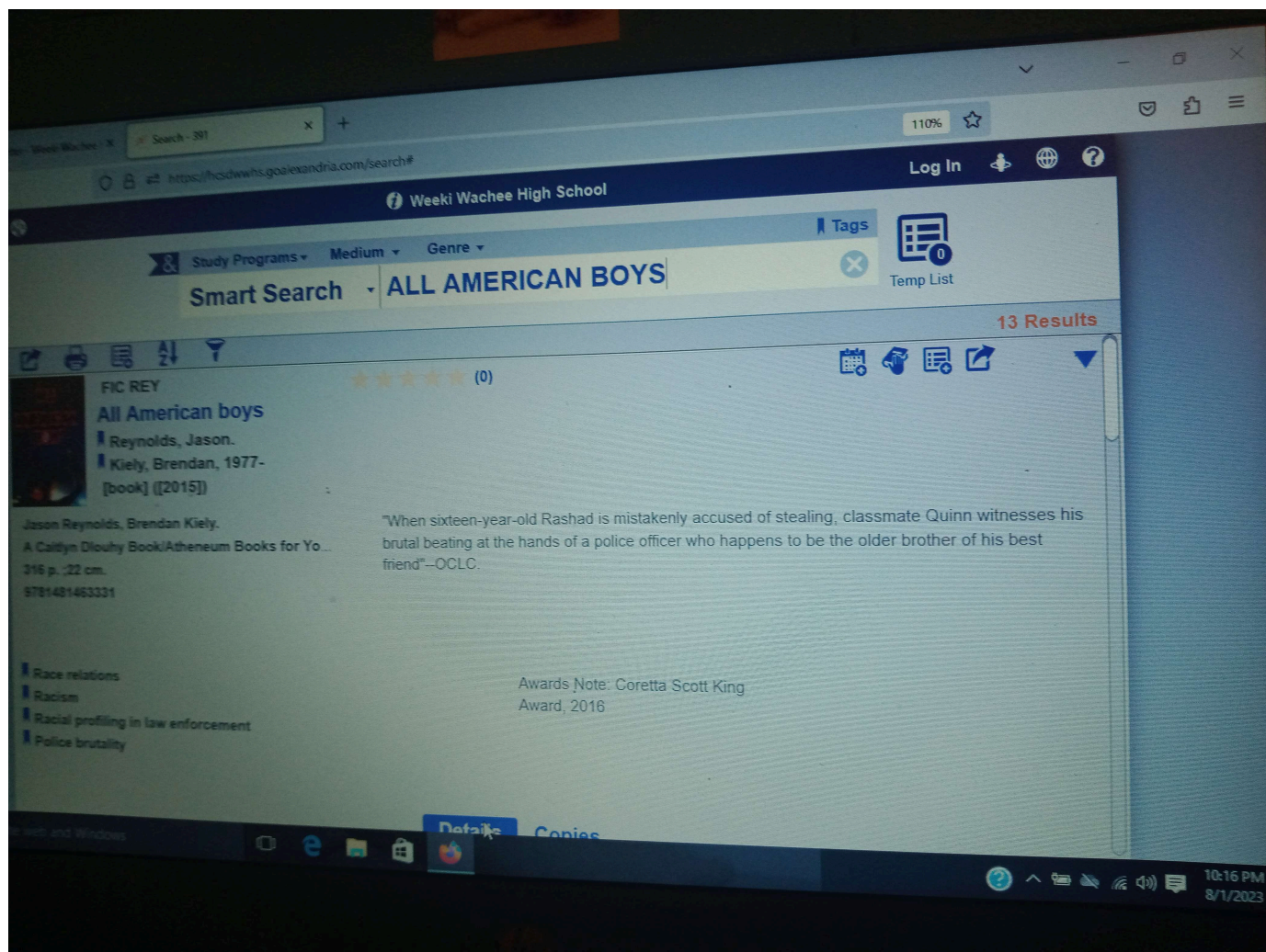
Profanity	Count
Ass	42
Bitch	2
Dick	6
Fuck	39
Piss	15
Shit	79

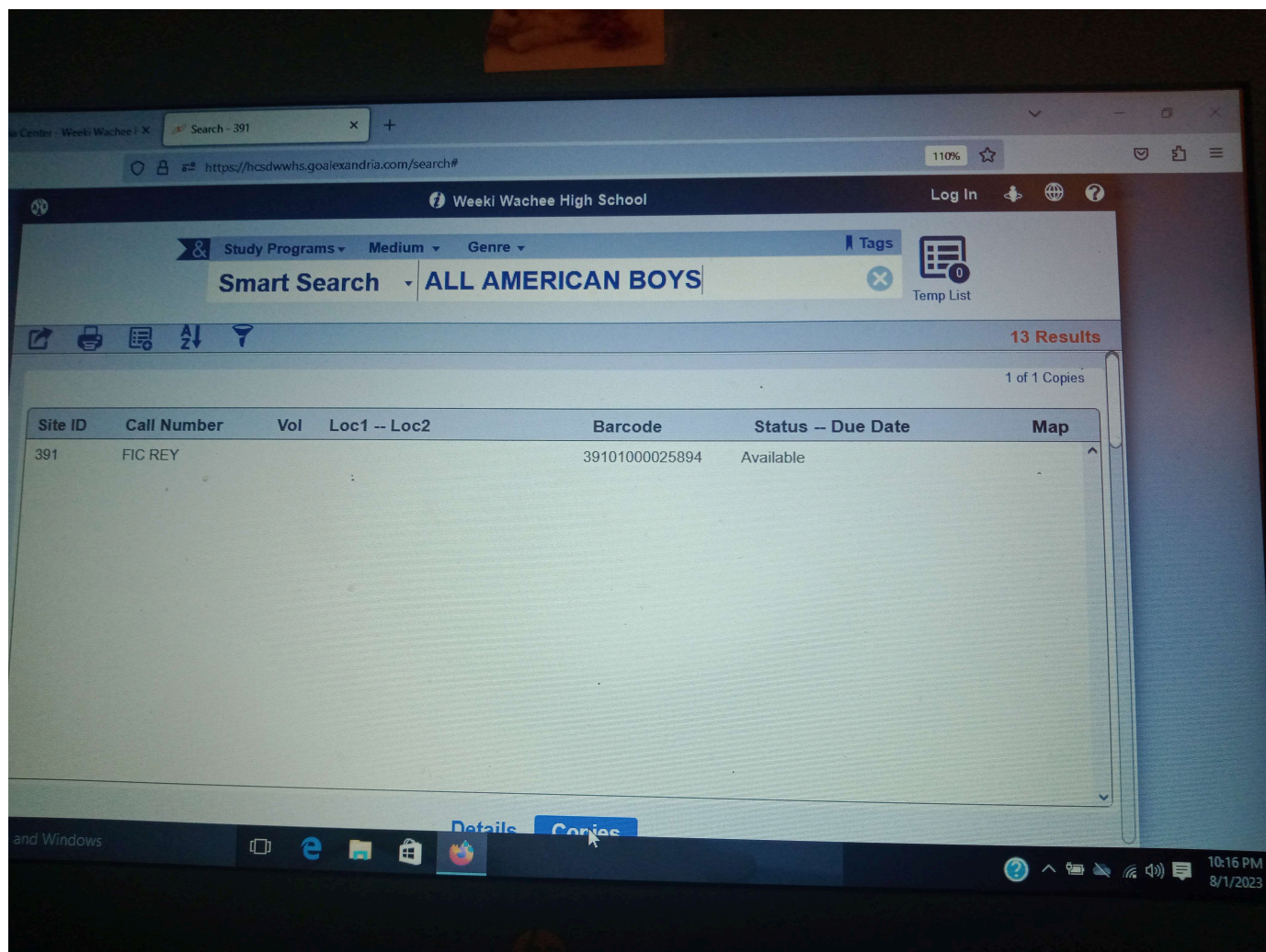


## Universal Book Content (UBC) Rating

0	1	2	3	4	5
<ul style="list-style-type: none"> <li>• Mild Non-Explicit Violence</li> <li>• No Nudity</li> <li>• No Profanity</li> <li>• No References to Sexual Activities</li> <li>• No Drug or Alcohol Use</li> </ul>	<ul style="list-style-type: none"> <li>• Mild Non-Explicit Violence</li> <li>• Non-Sexual Nudity</li> <li>• No Profanity</li> <li>• No References to Sexual Activities</li> <li>• Mentioning of Drug or Alcohol Use</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate Violence</li> <li>• Non-Sexual Nudity</li> <li>• Moderate Profanity</li> <li>• Inexplicit Sexual Activities</li> <li>• Drug or Alcohol Use</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit Violence</li> <li>• Sexual Nudity</li> <li>• Explicit or Frequent Use of Profanity</li> <li>• Sexual Activities No penetration, cunnilingus, fellatio, or ejaculation</li> <li>• Drug or Alcohol Abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Aberrant Violence</li> <li>• Explicit Sexual Activities Ejaculation and Sexual Penetration (oral, anal, vaginal, fingering)</li> <li>• Explicit or Frequent use of Profanity</li> <li>• Aberrant Drug or Alcohol Abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit References to Aberrant Sexual Activities</li> </ul>
Appropriate for all audiences	Might have minor issues for young readers	Suggested minimum younger teen	Suggested minimum older teen	Definitely adult only content	Might be arrested for reading at school board meetings







# All American Boys

Jason Reynolds, Brendan Kiely

4.31

43,929 ratings 7,115 reviews

*Rashad is absent again today.*

That's the sidewalk graffiti that started it all...

Well, no, actually, a lady tripping over Rashad at the store, making him drop a bag of chips, was what started it all. Because it didn't matter what Rashad said next—that it was an accident, that he wasn't stealing—the cop just kept pounding him. Over and over, pummeling him into the pavement. So then Rashad, an ROTC kid with mad art skills, was absent again...and again...stuck in a hospital room. Why? Because it *looked* like he was stealing. And he was a black kid in baggy clothes. So he must have been stealing.

And that's how it started.

And that's what Quinn, a white kid, saw. He saw his best friend's older brother beating the daylight out of a classmate. At first Quinn doesn't tell a soul...He's not even sure he understands it. And does it matter? The whole thing was caught on camera, anyway. But when the school—and nation—start to divide on what happens, blame spreads like wildfire fed by ugly words like “racism” and “police brutality.” Quinn realizes he's *got* to understand it, because, bystander or not, he's a part of history. He just has to figure out what side of history that will be.

Rashad and Quinn—one black, one white, both American—face the unspeakable truth that racism and prejudice didn't die after the civil rights movement. There's a future at stake, a future where no one else will have to be absent because of police brutality. They just have to risk everything to change the world.

Cuz that's how it can end.

GenresYoung AdultFictionContemporaryRealistic FictionAudiobookBanned  
BooksRace  
...more

316 pages, Hardcover

First published September 29, 2015



# ALL AMERICAN BOYS

BY JASON REYNOLDS & BRENDAN KIELY • RELEASE DATE: SEPT. 29, 2015

*If the hands and agenda of the authors are evident, their passion elevates the novel beyond a needed call to action to a...*

Two boys, one black and one white, act out an all-too-familiar drama when the former is brutally beaten during an arrest and the latter witnesses it.

Rashad wasn't trying to steal that bag of chips, but Officer Paul Galuzzo beats him to a pulp rather than hear him out. Quinn doesn't know that, but he does know that no one should be treated the way he sees family friend and surrogate father Paul whaling on that black kid. Day by day over the next week, each boy tells his story, Rashad in the hospital, where he watches endless replays of the incident, and Quinn at school, where he tries to avoid it. Soon Rashad's a trending hashtag, as his brother and friends organize a protest he's not sure he wants. Meanwhile, Quinn negotiates basketball practice with his best friend—Galuzzo's little brother, who expects loyalty—and Rashad's, who tells him bluntly, "White boy like you can just walk away whenever you want." In a series of set pieces, Rashad contemplates his unwanted role as the latest statistic, and Quinn decides whether he'll walk away or stand. Reynolds and Kiely supply their protagonists with a supporting cast that prods them in all the right ways; Rashad's strict, ex-cop dad provides unexpected complexity.

If the hands and agenda of the authors are evident, their passion elevates the novel beyond a needed call to action to a deeply moving experience. (*Fiction. 12-18*)

**Pub Date:** Sept. 29, 2015

**ISBN:** 978-1-4814-6333-1

**Page Count:** 320

**Publisher:** Caitlyn Dlouhy/Atheneum

**Review Posted Online:** July 31, 2015

**Kirkus Reviews Issue:** Aug. 15, 2015

**Categories:** TEENS & YOUNG ADULT SOCIAL THEMES

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

Recommendation of Media Review Committee for Reconsideration of Media Materials

Instructions: The Media Review Committee will complete this form within 15 business days following the formation of the committee. Once complete, the Supervisor of Literacy, Intervention, and Elementary Programs, who will bring it forth to the Assistant Superintendent of Teaching and Learning, who in turn will bring it to the Superintendent.

School Hernando High School Date 1/22/24

Title All American Boys

Author Jason Reynolds and Brendan Kiely

Committee's Recommendation Regarding Challenged Material

Silent Voting Results:

4✓

Do Not Remove

\_\_\_\_\_ Remove/Discontinue

Do Not Remove	Remove/Discontinue
If committee is recommending limiting access-	Basis for removal, check all that apply:
_____ Grade Level	_____ The materials is pornographic
_____ For Advance Course	_____ The materials is prohibited under Section 847.012, FS
_____ Parent Permission	_____ The materials is not suited to student needs and their ability to comprehend the material.
	_____ The material is inappropriate for the grade level and age group for which it is used.

# Signatures of Media Review Committee Members

Print Name

Position

Signature

Penny Hewitt Schrangl

District Media

*Penny Hewitt Schrangl*

Pam Everett

Community

*PE*

Christina Sowers

Parent

*CS*

Stacy Swihart

Assistant Principal

*Stacy Swihart*

Received by District

*[Signature]*

Date

*1/22/24*



TO: Ms. Thomas

FROM: Mr. John Stratton, Superintendent

DATE: January 24, 2024

SUBJECT: Media Challenges 046-23 HHS, 062-23 CHS, 071-23 SHS, 072-23 DSPMS and 073-23 WWHS

This response is in reference to your challenge for the book, “All American Boys” at Hernando, Central, Springstead, Weeki Wachee and D.S. Parrott Middle School. The review committee at Hernando High School has evaluated the book, "All American Boys", written by Jason Reynolds and Brendan Kiely based on the criteria from Hernando County School Board Policy 2522. The committee, in evaluating the questioned material, was guided by the following criteria: the appropriateness of the material for the age and maturity level of the students with whom it is being used, the accuracy of the material, the objectivity of the material, the use being made of the material.

The committee's recommendation is that the book is not removed from Hernando County Schools. The Board will review the case, including all evidence proffered, during a publicly noticed Board meeting on February 20, 2024. The Board will announce during the meeting whether the challenged material meets the requirements of Policy 2522. You may submit any additional evidence for the Board's consideration no later than fourteen (14) days before February 20, 2024.

**A. Item Currently Budgeted -**

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

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

**B. Item Currently Not Budgeted -\*\***

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

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

**C. History**

Check one:

Prior Year Budget: ☐New for Current Year: ☐

Prior Year Approved Budget: \$

Prior Year Actual Spent: \$

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





# Hernando School District

## School Board Regular Meeting

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**Agenda Item # 9. 24-1998**

2/20/2024

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**Title and Board Action Requested**

Public Hearing and Final Approval of the Superintendent's Recommendation to keep the book, "Fade" written by Lisa McMann, in circulation and be made available to students in Hernando County Schools.

**Executive Summary**

The Supervisor of Literacy, Intervention and Elementary Academic Programs, on behalf of the Superintendent of Schools, hereby requests the Board to give approval to keep the book, "Fade" written by Lisa McMann, in circulation. This book is being challenged at Central High School.

Central High School's Review Committee met on January 18, 2024 and January 29, 2024 to discuss a citizen's request for school reconsideration of the book. The committee voted 3-2 to recommend to the Superintendent that the book stay in circulation in Hernando County Schools.

**My Contact**

Kelly Downey

Supervisor of Literacy, Intervention and Elementary Academic Programs

352-797-7000 ext. 280

downey\_k@kcsb.k12.fl.us

**2023-28 Strategic Focus Area**

Other

**Financial Impact**

See attached budget sheet.

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



## MOMS FOR LIBERTY – HERNANDO COUNTY CHAPTER CURRICULUM & MATERIALS REVIEW COMMITTEE

Committee Chair: Julia Thomas  
PO Box 1568 – Brooksville, Florida, 34605

M4LHernando.CMRCChair@gmail.com

Hernando County School District  
919 North Broad Street.  
Brooksville, FL 34601

RE: CHS “Fade” (M4LHC – 088-2023)

October 28, 2023

Hernando County School District,

You will find an attached official challenge request from (M4LHC 088-23) for “*Fade*” which is currently located at Central High School’s media center. This book was discovered back on July 21, 2023.

“*Fade*” contains sexual age-inappropriate content; nudity; sexual activities including rape of minors; teacher/ student sexual relationships, profanity; and illegal drug use such as the date rape drug. This book is marked for 18 years of age and older.

The actions of the media specialist or administrative staff in selecting this book currently violates H.B 467 s. 847.012 (b) that media specialists are responsible for selecting books free of pornographic and sexually explicit materials. Furthermore, the Hernando County School District is also in violation of H.B 1557 for teaching and/ or introducing sexual orientation and gender identity to children, as well as multiple provisions of H.B. 1069.

As the newly elected Committee Chair for the Curriculum and Materials Review Committee of the Hernando County Chapter of Moms for Liberty, I remind you that besides the District of Hernando County Schools being in violation, it is not the responsibility of the District or any staff employed by the District to make a decision concerning these mature topics. District Staff should not be encouraging minors to read a book for adults only.

In closing, I’m calling on the Hernando County School Board to remove this book, from Central High School effective immediately, and in accordance with District Policy (*Media Specialist Handbook*), and H.B. 1069 which both clearly state that books can’t be “disappeared” (*i.e., hidden*) but instead properly disposed of not only through steps outlined in the Media Specialist Handbook regarding the disposal of books, but also accurately noted as disposed of in Alexandria as outlined in H.B. 1069.

In Liberty,

*Julia Thomas*

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

Request for Reconsideration of Media Materials/Instructional Materials

Instructions: Complete and return this form with all materials to be reviewed.

Please type or print..

PLEASE COMPLETE ALL APPLICABLE INFORMATION:

Have you read or viewed the entire material? Yes

Request Initiated by (first and last name) JT

Address : PO Box 1568 City Brooksville State FL Zip Code 34605

Telephone \_\_\_\_\_ Email (optional)

M4IHernando.CMRCCChair@gmail.com

Date of Request: October 28, 2023 Author: Lisa McMann

Title: Fade

Publisher, Date of Publication/Production, Type of Media: Simon & Schuster  
Books for Young Readers; Reprint edition (January 5, 2010) 2009

School(s) in which item is used: Central High School

What first prompted your concern? Please See Attached

To what in the material do you object? (Please be specific, cite pages, frames, etc. Attach additional pages if necessary) Please See Attached

Are you aware of the judgement of this educational material by literary and/or authoritative critics?

Yes X No \_\_\_\_\_

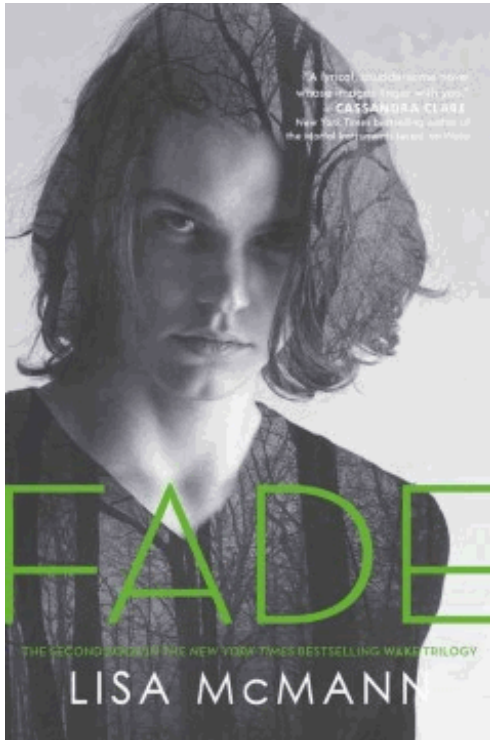
If yes, where? Name and date of publication: GoodReads 2009, 2013

Complainant's Signature

Julia Thomas

Date October 28, 2023

# FADE



*Young Adult*

**By Lisa McMann**

ISBN: 978-1-41695358-6

1-4169-5358-2

## Summary of Concerns:

This book contains sexual nudity;  
sexual activities including rape;  
profanity; and illegal drug use



You are about to access material that may contain content of an ADULT nature. These files may include pictures and materials that some viewers may find offensive. If you are under the age of 18, or if such material offends you or if it is illegal for you to view these materials, please exit now.

3  
/5

**Minor Restricted**  
BookLooks Review Rating

Page	Content
13	Cabel squints, "Fucking teachers, fucking students? Is that a slam on Fieldridge teachers and students, or is it, you kno, literal?"
69	Mr. Durbin pats her on the shoulder. "Nicely done, Janie." She grins. Takes off her safety glasses. And his hand is still on her shoulder. Caressing it now. Janie's stomach churns. Oh god, she thinks. She wants to get away. He's smiling proudly at her. His hand slides down her back just a little, so lightly she can hardly feel it, and then to the small of her back. She's uncomfortable. "Happy Birthday, Janie," he says in a low voic
86	He really is a terrific teacher. And then he's next to her at her table, checking out her work. "Looking good, Hannagan," he says quietly. But he's not looking at her formula, bubbling merrily over the burner. He's looking down her shirt as she's leaning over.
101	Desperately she pushes that thought aside. Her lips are hot against his neck. She tugs at his T-shirt and slips her quivering fingers under it, re-exploring Cabel's nubby skin. Touching the scars on his belly, his chest. She knows that Cabel feels the same way she does, sometimes—like no one would want to be with him because of his issues. Maybe the two of us really could last, Janie thinks. Misfits, united. Cabel's fingers trace a slow path from Janie's shoulder to her hip as they kiss. Then he slips his shirt over his head and tosses it aside. Presses against her. "That's a little better," he whispers in her ear. "Only a little?" The winter dusk of late afternoon falls into the room. Janie reaches for her blouse and slowly unbuttons it. Lets it fall open. Cabel pauses and stares, not sure what to do. He closes his eyes for a moment and swallows hard. She reaches between her breasts and unhooks her bra. And then she turns her face slowly toward him. "Cabel?" She looks into his eyes. "Yes," he whispers. He can barely get the word out. "I want you to touch me," she says, taking his hand and guiding it. "Okay?" "Oh god." She pulls a newly purchased condom from her pocket. Sets the package on the skin of her belly. Reaches for his jeans. Cabel, momentarily rendered speechless, helpless, and thoughtless except for wanting her, sighs in shudders as he touches her skin, her breasts, her thighs, and then, as the light fades from the window, they are kissing as if their lives depend on their shared breath, and urgently making love for the first time, with their eyes and bodies, like it's the only chance they'll ever have.
115	"Awesome. This is going to be a blast! You are such a cool teacher. You're just like one of us you know?" Mr. Durbin grins. "I try. It's only been eight years since I was a senior in high school. I'm not some old geezer, you know." He's languid, leaning against the side

Page	Content
	<p>of his desk, arms crossed in front of him.</p> <p>And then he's reaching out his hand. "Hold still," he says. "You've got an eyelash."</p> <p>He brushes lightly across Janie's cheek with his thumb, and his fingers linger at her hairline just a second longer than necessary.</p> <p>Janie lowers her eyes demurely, then looks back up into his. "Thanks," she says softly.</p> <p>He gives her a smoldering look that is unmistakable.</p>
133	<p>"Now give it a try," he says, looking at her. He takes the paper and slips it under her notebook, brushing her breast with his forearm. Both pretend not to notice.</p> <p>Janie pulls out a fresh piece of paper and begins from the initial equation. She leans over the paper, so her hair falls in front of her shoulder, and scribbles away.</p> <p>After a moment he draws her hair back over her shoulder. His fingers linger an extra moment on her neck. "I can't see," he explains.</p>
135	<p>"We both know don't we," he says, "why you wanted to come here this evening."</p> <p>Janie gulps. "We do?"</p> <p>"Yes. And don't feel badly about it. Because I'm attracted to you too."</p> <p>Janie blinks. Blushes.</p> <p>"But," he continues, "I can't have a relationship with you while you're my student. It's not right. Even though you're eighteen."</p> <p>Janie is silent, looking at the floor.</p> <p>He tips her chin up. His fingers linger on her face. "But once you graduate," he says with a look in his eye, "well, that's a different story."</p>
144	<p>Lauren dances in the center of a circle. Her shirt is off and she twirls it as she stumbles around, laughing, wearing just a black bra and jeans.</p> <p>Someone joins her.</p> <p>He strips his shirt off and grabs Lauren.</p> <p>Everyone claps and cheers as the guy pulls Lauren to him. They kiss and grind as the music pounds in the background.</p> <p>Hip-hop music.</p> <p>Janie watches in horror as the guy removes Lauren's clothing and shoves his jeans down to his knees. The guy pushes Lauren to the floor, falling on top of her, their drinks spilling everywhere, and the rest of the group begins making out and tearing off one another's clothes. Then they pile up on top of Lauren until people are stacked to the ceiling. Lauren is screaming, muffled. She's being crushed to death.</p> <p>Janie's numb. Her body shakes. She's had enough, but it's too horrible. She can't escape. She tries to pull herself away, but the nightmare is too strong.</p> <p>Janie tries to scream, but she knows she can't.</p> <p>Look at me! she cries mentally to Lauren. Ask me to help you!</p> <p>But this nightmare is out of control. Janie can't get Lauren's attention. She can't pull out of it. She watches in horror as Lauren fights, tearing uselessly at the people on top of her, shouting, "No! Stop! No!"</p> <p>Janie summons all her strength and tries to pause it. Tries to scan the room again. It's not working.</p> <p>Until.</p> <p>With a final, heroic effort, Janie manages to pry her eyes off of Lauren. Looks</p>

Page	Content
	<p>around the room.</p> <p>There.</p> <p>In the kitchen.</p> <p>Laughing and drinking, watching the craziness, like it's a football game or something.</p> <p>Someone has a cell phone out.</p> <p>A strange expression on her blurry, laughing face.</p>
178	<p>Janie mingles her way to the bathroom with her untouched punch and stands in line. By the time she gets in there, she hears the clumping of a dozen feet coming up the stairs. Mr. Durbin's explaining boisterously that somebody's gotta be the one to start eating, because the girls aren't doing it. She locks herself in the bathroom and does the drink test again.</p> <p>Spreads the drop of punch on the paper.</p> <p>Waits thirty seconds.</p> <p>Watches it change to bright blue.</p> <p>Her stomach lurches.</p> <p>Rooffies.</p>
180	<p>Stumbling, Janie bumps against the door, trying to push it, and finally tries pulling it. It opens, and Mr. Durbin is on the bed. There are three girls from class with him, and he's taking their clothes off as they lie there.</p>
184	<p>"Oh, cool. Do you have that porn magazine in there?" Janie hesitates too late, wondering if she was supposed to say that, but she can't remember why she shouldn't.</p> <p>"Lot's of them," he says. "Not that I need them with you here."</p> <p>"Huh." She follows him through the dazed and half-naked crowd. He stops to grab another glass of punch, and gives her another one too. On the way to Mr. Durbin's bedroom, Janie waves at Coach Crater. "Hey," she says, turning back to Mr. Durbin. "Wasn't Stacey here? Before?"</p> <p>"She's still here, Janie." His words are deliberate, like he's concentrating. "She's fucking Chris in the other bedroom, so we can fuck in here."</p>
186	<p>Coach Crater goes inside and comes back with a joint. "How's this, Buffy?"</p>
187	<p>And then Coach Crater grabs her by the shoulders and turns toward him. He plants a big wet kiss on her mouth. And moves on.</p> <p>...Outside on the deck, it's dark. Mr. Wang follows her out there, in his Calvin Klein briefs.</p> <p>...She holds on tightly to the railing when Mr. Wang starts touching her. "I smelled smoke," she explains, but she doesn't see anyone smoking.</p> <p>And then Coach Crater comes out too. Mr. Wang is kissing her neck, and Coach is telling her how hot she is and feeling her up, and he says something about bench pressing.</p> <p>...Then, in her mind, while the two men kiss and touch her, is Miss Stubin.</p>
188	<p>Janie reels back against the deck's handrail, stumbling, grabs Coach's arm off her breast...</p>
189	<p>She lights the joint and inhales the smoke. Holds it in. Lets it out slowly. Mr. Wang falls to the deck next to her and starts kissing her cleavage.</p>

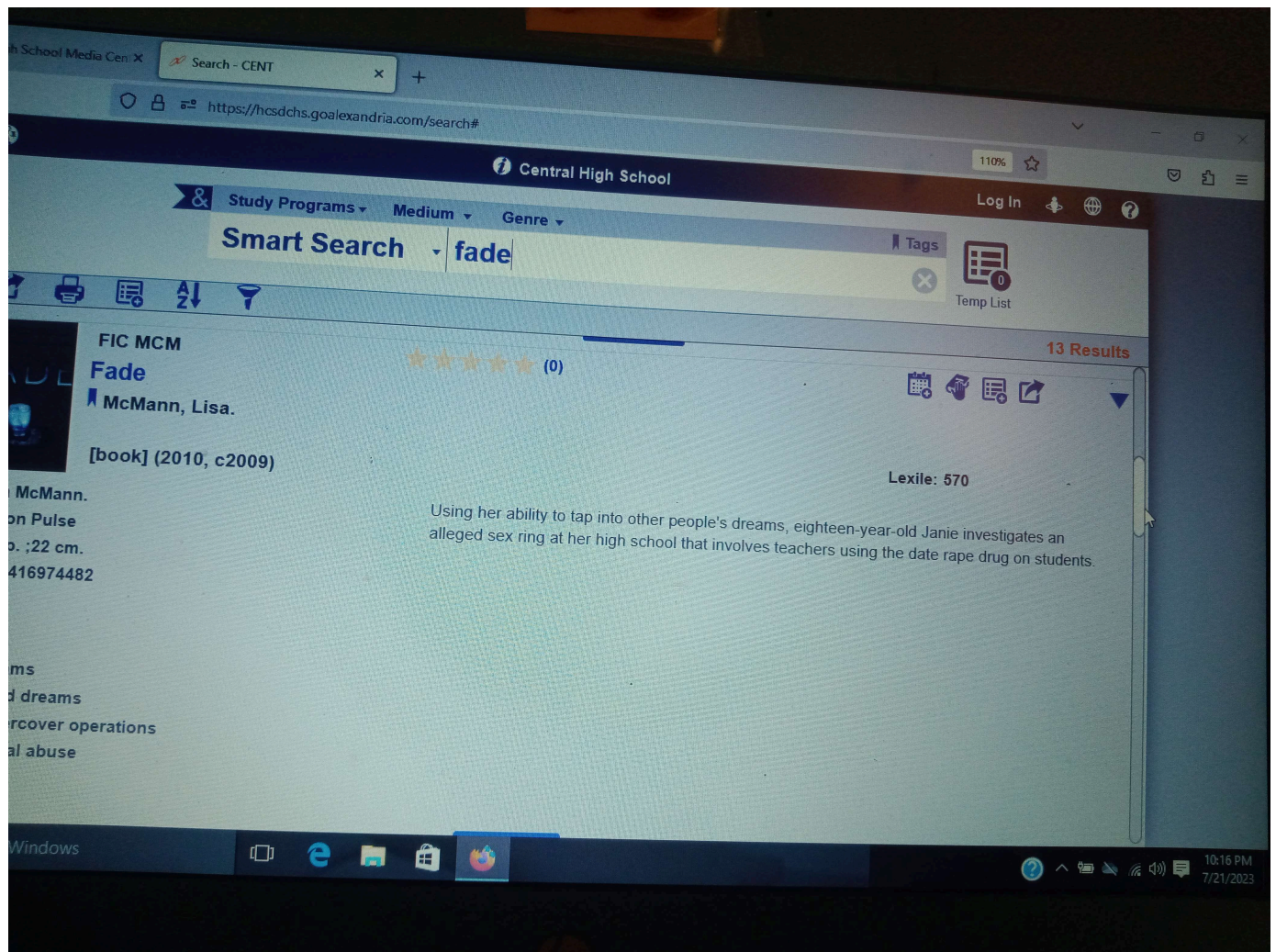
Page	Content
190	<p>She doesn't like that, she decides. He's in her way. She's trying to smoke a joint here.</p> <p>She makes a peace sign with her fingers, marveling over them. Then, when Mr. Wang grabs her nipple in his mouth, she stabs him in the eyeballs.</p> <p>She learned that somewhere.</p> <p>She doesn't know where.</p> <p>Mr. Wang swings his fist wildly, crying out in pain. He catches her on the jaw, her head flies back and hits the deck's rail, and she blacks out. The joint burns down between her fingers.</p>
198	<p>Janie remains quiet for a long time. Finally she says, "This is weird, but I know Coach Crater raped Stacey. Not this time. Last semester."</p>
200	<p>"Twenty-one positives on the GHB, Janie." Cabel's voice is harsh. "Everyone at the party was drugged. Durbin even drugged himself. Rumor has it, the drug is known to enhance stamina." He pauses. "Ewww." They both shudder. "When Baker and Cobb and the backup crew arrived, Durbin had three female students in his bed with him."</p> <p>Janie is quiet.</p> <p>"He's going to jail for a long time, Janie."</p> <p>"What about Wang?"</p> <p>"Him too. Sadly he raped Stacey before Baker and Cobb got there. They found his DNA. She asked for the morning-after pill. She doesn't remember anything that happened last night." Cabel's hands grip the steering wheel. His knuckles are white.</p> <p>Janie's quiet. "Fuck," she says.</p>
231	<p>"Still no memory of any of it, huh? Yeah, that's the way it is with those date-rape drugs. That's also why so many rapes go unnoticed or unreported. The memory loss allows sickos, like Durbin and his ilk, to get away with that shit time after time. You really saved the day, Janie."</p>
238	<p>He whirls around and grabs her arm. Pulls her to him. Kisses her hard, tangling his fingers in her hair. His tongue darts into her mouth and finds hers, tasting her, an oasis in the desert, his body urgently pressing against hers as his hands caress her neck.</p> <p>Janie stands frozen for a moment, and then she moans and reaches for him. Cabel slips her coat off her shoulders, and it falls to the floor, and he lifts her up, holds her until she wraps her legs around his waist. His lips move to her neck and strain at the buttons of her shirt.</p> <p>"Time's up," she says gasping.</p> <p>He lifts his lips from her skin. Runs his hands over her body. A button falls to the floor, bounces, and rolls under the chair. He walks, with her still attached, to the couch and sits with her on his lap. "Janie. Oh god, I can't do it," he whispers.</p>

Profanity	Count
Ass	11
Fuck	18
Piss	4
Shit	21

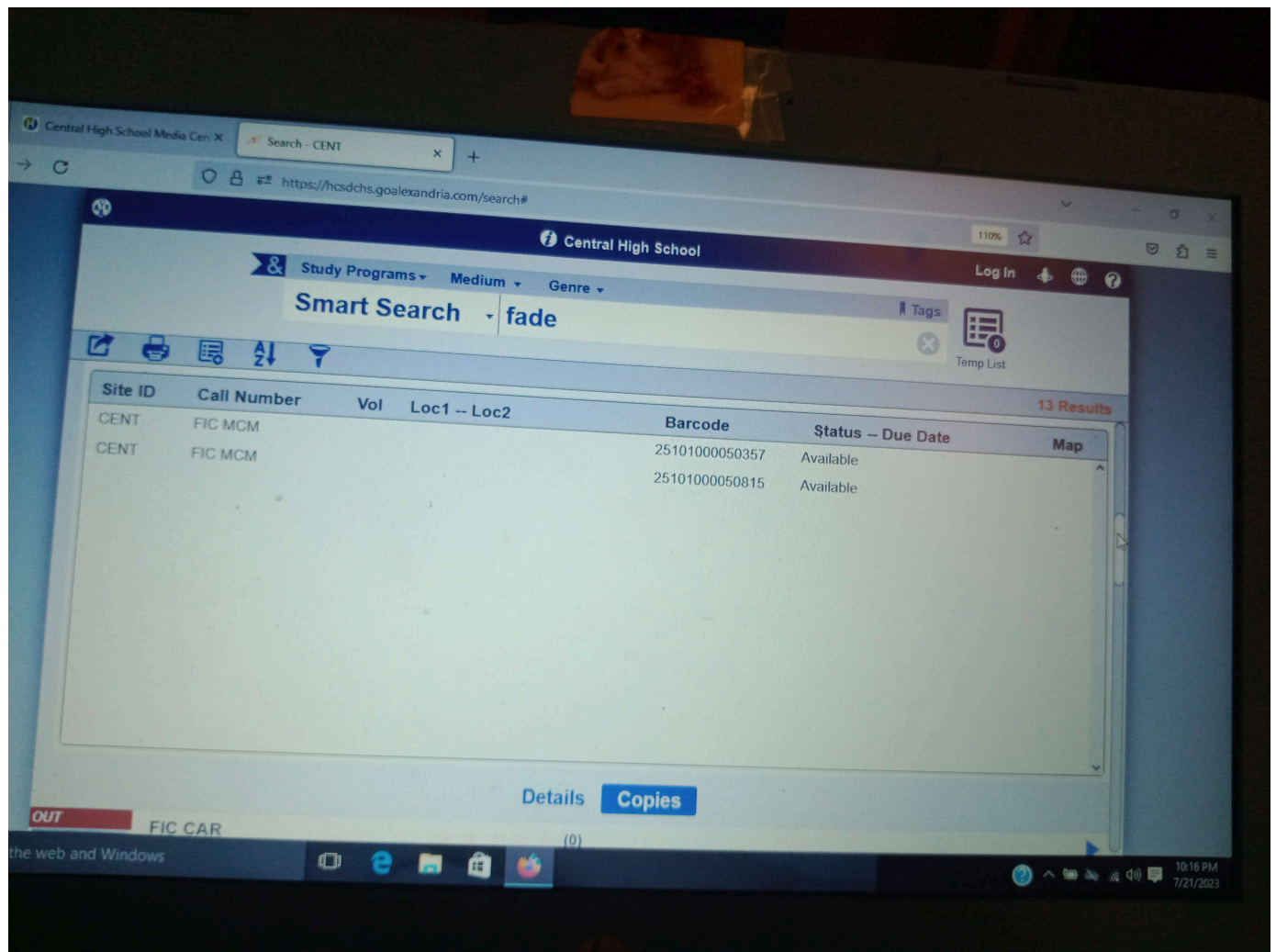


## Universal Book Content (UBC) Rating

0	1	2	3	4	5
<ul style="list-style-type: none"> <li>• Mild Non-Explicit Violence</li> <li>• No Nudity</li> <li>• No Profanity</li> <li>• No References to Sexual Activities</li> <li>• No Drug or Alcohol Use</li> </ul>	<ul style="list-style-type: none"> <li>• Mild Non-Explicit Violence</li> <li>• Non-Sexual Nudity</li> <li>• No Profanity</li> <li>• No References to Sexual Activities</li> <li>• Mentioning of Drug or Alcohol Use</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate Violence</li> <li>• Non-Sexual Nudity</li> <li>• Moderate Profanity</li> <li>• Inexplicit Sexual Activities</li> <li>• Drug or Alcohol Use</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit Violence</li> <li>• Sexual Nudity</li> <li>• Explicit or Frequent Use of Profanity</li> <li>• Sexual Activities No penetration, cunnilingus, fellatio, or ejaculation</li> <li>• Drug or Alcohol Abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Aberrant Violence</li> <li>• Explicit Sexual Activities Ejaculation and Sexual Penetration (oral, anal, vaginal, fingering)</li> <li>• Explicit or Frequent use of Profanity</li> <li>• Aberrant Drug or Alcohol Abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit References to Aberrant Sexual Activities</li> </ul>
Appropriate for all audiences	Might have minor issues for young readers	Suggested minimum younger teen	Suggested minimum older teen	Definitely adult only content	Might be arrested for reading at school board meetings







*Wake #2*

# Fade

Lisa McMann

**3.92**

52,494 ratings 2,471 reviews

## **SOME NIGHTMARES NEVER END.**

For Janie and Cabel, real life is getting tougher than the dreams. They're just trying to carve out a little (secret) time together, but no such luck.

Disturbing things are happening at Fieldridge High, yet nobody's talking. When Janie taps into a classmate's violent nightmares, the case finally breaks open -- but nothing goes as planned. Not even close. Janie's in way over her head, and Cabe's shocking behavior has grave consequences for them both.

Worse yet, Janie learns the truth about herself and her ability -- and it's bleak. Seriously, brutally bleak. Not only is her fate as a dream catcher sealed, but what's to come is way darker than she'd feared....

*From the inside of ISBN 1416953582/9781416953586*

Genres **Young**

**Adult Fantasy Paranormal Romance Fiction Mystery Supernatural**

...more

248 pages, Hardcover

First published February 10, 2009

# FADE

BY LISA MCMANN · RELEASE DATE: FEB. 10, 2009

On the heels of assisting the police in a cocaine bust in 2008's *Wake*, senior Janie Hannagan, a dream catcher—she is involuntarily pulled into other people's dreams—is now working directly for the local police, alongside her narc boyfriend, Cabel, in this tension-filled sequel. This time the pair must identify and catch a sexual predator working as a teacher in their school. Although their romance has moved to a new level, their love is tested by Janie's risky new role and deteriorating health. Through Janie's own dreams and a journal left behind, the deceased Miss Stubin, a former dream catcher, teaches the teen how to control dreams. In a bittersweet ending, she also reveals the incredible power of dream catching and the toll it will ultimately take on Janie. The quick-paced, present-tense narration and realistic dialogue that gripped readers in the first book resume here. While the wild events at a teacher's party may seem exaggerated, the effects of GHB, the "date rape" drug, on both females and males will both frighten and enlighten. Fans will clamor for a third title. (*Fiction. YA*)

**Pub Date:** Feb. 10, 2009

**ISBN:** 978-1-4169-5358-6

**Page Count:** 272

**Publisher:** Simon Pulse/Simon & Schuster

**Review Posted Online:** June 24, 2010

**Kirkus Reviews Issue:** Jan. 1, 2009

**Categories:**

TEENS & YOUNG ADULT SCIENCE FICTION & FANTASY | TEENS & YOUNG ADULT MYSTERY & THRILLER | TEENS & YOUNG ADULT SOCIAL THEMES

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

**Recommendation of Media Review Committee for Reconsideration of Media Materials**

Instructions: The Media Review Committee will complete this form within 15 business days after its formation. Once complete, the Supervisor of Literacy, Intervention, and Elementary Programs, who will bring it forth to the Assistant Superintendent of Teaching and Learning, who in turn will bring it to the Superintendent.

School Central High Date 1-29-24

Title Faale

Author Lisa Mcmann

**Committee's Recommendation Regarding Challenged Material**

**Silent Voting Results:**

3 Do Not Remove

2 Remove/Discontinue

Do Not Remove	Remove/Discontinue
<b>If committee is recommending limiting access-</b>  <u>      </u> Grade Level  <u>      </u> For Advance Course  <u>      </u> Parent Permission	<b>Basis for removal, check all that apply:</b> <u>      </u> The material is pornographic <u>      </u> The material is prohibited under Section 847.012, FS <u>      </u> The material is not suited to student needs and their ability to comprehend the material. <u>      </u> The material is inappropriate for the grade level and age group for which it is used.

# Signatures of Media Review Committee Members

Print Name

Position

Signature

PAM EVERETT

Community

GE

Kelly Slusser

Principal

Kelly Slusser

Rachel Kingdom

Teacher

Rachel Kingdom

DAVID McDUFFIE

Parent

DAVID

Debbie Warrell

District

Debbie Warrell

Administrator's Signature

Kelly Slusser

Date

1/29/24



TO: Ms. Thomas

FROM: Mr. John Stratton, Superintendent

DATE: January 29, 2024

SUBJECT: Media Challenge CHS 088-23

This response is in reference to your challenge for the book, “Fade” at Central High School. The review committee at Central has evaluated the book, "Fade", written by Lisa McMann based on the criteria from Hernando County School Board Policy 2522. The committee, in evaluating the questioned material, was guided by the following criteria: the appropriateness of the material for the age and maturity level of the students with whom it is being used, the accuracy of the material, the objectivity of the material, the use being made of the material.

The committee's recommendation is that the book is not removed from Hernando County Schools. The Board will review the case, including all evidence proffered, during a publicly noticed Board meeting on February 20, 2024. The Board will announce during the meeting whether the challenged material meets the requirements of Policy 2522. You may submit any additional evidence for the Board's consideration no later than fourteen (14) days before February 20, 2024.



**A. Item Currently Budgeted -**

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

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

**B. Item Currently Not Budgeted -\*\***

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

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

**C. History**

Check one:

Prior Year Budget: ☐New for Current Year: ☐

Prior Year Approved Budget: \$

Prior Year Actual Spent: \$

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



# Hernando School District

## School Board Regular Meeting

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**Agenda Item # 10. 24-2012**

2/20/2024

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**Title and Board Action Requested**

Public Hearing and Final Approval of the Superintendent's Recommendation to remove the book, "All the Things We Do in the Dark" written by Sandra Mitchell, from circulation and not be made available to students in Hernando County Schools.

**Executive Summary**

The Supervisor of Literacy, Intervention and Elementary Academic Programs, on behalf of the Superintendent of Schools, hereby requests the Board to give approval to remove the book, "All the Things We Do in the Dark" written by Sandra Mitchell, from circulation. This book is being challenged at Hernando High School.

Hernando High School's Review Committee met on January 17, 2024 and January 30, 2024 to discuss a citizen's request for school reconsideration of the book. The committee voted 4-2 to recommend to the Superintendent that the book be removed from circulation in Hernando County Schools.

**My Contact**

Kelly Downey

Supervisor of Literacy, Intervention and Elementary Academic Programs

352-797-7000 ext. 280

downey\_k@hcsb.k12.fl.us

**2023-28 Strategic Focus Area**

Other

**Financial Impact**

See attached budget sheet.

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



## MOMS FOR LIBERTY – HERNANDO COUNTY CHAPTER CURRICULUM & MATERIALS REVIEW COMMITTEE

Committee Chair: Julia Thomas  
PO Box 1568 – Brooksville, Florida, 34605  
M4LHernando.CMRCChair@gmail.com

Hernando County School District  
919 North Broad Street.  
Brooksville, FL 34601

RE: HHS "All The Things We Do In The  
Dark" (M4LHC – 041/2023)

October 9, 2023

Hernando County School District,

You will find an attached official challenge request from (M4LHC 041-23) for "*All The Things We Do In The Dark*" which is currently located at Hernando High School's media center. This book was discovered back on July 22q, 2023.

"All The Things We Do In The Dark" contains sexual age-inappropriate, profanity; sexual activities; alternate sexualities, and helping suicide reference. The book clearly shows a warning label for 18 years of age and up

The actions of the media specialist or administrative staff in selecting this book currently violates H.B 467 s. 847.012 (b) that media specialists are responsible for selecting books free of pornographic and sexually explicit materials. Furthermore, the Hernando County School District is also in violation of H.B 1557 for teaching and/ or introducing sexual orientation and gender identity to children, as well as multiple provisions of H.B. 1069.

As the newly elected Committee Chair for the Curriculum and Materials Review Committee of the Hernando County Chapter of Moms for Liberty, I remind you that besides the District of Hernando County Schools being in violation, it is not the responsibility of the District or any staff employed by the District to make a decision concerning these mature topics. District Staff should not be encouraging minors to read a book for adults only.

In closing, I'm calling on the Hernando County School Board to remove this book, from Hernabdo High School effective immediately, and in accordance with District Policy (*Media Specialist Handbook*), and H.B. 1069 which both clearly state that books can't be "disappeared" (*i.e., hidden*) but instead properly disposed of not only through steps outlined in the Media Specialist Handbook regarding the disposal of books, but also accurately noted as disposed of in Alexandria as outlined in H.B. 1069.

In Liberty,

*Julia Thomas*

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

Request for Reconsideration of Media Materials/Instructional Materials

Instructions: Complete and return this form with all materials to be reviewed.

Please type or print..

PLEASE COMPLETE ALL APPLICABLE INFORMATION:

Have you read or viewed the entire material? Yes

Request Initiated by (first and last name JT

Address : PO Box 1568 City Brooksville State FL Zip Code 34605

Telephone \_\_\_\_\_ Email (optional)

M4IHernando.CMRCCChair@gmail.com

Date of Request: October 9, 2023 Author: Saundra Mitchell

Title: "All The Things We Do In The Dark"

Publisher, Date of Publication/Production, Type of Media: Harper Teen 2019

School(s) in which item is used: Hernando High School

What first prompted your concern? Please See Attached

To what in the material do you object? (Please be specific, cite pages, frames, etc. Attach additional pages if necessary) Please See Attached

Are you aware of the judgement of this educational material by literary and/or authoritative critics?

Yes X No \_\_\_\_\_

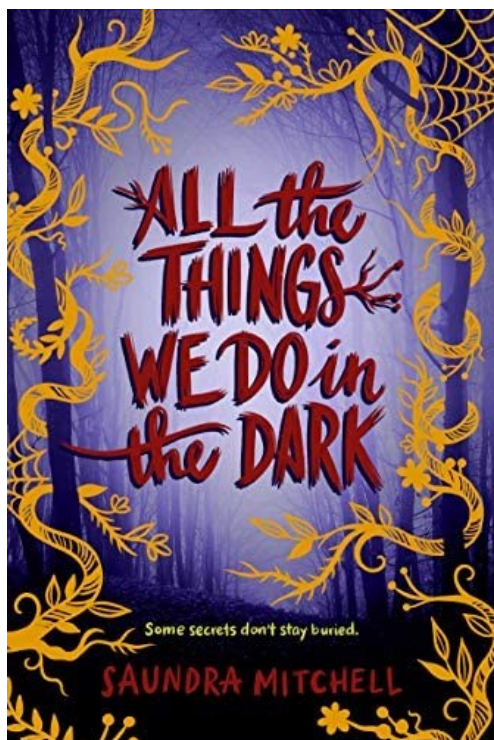
If yes, where? Name and date of publication: Audience reviews 2020, 2019

Complainant's Signature

Julia Thomas

Date October 9, 2023

# ALL THE THINGS WE DO IN THE DARK



*Young Adult*

**By Sandra Mitchell**

ISBN: 978-0-06-285259-5



## Book Summary:

A teenage girl attempts to have a normal life after having been raped as a child.

## Summary of Concerns:

This book contains mild/infrequent profanity; sexual activities; alternate sexualities; and suicide references.

**3**  
/5

**Minor Restricted**  
BookLooks Review Rating

Page	Content
i	This novel discusses sexual assault and sexual violence, and contains depictions of non-sexual violence and PTSD that may be triggering to survivors.
2	He had a razor blade finger. He just traced it down my cheek and told me to go home.
4	Also, I'm saying it because I think I have a responsibility: I had a "good" rape. The kind where I was young enough that it was definitely not my fault. I was not sexy enough for people to think I might have secretly wanted it.
5	There's no world, no planet, on which a nine-year-old should learn about sex and syphilis in an emergency room while an intern glues her face back together.
7	My friend Syd, short for Sydney, thinks virginity is stages: mouth virginity, hand virginity- even boyginity and girlginity.
48	(...Did you hear about the girl with the scar? Yeah, she offed herself. I guess she never got over it. Should we do something? Let's do candles and a GoFundMe for suicide stuff or...the other thing. You know, the other thing.)
96	Rivers spill down my spine and split across my breasts. ...My hands drift on soap currents, shaping the weight of my breasts, straying between my soft thighs. The little ache there throbs, but I pass by.
97	The right water is hard to find. I gave up a while ago. I don't like my fingers because I concentrate too hard and rub too hard to get nowhere. But the magic of an allowance, the existence of Visa gift cards, and the open road of the internet mean I don't have to use my hands. Turning out my light, I slide into bed, still wrapped in the towel. Then I dig between the mattress and box spring until I find my familiar friend. Mine is boring compared to some of the crazy things that come up on Amazon when you type vibrator into the search engine. There are no beads or pearls or colors or natural replications here: it's just a slim white tube with a twist base on it. It's quiet, like prayer; even quieter beneath my covers and towel. Only on the outside, the shaft pressed against flesh and bone, it's tip infiltrates dark curls and parts lips to find my clitoris. When I find the spot, my feet twist and curve. One heel digs into the mattress like an anchor.
98	People freaking joke about good-touch/bad-touch, and it's not funny. Good-touch dissolves into old hands- dirty hands- bad hands everywhere; rancid air I've already breathed; hot, swollen summer moments I never want back.
135	"You've made out with people and hooked up and done stuff, and I..."
165	When I kiss her, our lips cling together. They're not tentative or afraid- they long to hold on to the soft, silken glow between us. Her lips seek when I falter. They're plush and they invite me in. She reaches me with a taste how to follow. I've never done this before. Every flicker is terrifying and exhilarating; it's the first leap off the high dive and cutting flawlessly into the water. Twisting my hands in her shirt, my knuckles rasp against forbidden skin. Hailey unfurls against me. When she twines her arms around me, her blunt nails skate the length of my spine. They brush aside the hem of my shirt and whisper at the small of my back. It's alchemy, drinking something that makes us grow and

Page	Content
	<p>grow, fill up the room and spill out of it, into the universe.</p> <p>It's so much, too much, and we break away at the same time. I burrow against her; she holds me tighter.</p> <p>"Hi," I say.</p> <p>I feel her smile on my skin.</p>
166	<p>Lying to myself, like it's just going to be sleeping; it's not. But it's also not sex. Just kissing, just close, just skin-on-skin with clothes between, just breath hot on my lips and hands heavy on my hips.</p> <p>...I feel like I'm inside her skin or she's inside mine. Sweat springs up between my breasts and along my spine.</p>
167	<p>She traces the lines of the elephant- she's on forbidden skin and it makes me shiver.</p> <p>...When Hailey raises her eyes to mine again, she murmurs, "I've never had an illicit sleepover before."</p>
172	<p>Her stunted fingers close over mine. She forces my pinkie inside and leans in.</p>
175	<p>It's a constant reminder that I kissed the girl, and the girl kissed me.</p>
184	<p>Or maybe the dust runs out of her manic dream state, and she commits glorious, meaningful suicide.</p>
193	<p>DO YOU REMEMBER WHEN I TOLD YOU ABOUT THE GUY who followed me home after? How he insisted on talking to my mom? How he told her what he saw, and the next thing I remember after that is Police-ER-Rape Kits-Superglue?</p> <p>I hate him.</p> <p>More than I hate the guy who raped me.</p>
194	<p>Why were out that late/on that side of town/drinking/toking/hitchhiking/smoking/hooking up with somebody you met online?</p>
210	<p>Never had sex (?technically? Girlginity intact, boyginity uh...?)</p>
234	<p>Hailey catches me up in a brand-new kiss. On first taste, it's sweet, her lips feathering against mine Then it ignites. Hunger burns on the tip of my tongue. Our breath falls hard and fast and in time.</p> <p>We're breathing each other, devouring each other. The windows slowly rise with a haze. Releasing my seat belt, I slide back against the door when Hailey washes over me.</p> <p>Her heat, her weight, erase everything. I'm not numb; I'm alive in a whole new way. A ceaseless, sensual way that makes it easy to wrap my arms around her. The front seats are narrow, so we have to hold on. We have to twist together—duck and dodge and slide back in for another deep taste.</p> <p>This time, we fit together perfectly. Hailey's hands fall in the right places, my skin rising in chills of delight in their wake. When I venture beneath the hem of her sweater, I dip fingers beneath her waistband, stroking the dimples at the base of her spine. She is creamy; her kiss swirls in me like I'm coffee, around and around until she's mine and I'm hers and there's no way to separate us.</p> <p>... Hailey's lips, blushed and full, those are what's important. When she breaks away, I chase her, begging for another taste, pleading for one, getting one. Her hair escapes its elastic and falls all around us. Each strand leaves a mark on me.</p>

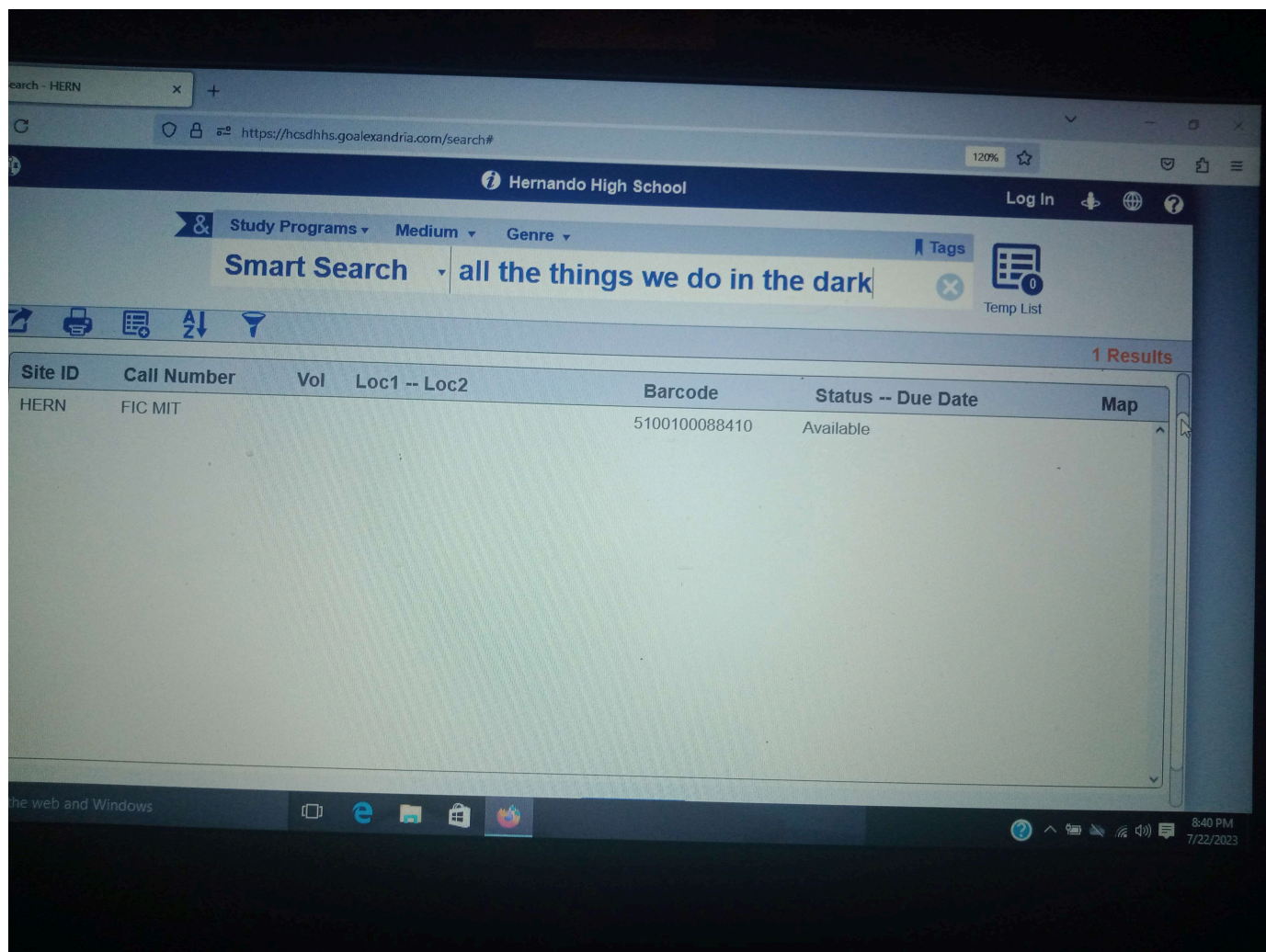
Page	Content
	<p>With a shake of her head to get it out of the way, she presses me back again. . I love that we're in the middle of nowhere. That we're in a car, like it's 1956 and Lovers' Lane is a thing. That we're right on the edge of one country and could tip over into another with ease.</p> <p>She moves, and it's delicious. When she strokes my face, the muscles in her back ripple all the way down. Chasing that wave, I rasp my nails against her spine and savor the shiver that rolls through her. The phone buzzes again, and Hailey murmurs, right on my lips, "Should you get that?"</p> <p>When I reply, my tongue flickers against the part of her lips. "No, it's fine." "Are you sure?" she asks.</p> <p>This time, I dip more than my fingertips beneath the band of her leggings. She makes a soft sound, and I pull her tighter against me. I want to fit all our curves and edges together, seamlessly. My lips feel heavy, honeyed, and I kiss her chin, her cheek, the corner of her mouth. "So sure."</p>
240	While I was making out with Hailey at the edge of the world, my mother was sitting home in the dark writing a new covenant for our house.
255	<p>This is a cop's house! This is a killer's house! What do cops and killers have in common?!</p> <p>Gun. He has a gun.</p>

Profanity	Count
Ass	1
Bitch	2
Dick	1



## Universal Book Content (UBC) Rating

0	1	2	3	4	5
<ul style="list-style-type: none"> <li>• Mild Non-Explicit Violence</li> <li>• No Nudity</li> <li>• No Profanity</li> <li>• No References to Sexual Activities</li> <li>• No Drug or Alcohol Use</li> </ul>	<ul style="list-style-type: none"> <li>• Mild Non-Explicit Violence</li> <li>• Non-Sexual Nudity</li> <li>• No Profanity</li> <li>• No References to Sexual Activities</li> <li>• Mentioning of Drug or Alcohol Use</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate Violence</li> <li>• Non-Sexual Nudity</li> <li>• Moderate Profanity</li> <li>• Inexplicit Sexual Activities</li> <li>• Drug or Alcohol Use</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit Violence</li> <li>• Sexual Nudity</li> <li>• Explicit or Frequent Use of Profanity</li> <li>• Sexual Activities No penetration, cunnilingus, fellatio, or ejaculation</li> <li>• Drug or Alcohol Abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Aberrant Violence</li> <li>• Explicit Sexual Activities Ejaculation and Sexual Penetration (oral, anal, vaginal, fingering)</li> <li>• Explicit or Frequent use of Profanity</li> <li>• Aberrant Drug or Alcohol Abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit References to Aberrant Sexual Activities</li> </ul>
Appropriate for all audiences	Might have minor issues for young readers	Suggested minimum younger teen	Suggested minimum older teen	Definitely adult only content	Might be arrested for reading at school board meetings





Search - HERN

https://hcsdhhs.goalexandria.com/search#

120%

Hernando High School

Log In

Study Programs Medium Genre Tags

Smart Search all the things we do in the dark

Temp List

1 Results

FIC MIT

All the things we do in the dark

Mitchell, Sandra,

Text-unmediated-volume ([2019])

Sandra Mitchell.  
HarperTeen, an imprint of HarperCollins Publis...  
293 pages ;22 cm  
9780062852595

"Something happened to Ava. The curving scar on her face is proof. Ava would rather keep that something hidden--buried deep in her heart and her soul. But in the woods on the outskirts of town, the traces of someone else's secrets lie frozen, awaiting Ava's discovery--and what Ava finds threatens to topple the carefully constructed wall of normalcy that she's spent years building around her. Secrets leave scars. But when the secret in question is not your own--do you ignore the truth and walk away? Or do you uncover it from its shallow grave and let it reopen old wounds--wounds that have finally begun to heal"--Provided by the publisher.

Teenage girls  
Rape victims  
Post-traumatic stress disorder  
Secrecy

Awards Note: A Junior Library Guild selection

8:40 PM  
7/22/2023



# ALL THE THINGS WE DO IN THE DARK

BY SAUNDRA MITCHELL • RELEASE DATE: OCT. 29, 2019

*A searing, fast-paced whodunit that addresses sexual assault head-on.*

A teen loner grapples with buried demons as she stumbles on someone else's secret in the woods.

In her latest novel, Mitchell (*The Prom*, 2019, etc.) again explores the sexual awakening of adolescent identities—this time against the backdrop of childhood sexual assault. Though hesitant to open up to anyone apart from her best friend, Syd, 17-year-old Ava Parkhurst reveals early on that she was raped at age 9 and visibly scarred for life when her attacker traced “*a razor blade finger*” down her cheek. As if Ava, a good student who strives to live in the present and not fixate on past trauma, doesn't have enough challenges—Syd is keeping secrets from her; her father has moved out, leaving her and her mother on their own; and, for the first time, she's finding herself physically attracted to the daughter of the policeman who, years before, handled her assault case—a walk in the woods one snowy Maine night leads to a harrowing discovery that dangerously tests the confines of Ava's carefully guarded world. Mitchell's roller-coaster confessional narrative runs the gamut from teen melodrama between friends and the throes of first love to reckoning with guarded secrets and the psychological fallout from astoundingly brutal acts. Most characters default to white; Ava's love interest is biracial (white Jewish and Korean).

A searing, fast-paced whodunit that addresses sexual assault head-on. (author's note, resources) (*Thriller*. 14-18)

**Categories:**

TEENS & YOUNG ADULT MYSTERY & THRILLER | TEENS & YOUNG ADULT SOCIAL THEMES

# All the Things We Do in the Dark

Sandra Mitchell

3.55

797 ratings 151 reviews

***Sadie* meets *Girl in Pieces* in this dark, emotional thriller by acclaimed author Sandra Mitchell.**

Something happened to Ava. The curving scar on her face is proof. Ava would rather keep that something hidden—buried deep in her heart and her soul.

But in the woods on the outskirts of town, the traces of someone else's secrets lie frozen, awaiting Ava's discovery—and what Ava finds threatens to topple the carefully constructed wall of normalcy that she's spent years building around her.

Secrets leave scars. But when the secret in question is not your own—do you ignore the truth and walk away? Or do you uncover it from its shallow grave and let it reopen old wounds—wounds that have finally begun to heal?

Genres **Young Adult** **LGBT** **Mystery** **Contemporary** **Thriller** **Mystery**  
**Thriller** **Queer**  
...more

296 pages, Hardcover

First published October 29, 2019



THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

# Recommendation of Media Review Committee for Reconsideration of Media Materials

Instructions: The Media Review Committee will complete this form within 15 business days after its formation. Once complete, the Supervisor of Literacy, Intervention, and Elementary Programs, who will bring it forth to the Assistant Superintendent of Teaching and Learning, who in turn will bring it to the Superintendent.

School Hernando High School Date 1-30-24

Title All the things we do in the Dark

Author Saundra Mitchell

## Committee's Recommendation Regarding Challenged Material

### Silent Voting Results:

2 Do Not Remove

4 Remove/Discontinue

Do Not Remove	Remove/Discontinue
<p>If committee is recommending limiting access-</p> <p>_____ Grade Level</p> <p>_____ For Advance Course</p> <p>_____ Parent Permission</p>	<p>Basis for removal, check all that apply:</p> <p>_____ The material is pornographic</p> <p>_____ The material is prohibited under Section 847.012, FS</p> <p>_____ The material is not suited to student needs and their ability to comprehend the material.</p> <p>_____ The material is inappropriate for the grade level and age group for which it is used.</p>

# Signatures of Media Review Committee Members

Print Name	Position	Signature
Cindy Baron	Media Specialist	Cynthia L Baron
Lori Sowers	Community Member	Lori Sowers
Sue Lisk	Lay Person	Sue Lisk
Lisa Steinkamp	Parent	L B Steinkamp
Tiffany Skinner	Parent	Tiffany Skinner
Leechelle Booker	Principal	Leechelle Booker

Administrator's Signature Leechelle Booker Date 1/30/24



TO: Ms. Thomas

FROM: Mr. John Stratton, Superintendent

DATE: January 31, 2024

SUBJECT: Media Challenge HHS 041-23

This response is in reference to your challenge for the book, “All the Things We Do in the Dark” at Hernando High School. The review committee at Hernando has evaluated the book, "All the Things We Do in the Dark", written by Sandra Mitchell based on the criteria from Hernando County School Board Policy 2522. The committee, in evaluating the questioned material, was guided by the following criteria: the appropriateness of the material for the age and maturity level of the students with whom it is being used, the accuracy of the material, the objectivity of the material, the use being made of the material.

The committee's recommendation is that the book be removed from circulation in Hernando County Schools. The Board will review the case, including all evidence proffered, during a publicly noticed Board meeting on February 20, 2024. The Board will announce during the meeting whether the challenged material meets the requirements of Policy 2522. You may submit any additional evidence for the Board's consideration no later than fourteen (14) days before February 20, 2024.



**A. Item Currently Budgeted -**

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

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

**B. Item Currently Not Budgeted -\*\***

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

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

**C. History**

Check one:

Prior Year Budget: ☐New for Current Year: ☐

Prior Year Approved Budget: \$

Prior Year Actual Spent: \$

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



# Hernando School District

## School Board Regular Meeting

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**Agenda Item # 11. 24-2035**

2/20/2024

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**Title and Board Action Requested**

Citizen Input on agenda items for this meeting (Green Form)

**Executive Summary**

Please see the attached form if you wish to make a presentation before the School Board for matters that pertain to an item for this meeting.

**My Contact**

Kelly A. Pogue

Secretary to the School Board and General Counsel

Pogue\_k@hcsb.k12.fl.us

**2023-28 Strategic Focus Area**

Priority 3: Community Connection

**Financial Impact**

There is no financial impact

# Hernando County School Board

## CITIZEN INPUT

### GREEN SPEAKER FORM

#### Part 1: The Process

- This is the opportunity for the public to address items on the Board's Agenda. Speakers who wish to address any matter of relevance to the operation of schools not included on the agenda, additional time will be reserved for Citizen Input at the end of the meeting's agenda.
- Each speaker will have three (3) minutes for each section of Citizen Input.
- Speakers must complete this *Citizen Input Speaker* form.
- Submit the completed form with any attachments you wish to share with the Board to the Board Secretary *prior* to speaking. The Board may not accept documents submitted while the speaker is providing input.
- The public is reminded that it may also address the Board with regard to items appearing on the agenda for public hearing at the time of the public hearing.

*\*Note: The Board typically does not respond to remarks or questions made during Citizen Input.*

- Inquiries or comments made during Citizen Input may be followed up with the citizen and reported back to the Board by the Superintendent or his/her staff as soon as possible.
- Although the Board encourages citizen participation, it must also be understood that no immediate action will be taken on items presented during the public comment portion of the meeting.
- If Board action is needed, the matter may be placed on the agenda of an upcoming meeting for further consideration.

#### Part II: Decorum

- Profanity is strictly prohibited.
- The negative use of any student's name, or references made to other students or families, is strictly discouraged.

PLEASE PRINT ALL INFORMATION BELOW:

Failure to complete this form or to sign below will prevent the Citizen Input form  
from being presented to the Board Chair.

LEGAL NAME: \_\_\_\_\_

LEGAL ADDRESS: \_\_\_\_\_

PHONE: (\_\_\_\_\_) \_\_\_\_\_

☒ Please check if this matter pertains to a School Board agenda item for this meeting. Agenda item number(s)  
being addressed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reminders:

Limited agenda time and the need to conduct meetings in an orderly fashion require that you adhere to the  
following Citizen's Input guidelines:

- The speaker will adhere to a three (3) minute time limit per speaker.
- Time may not be yielded to other speakers.
- The Chairperson has the authority to limit discussion if the subject is outside of the authority of the School  
Board Members regarding an issue that is repetitive or is addressing a legally confidential issue.
- Materials or documents you wish to share with the School Board should be attached to this form.
- The Chairperson may deny all forms submitted after the close of the Citizen's Input section of the agenda.

*My signature is confirmation that I have read, understand and agree to abide by the guidelines listed above:*

Signature of speaker: \_\_\_\_\_

Chairperson's Approval of form: \_\_\_\_\_

Chairperson's Denial of form based on Guideline No. \_\_\_\_\_

FOR OFFICE USE ONLY:

Date Received: \_\_\_\_\_

Time Received: \_\_\_\_\_



# Hernando School District

## School Board Regular Meeting

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**Agenda Item # 12. 24-2005**

2/20/2024

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**Title and Board Action Requested**

Approval of the Personnel Recommendations

**Executive Summary**

The Director of Human Resources, on behalf of the Superintendent of Schools, hereby requests the Board approve the Personnel Recommendations as attached.

**My Contact**

Matthew Goldrick  
Director of Human Resources  
352-797-7005 Ext. 451  
Goldrick\_m@hcsb.k12.fl.us

**2023-28 Strategic Focus Area**

Priority 2: Talent Management

**Financial Impact**

See attached budget sheet.

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

I. CONSENT AGENDA

A. Approval of Personnel Recommendation

**1. Instructional Leaves (7)**

Alisa Ball – Teacher, SES – 01/10/2024 through 02/07/2024  
Susan Craig – Teacher, SES – 01/22/2024 through 02/02/2024  
Amanda Darmanin – Teacher, DES – 01/31/2024 through 02/29/2024  
Rachael Krienes – Teacher, CK8 – 11/08/2023 through 06/04/2024 (Intermittent)  
Christine Morana – Teacher, FCMS – 01/26/2024 through 04/29/2024  
Tammy Quinn – Teacher, CK8 – 01/25/2024 through 03/21/2024  
Varvara Savoudakis – Teacher, SES – 02/20/2024 through 05/21/2024

Return From Leave Early

Sandra Rathke - 01/29/2024  
Anna Silva - 01/22/2024  
Philip Scire - 01/08/2024

**2. Instructional Appointments and Approval of Probationary Contract (5)**

Linda Coco – Teacher, FWSHS – 01/10/2024  
Georgette Corbett – Teacher, CES – 01/10/2024  
Justen Early – Teacher CTE Multimedia Design, WWHS – 01/09/2024  
Stanley Garthwait – Teacher, WWHS – 01/25/2024  
Donna Sperling-Baldwin – Teacher, DES – 01/09/2024

**3. Approve Out-of-Field Teachers: (Core Subject) (1)**

Alexandra Richeson – Teacher, FCMS – (ELEM ED) – 12/18/2023

**4. Approve Out-of-Field Teachers: (ESOL) See Attached**

**5. Approve Out-of-Field Associate Teacher Substitutes (1)**

Nicole DuBuque – ATS, PGES – (Elem Ed) – 01/17/2024

**6. Instructional Transfers (6)**

Dawn Erb – From Teacher, CK8 – to Teacher, FWSHS – 01/09/2024  
Victoria Hernaiz – From Teacher, WWHS – to Teacher, NCTHS – 01/08/2024  
Jonathan Malandrucchio – From Teacher, WWHS – to Teacher, MES – 01/08/2024  
Victor Melendez Vargas – From Teacher, WWK8 – to Teacher, CHS – 01/08/2024  
Matthew Perlegis – From Teacher, FWSHS – to Teacher, WWHS – 01/08/2024  
Robert Rasmussen – From Teacher, CHS – to Teacher, NCTHS – 01/08/2024

**7. Instructional Separations (3)**

Danielle Crawford – Teacher, CHS – 01/12/2024 (Probationary Release)  
Brenda Jackson – Teacher, CHS – 01/19/2024 (Deceased)  
Jennifer Pearce – Teacher, CHS – 02/02/2024 (Resignation)

**8. Non-instructional and Professional/Technical/Supervisory Leaves (6)**

Pearlie Delaine – Bus Attendant, Transportation Dept – 01/09/2024 through 05/31/2024  
Roger Eaton – Environmental Service Tech I, HHS – 01/22/2024 through 02/02/2024  
Yvonne Figueroa – Bus Attendant, Transportation Dept – 02/28/2024 through 05/31/2024  
Beverly Hunter – Environmental Service Tech III, Hernando County Public Schools Support Building – 01/08/2024 through 2/2/2024  
Tina Richards – Food & Nutrition Assistant, PGES – 01/09/2024 through 04/12/2024  
Martha Ulloa – Environmental Service Tech I, CES – 01/08/2024 through 01/26/2024

**9. Non-instructional and Professional/Technical/Supervisory Appointments (13)**

Deyci Carolina Alarcon Chavez – Bus Attendant, Transportation Dept – 01/09/2024  
Christina Bishop – Program Assistant-College and Career Programs, Academic Services – 01/16/2024  
Vincent Brancaccio – Computer Lab Manager, ENDV – 01/09/2024  
Diallo Bryant – Bus Operator, Transportation Dept – 01/16/2024  
Denise Corsi – Food & Nutrition Assistant Rover, Food & Nutrition Services – 01/16/2024  
Mayerlin Fernandez – Paraprofessional II, SES – 01/12/2024  
Wendy Hansberry Roe – Paraprofessional II, PGES – 01/16/2024  
Cassie Korinis – Office Clerk, EES – 01/09/2024  
Nicholas Laudano – Food & Nutrition Assistant, WWK8 – 01/09/2024  
Cheryl O'Brien – Bus Attendant, Transportation Dept – 01/09/2024  
Yanizaleth Ruiz – Bus Operator, Transportation Dept – 01/10/2024  
Chantel Steenkamp – Food & Nutrition Assistant, WWK8 – 01/16/2024  
Heather TenEyck – Switchboard Operator, Hernando County Public Schools Support Building – 01/17/2024

**10. Non-instructional and Professional/Technical/Supervisory Transfers (7)**

Tammy Garner – From Data Entry Operator, SES – to Data Quality & Integrity Specialist, Assessment – 01/16/2024  
Amanda Halloran – From Transportation Field Trip Secretary, Transportation Dept – to Paraprofessional, WWK8 – 01/09/2024  
Paul Kirkstad – From Bus Attendant, Transportation Dept – to Bus Operator, Transportation Dept – 01/09/2024  
Erica Lane – From Food & Nutrition Assistant, CES – to Food & Nutrition Assistant, CK8 – 01/09/2024  
JoAnn Simmons – From Bus Attendant, Transportation Dept – to Food & Nutrition Assistant, FCMS – 01/09/2024  
Steven Speir – From Bus Attendant, Transportation Dept – To Bus Operator, Transportation Dept – 01/17/2024  
Pamel Tokar – From Bus Operator, Transportation Dept – to Transportation Field Trip Secretary, Transportation Dept – 01/09/2024

**11. Non-instructional and Professional/Technical/Supervisory Separations (10)**

Allyson Atha – Paraprofessional, MES – 02/16/2024 (Resignation)  
Quintya Bell – Paraprofessional, WHMS – 12/22/2023 (Resignation)  
Tawanna Capel – Food & Nutrition Assistant, CHS – 01/19/2024 (Resignation)  
Denise Corsi – Food & Nutrition Assistant Rover, Food & Nutrition Services – 01/17/2024 (Resignation)  
Norma Estrada – Food & Nutrition Assistant III, CHS – 01/23/2024 (Resignation)  
Scott Hineman – Food & Nutrition EL/MS Manager, PGES – 01/26/2024 (Resignation)  
Dana Newman – Secretary II, WHMS – 01/17/2024 (Resignation)  
Tonya Powell – Secretary II, CK8 – 02/02/2024 (Resignation)  
Anthony Pryor – ISS Monitor, HHS – 01/31/2024 (Resignation)  
Dianna Somers – Paraprofessional, MES – 01/18/2024 (Resignation)

**12. Other**

**Additional Duty, and/or Additional Days/Hours**

Loren Ballard – Paraprofessional II, WES (Title I Tutoring) – 01/29/2024 – 21 Total Hrs. (Title I)  
Amanda Bigwood – Program/Staffing Specialist, Exceptional Student Support (Tutoring Services for McKinney-Vento Students at the Dawn Center Shelter) – 01/22/2024 – 100 Total Hrs. (ARP Grant)  
Robert Bradley – Teacher Hospital Homebound Gen Fund, Exceptional Student Support (Tutoring Services for McKinney-Vento Students at the Dawn Center Shelter) – 01/29/2024 – 100 Total Hrs. (ARP Grant)  
Michael Burzumato – Support Staff Springs Coast Environmental Education Center, Academic Services (Transportation Field Trip Operator) – 01/16/2024 – 30 Total Hrs. (General Fund)

Timothy Etzel – Teacher, Hernando eSchool (Tutoring Services for McKinney-Vento Students at the Dawn Center Shelter) – 01/29/2024 – 100 Total Hrs. (ARP Grant)  
Bethany Seitz – Teacher, EK8 (Tutoring Services for McKinney-Vento Students at the Dawn Center Shelter) – 01/29/2024 – 100 Total Hrs. (ARP Grant)

**Approve Teacher(s), Title I Tutoring (WES) – 01/29/2024 – 42 Total Max Hrs. (Title I)**

Christine Blevins  
Rebecca Fields  
Danielle Parshook  
Brittany Rhoads  
Kelly Thompson  
Allison Williams

**Approve Teacher(s), Tutoring Services for McKinney-Vento Students at the Dawn Center Shelter (FCMS) – 01/29/2024 – 100 Total Hrs. (ARP Grant)**

Gail McNulty  
Yanique Whyte

**Approve Teacher(s), Tutoring (DES) – 10/30/2023 – 5 Total Hrs. (SAC)**

Sheue-Huah Bentley  
Angeline del Pilar  
Garrett Donaghy  
Trinette Dushame  
Deanna Earles  
Marcia Falkinburg  
Jasmin Gracia  
Kenneth Hill  
Rosette Javier  
Sophia Makohon-Pidhorodecky  
Lynne Merritt  
Mariann Montesani  
Miranda Schildbach  
Rebecca Skinner  
Barbara Stanton

**13. Drop Program Participant(s)**

Diane Burns  
Neil Donlon

**14. Supplements - see attached list(s)**

**Running Total (Per Attached List) 2023-2024 School Year**

\$	2,005,351.77	Instructional
\$	101,709.66	Noninstructional
\$	2,107,061.43	Sub-Total
\$	472,403.17	Benefits (22.42%)
\$	2,579,464.60	Total



2023 - 2024 ESOL: Out-of-Field Teachers

Agenda February 2024

Site	Last Name	First Name	Assignment	Total Points Needed	Required Points This Year
DES	Di Benedetto	Loriann	Elem Ed	300	60







<b>NONINSTRUCTIONAL, PROFESSIONAL/TECHNICAL &amp; ADMINISTRATIVE SUPPLEMENTS 2023/2024</b>			
		<b>Board Action 2/20/2024</b>	
Jutting, David	Maintenance	Crew Chief (cancelled 1/23 but had to adj for increase)	\$ 104.53
Romero, Cesar	Maintenance	Crew Chief (eff 1/29/24)	\$ 843.47
Urbina Dubon, Anner	Maintenance	Crew Chief (eff 1/29/24)	\$ 843.47
		Total From Previous Agenda 2/6/24	\$ 99,918.19
		Total Noninstructional/PTS/Adm. Supplements	\$ 101,709.66



# Hernando School District

## School Board Regular Meeting

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**Agenda Item # 13. 24-1957**

**2/20/2024**

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**Title and Board Action Requested**

Approve the Memorandum of Understanding between Pasco Hernando State College and Hernando Schools for the Facility Shared Use Agreement.

**Executive Summary**

The Director of Adult and Technical Education, on behalf of the Superintendent of Schools, hereby requests the Board approve the Memorandum of Understanding between Pasco Hernando State College and Hernando Schools for the Facility Shared Use Agreement.

**My Contact**

Sophia Watson, Director, Simpson Technical College

**2023-28 Strategic Focus Area**

Priority 1: Student Success

**Financial Impact**

See attached budget sheet

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

**FACILITY SHARED USE AGREEMENT BETWEEN  
THE DISTRICT BOARD OF TRUSTEES OF PASCO-HERNANDO STATE COLLEGE  
THE HERNANDO COUNTY SCHOOL DISTRICT**

This Agreement made and entered into this 14th day of November 2023, by and between THE DISTRICT BOARD OF TRUSTEES OF PASCO-HERNANDO STATE COLLEGE ("PHSC" OR "COLLEGE"), located at 10230 Ridge Road, New Port Richey, FL 34654 and THE HERNANDO COUNTY SCHOOL DISTRICT, FLORIDA ("School Board"), district office located at 8050 Mobley Rd, Brooksville, FL 34601.

**WITNESSETH:**

**WHEREAS** the purpose of this Agreement is to set forth specific terms as to the use of the space designated for the Manufacturing Center located at Wilton Simpson Technical College ("WSTC"), located at 17050 Spring Hill Dr., Brooksville, FL 34604. PHSC desires to use the School Board owned property located at WSTC and the School Board desires to use various equipment and Instructional materials owned by PHSC.

**NOW, THEREFORE**, in consideration of the mutual covenants and agreements hereafter set forth, the Parties hereby agree as follows:

**Section 1 Term and Premises**

- 1.1 This Agreement shall commence on July 1, 2024 (hereinafter the "Commencement Date") and continue for three (3) years ("Initial term") with the option of three, one-year renewals after the Initial term upon the mutual written agreement of both parties. This Agreement may be terminated pursuant to the terms of the Agreement or extended by a written Agreement signed by the Parties.
- 1.2 Pursuant to this Agreement, PHSC is authorized to use the Dedicated and Shared space for their Engineering Technology program. The School Board is authorized to use the equipment purchased/owned by PHSC in the Manufacturing Center.

**Section 2 Dedicated and Shared Space/Equipment**

- 2.1 The School Board hereby grants PHSC use of the Dedicated and Shared Space ("Dedicated space"), at no charge. Both PHSC and WSTC may utilize the space at the same time during the WSTC hours of operation. Dedicated Space shall also include a shared instructor space with a multi-function printer and computer with internet access for use by both the School Board and PHSC faculty. If a computer will not be available to PHSC, internet access or wireless access with the ability to use the printer must be provided to PHSC and PHSC will bring a laptop.
- 2.2 The School Board is responsible for providing a suitable classroom and laboratory/shop facility on WSTC which provides a modern, state of the art educational facility, dedicated to the instruction of Manufacturing and Engineering Technology. This facility will enable both secondary and post-secondary students to achieve Industry certification in a setting which meets current Industry standards, provides for a safe and healthy environment and which is maintained in a manner conducive to positive student learning opportunities and experiences. The facility will be designed to facilitate the appropriate number of student work stations which include, but are not limited to, a broad range of Manufacturing techniques as determined appropriate by both parties of this agreement. The facilities, including the Dedicated space and Student workstations, shall be set up in accordance with the State Requirements for Educational Facilities (SREF).
- 2.3 It will be the responsibility of the School Board to maintain the classroom and laboratory facility in a manner in accordance with the requirements of the equipment and the safety needs of the students and faculty using the equipment. General safety equipment, including, but not limited to, fire extinguishers and fire blankets, shall be provided by the School Board.

- 2.4 PHSC has the responsibility of purchasing appropriate Engineering equipment which meets the current Industry standards for the Dedicated space. The equipment will include, but not be limited to, instructional items for a range of Industrial Processes, Mechatronics, and PLCs as stated in the educational frameworks and determined appropriate by both parties of this agreement.
- 2.5 It will be the responsibility of PHSC to maintain the PHSC purchased equipment in the Dedicated space, when not in use.
- 2.6 It will be the responsibility of the School Board to maintain the School Board purchased equipment in the Dedicated space, when not in use.
- 2.7 Both PHSC and the School Board will use the facilities and surrounding area in a clean and sanitary manner and will leave the facility and equipment in good and clean condition after each use by their employees, agents, volunteers, invitees, or students. Both parties will secure the facilities and equipment after their respective use.
- 2.8 PHSC, its employees, agents, volunteers, invitees, and students will abide by all School Board policies regarding the use of School Board facilities. Including policies which state the consumption of tobacco products or alcoholic beverages on School Board property, including any outside areas, is prohibited.
- 2.9 The School Board will have use of PHSC equipment and instructional materials, excluding consumable materials, at no charge, for the duration of the Agreement, upon termination of the Agreement as stated in Section 3, PHSC reserves the right to remove PHSC property from the School Board facility.
- 2.10 The School Board and PHSC shall not assign this Agreement nor provide use of equipment nor sublet the facility or any part thereof without the written consent of the other party. The School Board reserves the right for its officers, agents, and servants to enter and inspect the facilities and operations being conducted at reasonable times.
- 2.11 The School Board and PHSC agree that in the event of unforeseen questions arising out of the use of said facilities, equipment or instructional materials, questions shall be settled in writing between the Superintendent of the School Board and PHSC Governing Board or their specified designees.
- 2.12 If the official calendar of both WSTC and PHSC does not align, WSTC should provide appropriate access and services to the Dedicated space when PHSC must hold class during times when WSTC is not in session.
- 2.13 Each party shall be responsible for providing accident insurance for their respective students in the Manufacturing Center.

### Section 3 Termination

- 3.1 Without Cause: Either party may terminate this Agreement in writing to the other party without cause by December 1 of academic year prior to the academic year in which such termination shall take effect.
- 3.2 With Cause: The failure of either party to comply with any provision of this Agreement shall place that party in default. Prior to terminating this Agreement, the non-defaulting party shall notify the defaulting party in writing, making specific reference to the provision that gave rise to the default, the defaulting party shall then be entitled to a period of ten (10) working days from receipt of such notice in which to cure the default. If the default is not cured within the ten (10) day period, the non-defaulting party shall serve written notice of termination on the defaulting party, which shall become effective ten (10) calendar days from that party receipt of such notice, The failure of either party to exercise this right shall not be considered a waiver of such right in the event of any further default or non-compliance.

### Section 4 Vacating the Premises

- 4.1 Upon the termination date of this Agreement, PHSC shall vacate the Dedicated space in good condition, subject to ordinary wear and tear.
- 4.2 All personal property of whatever kind or nature in the Dedicated space that is owned, or paid for by PHSC, shall remain the property of PHSC, and upon vacating the Dedicated space, PHSC shall remove such property at PHSC's expense. Fixed personal property shall be removed, and PHSC shall restore the Dedicated space to good condition, equivalent to the condition of the Dedicated space at the commencement of PHSC's use, subject to ordinary wear and tear.
- 4.3 All School Board property must remain in the Dedicated space.



## Section 5 Services

- 5.1 The School Board will provide utilities, custodial services, maintenance services, and school safety services ("Operating Services") to the building.
- 5.2 The School Board and PHSC will utilize the space from open to close of the WSTC.
- 5.3 It will be the responsibility of the School Board to hire and supervise appropriate manufacturing faculty during the time of usage for the Manufacturing courses taught under the WSTC curriculum.
- 5.4 The curriculum covered at WSTC will follow the Florida Department of Education Curriculum Frameworks for CNC Production Specialist as stated currently under the Postsecondary Adult Vocational Programs ("PSAV") and Secondary Courses/programs.
- 5.5 It will be the responsibility of PHSC to hire and supervise appropriate Engineering or Manufacturing faculty during time of usage for engineering and manufacturing courses taught under the PHSC curriculum.
- 5.6 The curriculum covered at PHSC will follow the Florida Department of Education Curriculum Frameworks for Engineering Technology.
- 5.7 The School Board will not offer the Engineering Technology and Advanced Manufacturing programs as they will only be offered by PHSC as needed.
- 5.8 Each party shall provide its own consumable items, which will be stored in locked, separate spaces located within the Dedicated space
- 5.9 Non-Discrimination: Work under this Agreement will be in compliance with all applicable statutory requirements and School Board policies, including antidiscrimination policies, and Section 202, Executive Order 11246, as amended by Executive Order 11375, and regulations published by the U.S. Department of Labor implementing Section 504 of the Rehabilitation Act of 1973, Public Law 93112, as amended. The parties agree to comply with all federal, state and local laws prohibiting discrimination and assure each other that neither will discriminate against any employee or applicant for employment or registration in a course of study because of race, color, religion, creed, sex, sexual orientation, gender, gender identity, disabling condition, ethnicity, pregnancy, national origin, handicap, marital status, or age.
- 5.10 As part of the Operating Services, standard maintenance, and repairs of the facility due to normal usage should be completed by the School Board.
  - 5.10.1 If there are needed repairs due to negligence or intentional damage by an employee, agent, invitee, or student, then the institution from whom created said damage should follow the Student Code of Conduct or other policies as established by the Institution.
  - 5.10.2 If there are needed repairs due to a natural disaster, the School Board would repair/replace the facilities.
- 5.11 As part of the equipment maintenance, standard maintenance and repairs of the purchased equipment due to normal usage should be completed by PHSC.
  - 5.11.1 If there are needed equipment repairs due to negligence or intentional damage by an employee, agent, invitee, or student, then the Institution from whom created said damage should follow the Student Code of Conduct or other policies as established by the Institution.
  - 5.11.2 If there are needed repairs due to a natural disaster, PHSC would repair/replace the equipment.

## Section 6 Student Code of Conduct

- 6.1 Students of the School Board and PHSC must adhere to their appropriate student code of conduct and other policies as stated in their institution's Student Handbook.
- 6.2 If student from either the School Board or PHSC intentionally damages either a piece of equipment or portion of the facility, both the School Board and PHSC must be informed of the incident as early as possible. The student would be liable for damages and subject to the institution's Student Code of Conduct and other stated policies.

## Section 7 Access to Records

- 7.1 In accordance with and subject to the limitations of Chapter 119 of the Florida Statutes or other applicable law, PHSC and the School Board shall allow public access to all documents, papers, letters or other material made or received in conjunction with this Agreement.

7.2 Public Records Law: Statute 119.0701 requires that each party comply with Florida's public record laws with respect to services performed on behalf of the other party. Specifically, the statute requires that the parties:

7.2.1 Keep and maintain public records that ordinarily and necessarily would be required by the public agency to perform the service.

7.2.2 Provide the public with access to public records on the same terms and conditions that a public agency would provide the records and at a cost that does not exceed the cost provided by Chapter 119 to the Florida Statutes or as otherwise provided by law.

7.2.3 Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law.

7.2.4 Meet all requirements for retaining public records and transfer, at no cost, to the public agency all public records in possession of the contractor upon termination of the contract and destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. All records stored electronically must be provided to the School Board in a format that is compatible with the Information technology systems of the School Board.

The failure of either party to comply with these provisions, if applicable, shall constitute a default and material breach of this Agreement, which may result in Immediate termination with no penalty to the other party.

#### Section 8 Dispute Resolution

8.1 Applicable Law; Venue: This Agreement and the rights and obligations of the parties shall be governed by and construed according to the laws of the State of Florida, Venue for purposes of any action brought to enforce or construe this Agreement shall lie in Hernando County, Florida.

8.2 Each party shall be responsible for all claims, liabilities, damages, or judgments that may arise because of their own negligence or intentional wrongdoing. Each party shall hold harmless and indemnify the other party against any such claims, liabilities, damages, or judgments which may be asserted against, imposed, or Incurred by the other party.

8.3 Nothing In this agreement shall be deemed a waiver of either party's sovereign immunity beyond that established in Florida Statute 768.28. Each party retains all protections provided in said statute, including limitations on damages and all procedural and substantive rights and protections.

8.4 Dispute Resolution: In the event of a dispute or controversy between the parties to this agreement, the parties will attempt resolution utilizing the following process:

- A. Informal: The parties agree to appoint appropriate members of their respective staffs to attempt to negotiate a resolution to the dispute or controversy. While it is expected that those appointed to negotiate will have general decision-making authority, the parties agree that it is acceptable that the final decision will rest with others within the respective organization.
- B. Mediation: In the event informal negotiations fail to resolve the dispute, then all parties shall agree to mediation pursuant to the Florida Rules of Civil Procedure. The parties shall share the costs of mediation, including the fees for the mediator, evenly. Members of the mediation team appointed by each organization shall participate in good faith and shall have full authority to negotiate on behalf of the party in regards to the settlement of the dispute or controversy.
- C. Litigation: Should the options in paragraphs (A) and (B) fail, then either party may file a suit in a County of competent Jurisdiction. If in the State Court, then the action shall be filed in Hernando County, Florida. If in Federal Court, the action must be filed In the U.S. District Court Middle District of Florida, Tampa Division. In the event of litigation, the prevailing party shall be entitled to recover all costs incurred, including a reasonable attorney's fee.

#### Section 9 Modification

This Agreement constitutes the entire Agreement of the parties and is Intended as a complete and exclusive statement of the promises, representations, negotiations, discussions, and agreements that have been made in connection with this subject. No modification or amendment to this Agreement shall be binding on the parties unless in writing and signed by the parties.

Section 10 Persons of Contact

The School Board and PHSC designate the following persons to direct this project:

School Board Contact:

Sophia Watson

Director of Adult and Technical Education,

Mailing Address: 801 North Broad Street  
Brooksville, FL 34601

PHSC Contact:

Alysen Heil

Dean of Workforce Development and Career & Technical Education

Mailing Address: 10230 Ridge Road  
New Port Richey, FL 34654

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

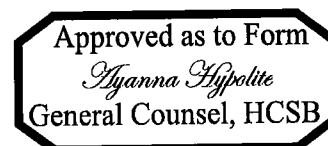
**Hernando County School District**

\_\_\_\_\_  
Mr. John Stratton  
Superintendent

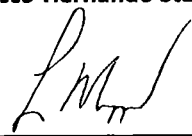
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Date

\_\_\_\_\_  
Gus Guadagnino, Chair  
District School Board of Hernando County

\_\_\_\_\_  
Date

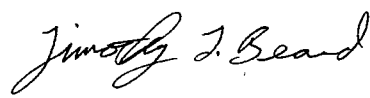


**Pasco-Hernando State College**

  
\_\_\_\_\_  
Lee Maggard Chair District Board of Trustees  
Of Pasco-Hernando State College

11/14/2023

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Timothy L. Beard, Ph.D.  
President

11/14/2023

\_\_\_\_\_  
Date

Legal Language Approved by PHSC  
Legal Counsel

Initials PAN Date 11/3/2023

**A. Item Currently Budgeted -**

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

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

**B. Item Currently Not Budgeted -\*\***

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

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

**C. History**

Check one:

Prior Year Budget: ☐New for Current Year: ☐

Prior Year Approved Budget: \$

Prior Year Actual Spent: \$

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



# Hernando School District

## School Board Regular Meeting

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**Agenda Item # 14. 24-1995**

2/20/2024

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**Title and Board Action Requested**

Approve the revisions to 2023-2024 Athletic Handbook that was Board approved on January 23, 2024.

**Executive Summary**

The District Athletic Director, on behalf of the Superintendent of Schools, hereby requests the Board to approve the revisions of the 2023-2024 Athletic Handbook. This item received tentative approval at the December 12, 2023 workshop and was originally adopted at the January 23, 2024 meeting. This item coming before the board now to update the mission and vision statements.

**My Contact**

Dustin Kupcik  
District Athletic Director  
352-797-7000 ext. 314  
Kupcik\_d@hcsb.k12.fl.us

**2023-28 Strategic Focus Area**

Priority 1: Student Success

**Financial Impact**

See attached budget sheet.

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

# The Hernando County School District

## 2023-2024

### ATHLETIC HANDBOOK

*A GUIDE FOR PLAYERS, PARENTS, AND THE ATHLETIC COMMUNITY*



#### **Superintendent**

John Stratton

#### **School Board**

Linda K. Prescott – Chairperson

Susan Duval – Vice Chairperson

Gus Guadagnino – Member

Member Mark Johnson – Member

Shannon Rodriguez – Member

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If you do not have access to a computer and need a copy of this handbook, please contact your school.

## Vision:

~~We're all about students!~~ To inspire and support the pursuit of individual greatness.

## Mission:

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

## Guiding Principles:

### We believe:

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

All Hernando County High School Athletic Departments are proud members of the Gulf Coast Eight Conference.





## 1. Foreword

This handbook has been prepared to present in brief form, the purpose and content of the athletic program and its compliance with state governing body rules. It includes those general areas that will help the reader become acquainted with the rules and regulations of the program. Specific rules and regulations will differ from sport to sport. Its intent is to lay a standard foundation so that parents and athletes will know what is expected regardless of what sport in which the student athlete participates. Final interpretation of the rules will be made by the coach, athletic director, and principal of the school. This handbook is designed to set forth minimum standards for athletes in all of the Hernando County Schools. A complete copy of all state governing body regulations is available at each school in the principal's office and the athletic director's office.

## 2. Athletic Philosophy

The philosophy of athletics in Hernando County is such that athletics is considered an integral part of the school's educational program that provides experiences which are beneficial to boys and girls physically mentally, socially and emotionally. The element of competition and winning, though it exists, is controlled to the point that it does not determine the nature of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the elements of good sportsmanship prevail, at all times, to enhance the educational values of competition.

## 3. Objectives of the athletic program are to develop:

- A. knowledge of the values that athletics has for the individual and for society;
- B. understanding of the rules essential to playing the game in order to be an intelligent fan;
- C. the ability to think, both as an individual and as a member of a group;
- D. improved motor skills;
- E. better health and physical fitness;
- F. the desire to succeed and excel;
- G. moral and ethical standards;
- H. self-discipline and emotional maturity;
- I. social competence;
- J. the ability to conform to rules and;
- K. respect for the rights of others and for authority.

## Requirements of this handbook

**The provisions stated in this Student Athletic Handbook are in effect on a 24-hours per day, 7-days per week basis all year. Additional procedures and guidelines governing sports may be developed by the principal and/or their designee. Individual coaches' specific rules must be submitted to the principal and athletic director for approval.**

Parent/guardian meetings will be scheduled with coaches before each season begins. Parents/guardians are encouraged to ask for interpretation of the material in this handbook and coach's expectations. Copies of practice schedules and athletic contests will be distributed to parents/guardians. These meetings will be scheduled at times for the largest attendance possible and advertised by the coach.

## GENERAL RULES for PARTICIPATION

All interscholastic athletics and school activities are meant to contribute to the overall academic excellence achieved by a student participant. The following rules and consequences are seen as the basic conditions that must be met by a student who wishes to represent his or her school through interscholastic competitions or performances:

1. Athletic Eligibility/Transfers: Current information relative to athletic eligibility and transfers can be found on the Florida High School Athletic Association website at <http://www.fhsaa.com/>. Other provisions regarding eligibility shall be as provided by applicable Board Policy, the Code of Student Conduct, and Florida Statute.
2. All high school students must maintain an overall cumulative unweighted 2.0GPA. Middle school students must maintain a 2.0GPA each semester.
3. A student must be reported as present for the entire school day in order to participate in interscholastic competitions or performances. Exceptions may only be approved by the principal or designee. Based on the number of unexcused absences, students in **Middle School Students grade (6-8)** must maintain a 90% attendance rate in all class periods throughout the school year to maintain privileges and participation to include but not limited to field trips, performances, athletics, and school dances. **High School Students grade (9 – 12)** must have less than 10 unexcused absences per semester in order to maintain privileges and participation in extracurricular events to include but not limited to: athletics, homecoming events, grad night, prom, and school dances.
4. If a student is assigned to In-school Suspension (ISS) for the entire school day or during the school day for a referable offense, he or she will be unable to participate in interscholastic competitions or performances on the day(s) on which he or she is assigned. If the assignment to ISS includes a Friday and Monday, the student will be unable to participate in interscholastic competitions or performances on the weekend. Students may attend practices while assigned to In-School Suspension (ISS) with approval of school administration.
5. Students assigned to Out-of-School Suspension (OSS) will be ineligible to participate in practices and interscholastic competitions or performances on the day(s) on which he or she is assigned. If the assignment to OSS includes a Friday and Monday, the student will be unable to participate in interscholastic competitions or performances on the weekend.
6. A student who is arrested on a felony charge will be suspended from interscholastic competitions and performances until Hernando County School officials complete an investigation and rule on further participation. If a student is arrested for any other offense they will be suspended pending a determination by administration at the school.
7. A student found in possession, using, or buying tobacco, vaping products, alcohol, or drugs in any form will be suspended from all interscholastic competitions or performances for a minimum of three to five days not to exceed 10 school days. They must be enrolled and complete the approved substance abuse program through the Hernando County Public School's Substance Abuse Educator. Failure to attend and complete the substance abuse program will result in dismissal from all athletics for the remainder of the school year. A second offense will result in dismissal from all athletics for the remainder of the school year. (Please note, if scheduled time for student athlete's attendance to substance Abuse Education Program is after the minimum suspension has been served, student athlete may return to competition and performance. However, the above consequences do apply for student's failure to attend Substance Program at scheduled time. These programs are not **rescheduled** and student athlete must attend on scheduled dates). **Students caught selling drugs/alcohol will be removed from participation for one year.**
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1. Athletes must conduct themselves in a proper manner while on the provided transportation. Hands and arms shall stay inside the windows, there shall be no littering, athletes will stay in designated seats, and there shall be no clowning or boisterous behavior or other lewd or inappropriate behavior, i.e. mooning, flashing, etc. Changing of clothes will not be allowed on the provided transportation.
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## SPORTSMANSHIP

### The Dedicated Athlete

A student who participates in interscholastic competitions and/or performance groups should demonstrate high standards of ethics and promote the development of good character and other life skills. A model student participant should exhibit a high degree of decorum demonstrating respect for self, family, and all people regardless of ethnicity, race, religion, gender, or physical condition. As a representative of Hernando County Public Schools, students are asked to commit to the following pledge:

I understand ~~it's~~ it is a privilege to join a team and wear the uniform. Therefore, I will represent the school in a positive way.

I accept the responsibility to show pride in the traditions of my team, maintain a safe and healthy lifestyle, and model appropriate behavior on and off the fields/courts.

I recognize that academics come first. Therefore, I commit to studying by budgeting my time and maintaining a 2.0 GPA.

I will work hard, to build strength and improve skills each year I participate.

I will always put the team ahead of myself. I am willing to obey the training rules and raise the status of the team.

I will show respect for my teammates, opponents, and coaches.

I will take care of all equipment and facilities. I will THINK SAFETY!

I am thankful to my parents/guardians for all their support during the athletic seasons.

#### **A) CONDUCT – BEHAVIOR ON THE PLAYING FIELD**

1. Athletics requires good sportsmanship and conduct; this is a must! If unsportsmanlike conduct is observed and reported to the coach, appropriate disciplinary action will be taken. In all cases, unsportsmanlike conduct will be reported to the principal and to the state governing body which is required when a game official reports unsportsmanlike conduct to the school principal. Additional disciplinary action may be taken by administration at the school.
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The Hernando County Schools Student Code of Conduct is hereby incorporated into this handbook. With the exception of the areas noted above disciplinary action will follow the guidelines therein.

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#### **FANS AND SPECTATORS ARE EXPECTED TO:**

1. Stand during the National Anthem.
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Football	Other Sports	
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(Children in grades K-4 are free <u>when</u> accompanied by their parent/guardian)		
ALL HERNANDO COUNTY SCHOOL EMPLOYEES ARE ADMITTED FREE WITH THEIR COUNTY IDENTIFICATION <del>BADGE</del> <u>BADGE</u> (Employees Only)		
High School		
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100% of the money collected will go to the school's athletic fund.

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As your children become involved in their school's athletic program, they will experience some of the most rewarding moments of their lives. It is important to understand there may also be times when things do not go the way you or your child wishes. At these times, discussion with the coach is encouraged. Communication is the key to a successful resolution, as well as support of the coach.

### Pre-Season Athletic Meeting

#### Communication You Should Expect From Your Child's Coach

1. Philosophy of the coach
2. Tryout expectations/evaluations
3. Locations and times of all practices and contests
4. Team requirements, i.e., fees, special equipment, off-season conditioning
5. Procedure should your child be injured during participation
6. Discipline that results in the denial of your child's participation

### Parent/Coach Appropriate Methods of Communication

1. Concerns, expressed directly to the coach:
  - Parent to Coach with an appointment
  - Parent, Coach, and Athletic Director with an appointment
  - Parent, Coach, Athletic Director and Principal with an appointment
2. Prior notification required of any schedule conflict
3. Support of the coach

There are situations that may require a conference between coach and parent. Conferences are highly encouraged as they provide a clear understanding of the situation from both the coach and parent perspective.

1. Call the school to set up an appointment with the coach.
2. If the coach does not return your call in a timely fashion, call the school for the Athletic Director to set up an appointment.
3. Please do not attempt to confront the coach before, during, or right after the contest or practice. Meetings are designed for resolution of any concerns that may exist. Appropriate spectator behavior is expected at all contests

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*It is very difficult to accept your child's not playing as much as you may hope. Coaches are professionals and they make decisions based on what is best for the team and all students involved. Playing time is the decision of the coach.*

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### Appropriate Concerns to Discuss With Coach

1. The treatment of your child, mentally and physically
2. Ways to help your child improve
3. Concerns about your child's behavior or academics
4. Concerns regarding injuries

### Issues Not Appropriate to Discuss With Coach

1. Playing time
2. Strategy and/or personnel
3. Play calling
4. Other student athletes and/or parents

### Parent Conduct at Games

Good sportsmanship is the goal for all fans. Behavior that does not support sportsmanship is not appropriate. If you have an issue please schedule an appointment with the coach the next day to discuss your concerns. Inappropriate behavior at a game can result in your removal from the game and or a trespass warning being issued. We want you to support our athletes and coaches in a way that benefits the team and leads to your enjoyment as a fan.

Name of Student Athlete (Print): _____	
School: _____	Sport(s): _____
Signature of Parent/Guardian: _____	Signature of Parent/Guardian: _____
Name of Parent/Guardian (PRINT): _____	Name of Parent/Guardian (PRINT): _____
Date: _____	Date: _____

**THE POLICY OF NONDISCRIMINATION OF  
THE SCHOOL BOARD OF HERNANDO COUNTY**

**GENERAL:** It is the policy of the Hernando County School Board not to illegally discriminate or to allow its employees to illegally discriminate on the basis of race, color, religion, national origin, age, sex, marital status, disability or other legally protected status in its educational programs or employment practice.

**EMPLOYMENT:** Neither the Hernando County School Board nor its employees shall illegally discriminate in its employment policies and practices on the basis of race, color, religion, national origin, age, sex, marital status, disability or other legally protected status as defined by applicable law.

**STUDENTS:** The Hernando County School Board prohibits exclusion of any student from participation in or the denial of the benefits of any educational program or activity as well as any and all forms of illegal discrimination against any student on the basis of race, color, religion, national origin, age, sex, marital status, disability or other legally protected status as provided by applicable law.

**PRECEDENCE:** This policy shall take precedence over any other statement in the policies, procedures, rules and regulations of the Hernando County School Board wherever such may appear unless in conflict with any collective bargaining agreement.

***Any questions concerning compliance should be addressed to:***

Jill Kolasa, Director of Student Services  
The School Board of Hernando County, Florida  
919 North Broad Street  
Brooksville, Florida 34601

**Statutory Authority: Florida Statute 1001.42; Florida Statute 1001.43;  
Florida Statute 1000.05; Florida Statute 1001.01;  
Article 1, Section 2 Florida Constitution, F.A.C. 6A-19001 et.seq.**



# The Hernando County School District

**2023-2024**

## **ATHLETIC HANDBOOK**

*A GUIDE FOR PLAYERS, PARENTS AND THE ATHLETIC COMMUNITY*



### **Superintendent**

John Stratton

### **School Board**

Linda K. Prescott – Chairperson

Susan Duval – Vice Chairperson

Gus Guadagnino – Member

Member Mark Johnson – Member

Shannon Rodriguez – Member

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If you do not have access to a computer and need a copy of this handbook, please contact your school.

## **Vision:**

*To inspire and support the pursuit of individual greatness.*

### **Mission:**

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

### **Guiding Principles:**

#### **We believe:**

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

**All Hernando County High School Athletic Departments are proud members of the Gulf Coast Eight Conference.**



## 1. Foreword

This handbook has been prepared to present in brief form, the purpose and content of the athletic program and its compliance with state governing body rules. It includes those general areas that will help the reader become acquainted with the rules and regulations of the program. Specific rules and regulations will differ from sport to sport. Its intent is to lay a standard foundation so that parents and athletes will know what is expected regardless of what sport in which the student athlete participates. Final interpretation of the rules will be made by the coach, athletic director, and principal of the school. This handbook is designed to set forth minimum standards for athletes in all of the Hernando County Schools. A complete copy of all state governing body regulations is available at each school in the principal's office and the athletic director's office.

## 2. Athletic Philosophy

The philosophy of athletics in Hernando County is such that athletics is considered an integral part of the school's educational program that provides experiences which are beneficial to boys and girls physically mentally, socially and emotionally. The element of competition and winning, though it exists, is controlled to the point that it does not determine the nature of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the elements of good sportsmanship prevail, at all times, to enhance the educational values of competition.

## 3. Objectives of the athletic program are to develop:

- A. knowledge of the values that athletics has for the individual and for society;
- B. understanding of the rules essential to playing the game in order to be an intelligent fan;
- C. the ability to think, both as an individual and as a member of a group;
- D. improved motor skills;
- E. better health and physical fitness;
- F. the desire to succeed and excel;
- G. moral and ethical standards;
- H. self-discipline and emotional maturity;
- I. social competence;
- J. the ability to conform to rules and;
- K. respect for the rights of others and for authority.

## Requirements of this handbook

**The provisions stated in this Student Athletic Handbook are in effect on a 24-hours per day, 7-days per week basis all year. Additional procedures and guidelines governing sports may be developed by the principal and/or their designee. Individual coaches' specific rules must be submitted to the principal and athletic director for approval.**

Parent/guardian meetings will be scheduled with coaches before each season begins. Parents/guardians are encouraged to ask for interpretation of the material in this handbook and coach's expectations. Copies of practice schedules and athletic contests will be distributed to parents/guardians. These meetings will be scheduled at times for the largest attendance possible and advertised by the coach.

## GENERAL RULES for PARTICIPATION

All interscholastic athletics and school activities are meant to contribute to the overall academic excellence achieved by a student participant. The following rules and consequences are seen as the basic conditions that must be met by a student who wishes to represent his or her school through interscholastic competitions or performances:

1. Athletic Eligibility/Transfers: Current information relative to athletic eligibility and transfers can be found on the Florida High School Athletic Association website at <http://www.fhsaa.com/>. Other provisions regarding eligibility shall be as provided by applicable Board Policy, the Code of Student Conduct, and Florida Statute.
2. All high school students must maintain an overall cumulative unweighted 2.0GPA. Middle school students must maintain a 2.0GPA each semester.
3. A student must be reported as present for the entire school day in order to participate in interscholastic competitions or performances. Exceptions may only be approved by the principal or designee. Based on the number of unexcused absences, students in **Middle School Students grade (6-8)** must maintain a 90% attendance rate in all class periods throughout the school year to maintain privileges and participation to include but not limited to field trips, performances, athletics, and school dances. **High School Students grade (9 – 12)** must have less than 10 unexcused absences per semester in order to maintain privileges and participation in extracurricular events to include but not limited to: athletics, homecoming events, grad night, prom, and school dances.
4. If a student is assigned to In-school Suspension (ISS) for the entire school day or during the school day for a referable offense, he or she will be unable to participate in interscholastic competitions or performances on the day(s) on which he or she is assigned. If the assignment to ISS includes a Friday and Monday, the student will be unable to participate in interscholastic competitions or performances on the weekend. Students may attend practices while assigned to In-School Suspension (ISS) with approval of school administration.
5. Students assigned to Out-of-School Suspension (OSS) will be ineligible to participate in practices and interscholastic competitions or performances on the day(s) on which he or she is assigned. If the assignment to OSS includes a Friday and Monday, the student will be unable to participate in interscholastic competitions or performances on the weekend.
6. A student who is arrested on a felony charge will be suspended from interscholastic competitions and performances until Hernando County School officials complete an investigation and rule on further participation. If a student is arrested for any other offense they will be suspended pending a determination by administration at the school.
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  - Parent, Coach, and Athletic Director with an appointment
  - Parent, Coach, Athletic Director and Principal with an appointment
2. Prior notification required of any schedule conflict
3. Support of the coach

There are situations that may require a conference between coach and parent. Conferences are highly encouraged as they provide a clear understanding of the situation from both the coach and parent perspective.

1. Call the school to set up an appointment with the coach.
2. If the coach does not return your call in a timely fashion, call the school for the Athletic Director to set up an appointment.
3. Please do not attempt to confront the coach before, during, or right after the contest or practice. Meetings are designed for resolution of any concerns that may exist. Appropriate spectator behavior is expected at all contests

---

*It is very difficult to accept your child's not playing as much as you may hope. Coaches are professionals and they make decisions based on what is best for the team and all students involved. Playing time is the decision of the coach.*

---

### Appropriate Concerns to Discuss With Coach

1. The treatment of your child, mentally and physically
2. Ways to help your child improve
3. Concerns about your child's behavior or academics
4. Concerns regarding injuries

### Issues Not Appropriate to Discuss With Coach

1. Playing time
2. Strategy and/or personnel
3. Play calling
4. Other student athletes and/or parents

### Parent Conduct at Games

Good sportsmanship is the goal for all fans. Behavior that does not support sportsmanship is not appropriate. If you have an issue please schedule an appointment with the coach the next day to discuss your concerns. Inappropriate behavior at a game can result in your removal from the game and or a trespass warning being issued. We want you to support our athletes and coaches in a way that benefits the team and leads to your enjoyment as a fan.

Name of Student Athlete (Print): _____	
School: _____	Sport(s): _____
Signature of Parent/Guardian: _____	Signature of Parent/Guardian: _____
Name of Parent/Guardian (PRINT): _____	Name of Parent/Guardian (PRINT): _____
Date: _____	Date: _____

**THE POLICY OF NONDISCRIMINATION OF  
THE SCHOOL BOARD OF HERNANDO COUNTY**

**GENERAL:** It is the policy of the Hernando County School Board not to illegally discriminate or to allow its employees to illegally discriminate on the basis of race, color, religion, national origin, age, sex, marital status, disability or other legally protected status in its educational programs or employment practice.

**EMPLOYMENT:** Neither the Hernando County School Board nor its employees shall illegally discriminate in its employment policies and practices on the basis of race, color, religion, national origin, age, sex, marital status, disability or other legally protected status as defined by applicable law.

**STUDENTS:** The Hernando County School Board prohibits exclusion of any student from participation in or the denial of the benefits of any educational program or activity as well as any and all forms of illegal discrimination against any student on the basis of race, color, religion, national origin, age, sex, marital status, disability or other legally protected status as provided by applicable law.

**PRECEDENCE:** This policy shall take precedence over any other statement in the policies, procedures, rules and regulations of the Hernando County School Board wherever such may appear unless in conflict with any collective bargaining agreement.

***Any questions concerning compliance should be addressed to:***

Jill Kolasa, Director of Student Services  
The School Board of Hernando County, Florida  
919 North Broad Street  
Brooksville, Florida 34601

**Statutory Authority: Florida Statute 1001.42; Florida Statute 1001.43;  
Florida Statute 1000.05; Florida Statute 1001.01;  
Article 1, Section 2 Florida Constitution, F.A.C. 6A-19001 et.seq.**

**A. Item Currently Budgeted -**

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

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

**B. Item Currently Not Budgeted -\*\***

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

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

**C. History**

Check one:

Prior Year Budget: ☐New for Current Year: ☐

Prior Year Approved Budget: \$

Prior Year Actual Spent: \$

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



# Hernando School District

## School Board Regular Meeting

---

**Agenda Item # 15. 24-2007**

2/20/2024

---

**Title and Board Action Requested**

Approve Field Trip for Hernando and Nature Coast Technical High School Students to Orlando, Florida to Attend the 2024 CyberLaunch Florida Competition on February 29 - March 1, 2024

**Executive Summary**

The Supervisor of College and Career Programs, on behalf of the Superintendent of Schools, hereby requests the Board to approve a field trip for Hernando and Nature Coast High School students to Orlando, Florida to attend the 2024 CyberLaunch Florida Competition on February 29 - March 1, 2024, to compete in Florida's statewide high school cyber competition program, explore cybersecurity careers and learn about cybersecurity best practices.

All costs for the field trip will be funded by the University of South Florida (USF).

**My Contact**

Beth Lastra  
Supervisor of College and Career Programs  
352-797-7000 ext. 474  
lastra\_b@hcsb.k12.fl.us

**2023-28 Strategic Focus Area**

Priority 1: Student Success

**Financial Impact**

See attached budget sheet.

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

**A. Item Currently Budgeted -**

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

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

**B. Item Currently Not Budgeted -\*\***

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

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

**C. History**

Check one:

Prior Year Budget: ☐New for Current Year: ☐

Prior Year Approved Budget: \$

Prior Year Actual Spent: \$

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



# Hernando School District

## School Board Regular Meeting

---

**Agenda Item # 16. 24-1999**

2/20/2024

---

**Title and Board Action Requested**

Approval to Accept the Audit Report for the Hernando County Education Direct Support Organization, Inc. (Education Foundation) for Fiscal Year Ending June 30, 2023.

**Executive Summary**

The Director of Finance, on behalf of the Superintendent of Schools hereby requests the Board accept the 2022-2023 Audit Report for the Hernando County Education Direct Support Organization, Inc. (Education Foundation).

Section 1001.453(4), Florida Statutes require direct support organizations to provide an annual audit of its operations and that such report be submitted to the Board for approval. The audit report for the fiscal year ending June 30, 2023 was completed by Purvis Gray and Company, LLP, Certified Public Accountants.

**My Contact**

Joyce McIntyre  
Director of Finance  
352-797-7004 Ext.438

**2023-28 Strategic Focus Area**

Priority 4: Fiscal Stability and Capital Planning

**Financial Impact**

See attached budget sheet.

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

# 2023

Hernando County Education Direct  
Support Organization, Inc.

Financial Statements and  
Independent Auditor's Report

June 30, 2023



**FINANCIAL STATEMENTS  
AND  
INDEPENDENT AUDITOR’S REPORT**

**HERNANDO COUNTY EDUCATION DIRECT  
SUPPORT ORGANIZATION, INC.  
BROOKSVILLE, FLORIDA**

**JUNE 30, 2023**

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## INDEPENDENT AUDITOR'S REPORT

Board of Directors  
Hernando County Education Direct Support Organization, Inc.  
Brooksville, Florida

### Report on the Audit of the Financial Statements

#### **Opinions**

We have audited the accompanying financial statements of the business-type activity and major fund of the Hernando County Education Direct Support Organization, Inc. (the Organization) as of and for the years ended June 30, 2023 and 2022, and the related notes to the financial statements, which collectively comprise the Organization's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activity and major fund of the Organization as of June 30, 2023, and the respective changes in financial position, and cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### **Basis for Opinion**

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

#### **Responsibilities of Management for the Financial Statements**

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

#### CERTIFIED PUBLIC ACCOUNTANTS

Gainesville | Ocala | Tallahassee | Sarasota | Orlando | Lakeland | Tampa

[purvisgray.com](http://purvisgray.com)

Members of American and Florida Institutes of Certified Public Accountants  
An Independent Member of the BDO Alliance USA

Board of Directors  
Hernando County Education Direct Support Organization, Inc.  
Brooksville, Florida

## INDEPENDENT AUDITOR'S REPORT

### Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

### Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required

Board of Directors  
Hernando County Education Direct Support Organization, Inc.  
Brooksville, Florida

### INDEPENDENT AUDITOR'S REPORT

by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

#### **Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 6, 2023, on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.



October 6, 2023  
Ocala, Florida

**HERNANDO COUNTY EDUCATION DIRECT SUPPORT ORGANIZATION, INC.**  
**MANAGEMENT'S DISCUSSION AND ANALYSIS**  
**JUNE 30, 2023**

This section of the Hernando County Education Direct Support Organization, Inc.'s (the Organization) annual financial report presents our discussion and analysis of financial performance for the fiscal periods ended on June 30, 2023 and 2022. Please read it in conjunction with the preceding Accountant's Audit Report and financial statements following this section.

**OVERVIEW OF FINANCIAL STATEMENTS**

This annual report consists of a series of financial statements. The Statements of Net Position and the Statements of Revenues, Expenses, and Changes in Net Position provide information about activities and present a long-term view of financial position. The Statements of Cash Flows provide information regarding net cash from (used in) various activities.

The financial statements also include notes that explain some of the information in the financial statements and provide more detailed data. These notes are an integral part of these financial statements and should be read as a part of the financial statements in order for the reader to have a clear understanding of activities and performance.

**FINANCIAL HIGHLIGHTS**

- The Organization's overall combined net position totaled \$1,493,334 as of the year ended June 30, 2023, as compared to \$1,249,236 as of the year ended June 30, 2022.
- Unrestricted net position totaled \$(7,968) and \$89,848 for the years ended June 30, 2023 and 2022, respectively. These funds represent monies available to provide academic program support to students, teachers, and staff in Hernando County Public Schools, as well as general and administrative support. The decline in unrestricted is related to several restricted programs having overages related to non-cash items (such as scholarships, inventory, etc).
- Restricted net position totaled \$1,469,029 and \$1,146,888 for the years ended June 30, 2023 and 2022, respectively. These funds represent monies which have been limited by donors for a specific purpose.

**FINANCIAL ANALYSIS**

	<b>2023</b>	<b>2022</b>
Current Assets	\$ 1,138,607	\$ 920,273
Capital Assets	32,273	12,500
Other Assets	411,525	344,835
<b>Total Assets</b>	<b>1,582,405</b>	<b>1,277,608</b>
Current Liabilities	-	28,372
<b>Total Liabilities</b>	<b>-</b>	<b>28,372</b>
Deferred Inflows	89,071	-
<b>Total Deferred Inflows</b>	<b>89,071</b>	<b>-</b>
Net Position		
Net Investment in Capital Assets	32,273	12,500
Restricted	1,469,029	1,146,888
Unrestricted	(7,968)	89,848
<b>Net Position at End of Year</b>	<b>\$ 1,493,334</b>	<b>\$ 1,249,236</b>

**HERNANDO COUNTY EDUCATION DIRECT SUPPORT ORGANIZATION, INC.**  
**MANAGEMENT'S DISCUSSION AND ANALYSIS**  
**JUNE 30, 2023**

In comparing 2023 activity to 2022 activity, we note the following:

Total assets increased by 23.9%, or \$304,797.

There was a net increase in total liabilities of 89,071.

Total net position increased by \$244,098.

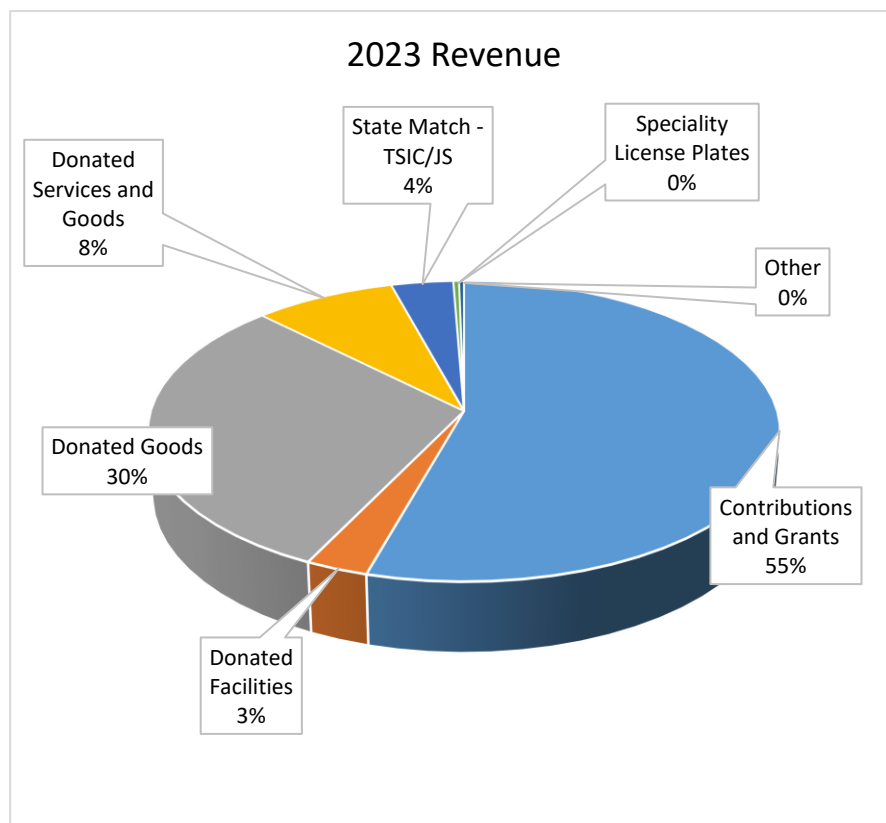
**CHANGES IN NET POSITON**

	<b>2023</b>	<b>2022</b>
Revenue:		
Contributions and Grants	\$ 833,455	\$ 893,922
Donated Facilities	43,400	43,400
Donated Goods	464,882	235,707
Donated Services and Goods	126,324	131,420
State Match - TSIC/JS	55,324	8,735
Speciality License Plates	5,091	5,480
Other	4,408	1,798
Total Revenue	<u>1,532,884</u>	<u>1,320,462</u>
Expenses:		
Grant Related Salary	23,025	252,483
Program/Administration Salary	304,760	164,264
Scholarship Awards	38,150	26,370
Grants to Schools	251,166	275,499
TSIC Scholarship Payouts	14,253	17,520
Insurance	7,560	6,601
Bank Charges	4,124	55
Events and Fundraising	73,795	70,729
Memberships and Licenses	5,861	3,803
Janitorial	2,786	205
Program Support	25,959	31,336
Professional Fees	17,945	12,568
Postage and Freight	426	261
Recognition Awards	12,425	10,792
Training	1,519	2,611
Supplies	36,265	30,830
Computer Related Expenses	851	322
Advertising and Marketing	5,773	2,343
Travel Expenses	7,667	9,218
Miscellaneous	11,841	7,656
Donated Facilities	43,400	43,400
Grants to Teachers - Tools 4 Schools	276,950	222,513
Repairs and Maintenance	7,816	-
Pledges Receivable - Uncollectible Accounts Expense	758	-
Depreciation Expense	3,387	-
Land for Sale Expenses	-	7,580
Donated Services and Goods	110,324	131,420
Total Expenses	<u>1,288,786</u>	<u>1,330,379</u>
<b>Change in Net Position</b>	244,098	(9,917)
<b>Net Position at Beginning of Year</b>	<u>1,249,236</u>	<u>1,259,153</u>
<b>Net Position at End of Year</b>	<u><u>\$ 1,493,334</u></u>	<u><u>\$ 1,249,236</u></u>

**HERNANDO COUNTY EDUCATION DIRECT SUPPORT ORGANIZATION, INC.  
MANAGEMENT’S DISCUSSION AND ANALYSIS  
JUNE 30, 2023**

Significant differences between 2023 and 2022 revenues and expenses are discussed below:

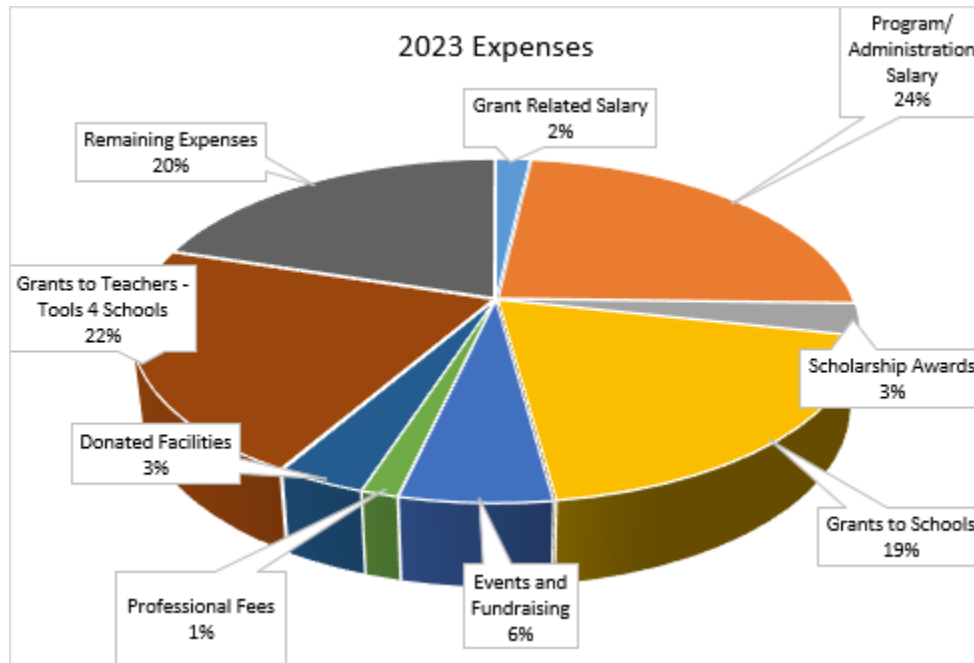
**REVENUES**



**Operating Revenue** – Overall Operating Revenue increased by 16.1%, or \$212,422. This overall increase was related to the ending of the STEAM grant program that was overshadowed by the increase in Tools 4 Schools for book drives, additional scholarship match for the new Jump Start program, and increases in donated goods and services.

**HERNANDO COUNTY EDUCATION DIRECT SUPPORT ORGANIZATION, INC.**  
**MANAGEMENT'S DISCUSSION AND ANALYSIS**  
**JUNE 30, 2023**

**EXPENSES**



**Program Expenses** – Overall Expenses decreased by 3.1%, or \$41,593. The overall decrease was related to higher donated goods for both the recognition events, supplies and program support, and Tools 4 Schools and made up for the decrease related to the end of the STEAM program in the current year.

**REQUESTS FOR INFORMATION**

This section of the Organization's annual financial report is designed to provide a general overview of the Organization's finances. Questions about any of the information provided in this report or requests for additional financial information should be addressed to the Hernando County Education Foundation at 900 Emerson Rd., Brooksville, Florida 34601.



## **FINANCIAL STATEMENTS**

**STATEMENTS OF NET POSITION  
AS OF JUNE 30, 2023 AND 2022  
HERNANDO COUNTY EDUCATION DIRECT SUPPORT ORGANIZATION, INC.  
BROOKSVILLE, FLORIDA**

**ASSETS**

	<b>2023</b>	<b>2022</b>
<b>Assets</b>		
Current Assets:		
Cash and Cash Equivalents	\$ 641,633	\$ 473,510
Grant Receivable - STEAM	-	187,572
Pledges Receivable, Net	45,832	-
Contributions Receivable	13,228	-
Take Stock in Children Receivable	6,768	23,200
Prepaid Expenses	5,029	6,555
Inventory - Tools 4 Schools	355,459	177,541
Inventory - Operation Cinderella and Other Donated Items	70,658	51,895
<b>Total Current Assets</b>	<b>1,138,607</b>	<b>920,273</b>
Capital Assets:		
Vehicles and Equipment	35,660	12,500
Accumulated Depreciation	(3,387)	-
<b>Total Capital Assets</b>	<b>32,273</b>	<b>12,500</b>
Other Assets:		
Take Stock in Children Scholarship (Contract Value)	334,668	344,835
Jump Start (Contract Value)	76,857	-
<b>Total Other Assets</b>	<b>411,525</b>	<b>344,835</b>
<b>Total Assets</b>	<b>1,582,405</b>	<b>1,277,608</b>

**LIABILITIES AND NET POSITION**

<b>Liabilities</b>		
Accounts Payable	-	16,853
Accrued Payroll and Related Expenses	-	11,519
<b>Total Liabilities</b>	<b>-</b>	<b>28,372</b>
Unearned Revenues - Air Gun Range	89,071	-
<b>Total Deferred Inflows</b>	<b>89,071</b>	<b>-</b>
<b>Net Position</b>		
Net Investment in Capital Assets	32,273	12,500
Restricted:		
Tools 4 Schools	355,459	204,782
Operation Cinderella	70,658	51,895
Scholarships	322,375	256,106
Take Stock in Children	341,435	362,660
Jump Start	76,857	-
Classroom Grants/School Donations	302,245	271,445
Unrestricted	(7,968)	89,848
<b>Total Net Position</b>	<b>\$ 1,493,334</b>	<b>\$ 1,249,236</b>

See accompanying notes.

**STATEMENTS OF REVENUES, EXPENSES, AND CHANGES IN FUND NET POSITION**  
**FOR THE YEARS ENDED JUNE 30, 2023 AND 2022**  
**HERNANDO COUNTY EDUCATION DIRECT SUPPORT ORGANIZATION, INC.**  
**BROOKSVILLE, FLORIDA**

	<b>2023</b>	<b>2022</b>
<b>Operating Revenues</b>		
Government Grant - STEAM	\$ 24,914	\$ 322,310
State Revenues - TSIC	26,849	21,873
State Match - TSIC	4,086	8,735
State Match - Jump Start	51,238	-
Contributions - Unrestricted	731,692	519,739
Contributions - Scholarships	50,000	30,000
Specialty License Plate Revenue	5,091	5,480
Donated Facilities	43,400	43,400
Donated Goods - Tools 4 Schools	446,119	228,207
Donated Goods - Operation Cinderella	18,763	7,500
Donated Services and Goods	126,324	131,420
Return of Unused Grant Funds	4,408	1,798
<b>Total Operating Revenues</b>	<b>1,532,884</b>	<b>1,320,462</b>
<b>Operating Expenses</b>		
Salary Expenses (Administration and Grant Related)	327,785	416,747
Scholarship Awards	38,150	26,370
Grants to Schools	251,166	275,499
Grants to Teachers - Tools 4 Schools	276,950	222,513
TSIC Scholarship Payouts	14,253	17,520
Donated Facilities	43,400	43,400
Donated Services and Goods	110,324	131,420
Insurance	7,560	6,602
Bank Charges	4,124	55
Events and Fundraising	73,795	70,729
Memberships, Dues, and Licenses	5,861	3,803
Janitorial	2,786	205
Program Support	25,959	31,336
Professional Fees	17,945	12,568
Postage and Freight	426	261
Recognition Awards	12,425	10,792
Training	1,519	2,611
Supplies	36,265	30,830
Computer Related Expenses	851	322
Advertising and Marketing	5,773	2,343
Travel Expenses	7,667	9,218
Repairs and Maintenance	7,816	-
Pledges Receivable - Uncollectible Accounts Expense	758	-
Depreciation Expense	3,387	-
Miscellaneous	11,841	7,655
Selling Expenses - Land Sale	-	7,580
<b>(Total Operating Expenses)</b>	<b>(1,288,786)</b>	<b>(1,330,379)</b>
<b>Change in Net Position</b>	<b>244,098</b>	<b>(9,917)</b>
<b>Net Position, Beginning of Year</b>	<b>1,249,236</b>	<b>1,259,153</b>
<b>Net Position, End of Year</b>	<b>\$ 1,493,334</b>	<b>\$ 1,249,236</b>

See accompanying notes.

**STATEMENTS OF CASH FLOWS**  
**FOR THE YEARS ENDED JUNE 30, 2022 AND 2021**  
**HERNANDO COUNTY EDUCATION DIRECT SUPPORT ORGANIZATION, INC.**  
**BROOKSVILLE, FLORIDA**

	<b>2023</b>	<b>2022</b>
<b>Cash Flows from Operating Activities</b>		
Receipts from Contributions	\$ 797,463	\$ 689,739
Receipts from Government Grants	260,858	248,446
Other Receipts	4,408	1,798
Payments to Employees for Services	(339,304)	(414,747)
Payments to Vendors	(233,207)	(256,299)
Payments for Scholarships Awarded	(63,769)	(26,370)
Payments for School Grants	(251,166)	(275,499)
<b>Net Cash Provided by (Used in)</b>		
<b>Operating Activities</b>	<b>175,283</b>	<b>(32,932)</b>
<b>Cash Flows from Capital and Related Financing Activities</b>		
Purchase of Capital Assets	(7,160)	-
<b>Net Cash Used for Capital and Related Financing Activities</b>	<b>(7,160)</b>	
<b>Net (Decrease) Increase in Cash and Cash Equivalents</b>	<b>168,123</b>	<b>(32,932)</b>
<b>Cash and Cash Equivalents at Beginning of Year</b>	<b>473,510</b>	<b>506,442</b>
<b>Cash and Cash Equivalents at End of Year</b>	<b>\$ 641,633</b>	<b>\$ 473,510</b>
<b><u>Reconciliation of Operating Income to Net Cash</u></b>		
<b><u>Used in (Provided by) Operating Activities</u></b>		
Operating Income (Loss)	\$ 244,098	\$ (9,917)
Adjustments to Reconcile Operating Income to Net Cash		
Provided (Used) by Operating Activities:		
Donated Items - Inventory, Scholarships, and Vehicle	(248,121)	(14,588)
Depreciation	3,387	-
Decrease (Increase) in:		
Grants and Other Receivables	144,944	(101,217)
Prepaid Expenses	1,526	(3,119)
Inventory	(5,631)	(15,046)
Donated Land Held for Sale	-	140,000
Scholarships Purchased - Jump Start	(25,619)	(26,972)
Increase (Decrease) in:		
Accounts Payable and Accrued Expenses	(28,372)	(2,073)
Unearned Revenues	89,071	-
Total Adjustments	(68,815)	(23,015)
<b>Net Cash Used in (Provided by) Operating Activities</b>	<b>\$ 175,283</b>	<b>\$ (32,932)</b>
<b><u>Supplemental Information</u></b>		
Non-Cash Donations:		
Donated Inventory (Tools 4 Schools Program and Operation Cinderella)	\$ 464,882	\$ 235,707
Donated Facilities	43,400	43,400
Donated Goods for Annual Campaign	143,524	131,420
State Match - Jump Start	51,238	-
State Match - Take Stock in Children	4,086	8,735

See accompanying notes.

**NOTES TO FINANCIAL STATEMENTS**  
**HERNANDO COUNTY EDUCATION DIRECT SUPPORT ORGANIZATION, INC.**  
**BROOKSVILLE, FLORIDA**

**Note 1 - Summary of Significant Accounting Policies**

**Organization**

Hernando County Education Direct Support Organization, Inc. (the Organization) is a non-profit corporation, organized solely for education support purposes pursuant to Florida Statutes Section 617 and to act as a direct support organization as set forth in Section 1001.453(4) of the Florida Statutes.

The specific and exclusive purpose of the Organization is to create partnerships that advance student achievement and promote excellence for the benefit of public pre-kindergarten through 12<sup>th</sup> grade education in Hernando County, Florida.

**Program Information**

*STEAM Grant* – the Organization facilitates the Science Technology Engineering Arts and Mathematics (STEAM) grant for the school district. The grant provides afterschool and summer STEAM programs for the students of Hernando County. The program ended in August 2022.

*Operation Cinderella* – the Organization accepts donations of prom, homecoming, and formal dresses. With the donated goods, the Organization offers for young ladies to utilize the dresses in order to attend the various school dances and events. On a smaller scale, the Organization also receives men's suits for the same purposes.

*Specialty License Plate* – the Organization receives revenues from the state for individuals that purchase a specialty license plate.

*Tools 4 Schools* – the Organization receives donated goods or directed gifts for the purpose of stocking the Tools 4 Schools pantry. The teachers may visit and take supplies for their classrooms and students in need. During 2023, the Organization received a large donation of books for this program from various collection sites within the county valued at approximately \$430,795.

*Classroom Grants* – grants to classrooms are provided through several means. The Organization is a member of Consortium and applies for grants on behalf of teachers and students. Also, community members can provide grant funds to the Organization that are provided to the applicable classrooms.

*Recognition Events* – events held for the recognition of outstanding teacher and support-related employees for their efforts to help students in Hernando County, turnaround student, retiree celebration, volunteer and business partner recognition. In addition, the Organization receives community donations to support a parent and teacher academy and new teacher orientation to the individuals of the school district.

*School Donations* – the Organization receives community donations, and these funds are then provided to the respective schools or teachers as per the school district requirement.

*Scholarships* – the Organization receives awarded scholarship funds from various sources and provides them to individuals on a semester-by-semester basis.

*Specific School Donation* – the Organization receives donations that are intended for specific school donation use that are subsequently passed on to that organization.

**NOTES TO FINANCIAL STATEMENTS**  
**HERNANDO COUNTY EDUCATION DIRECT SUPPORT ORGANIZATION, INC.**  
**BROOKSVILLE, FLORIDA**

*Take Stock in Children* – the Organization, through its donors for the Take Stock in Children program, purchases two-year or four-year scholarship contracts from the Florida Prepaid College Foundation. The State of Florida, through the Florida Prepaid College Foundation, matches, dollar-for-dollar, the cost of these scholarship contracts purchases and holds the full value of the scholarship contracts, including changes in the scholarship contract value, on behalf of the Organization. In addition, the Organization requests reimbursement from the program for certain operational costs.

*Jump Start* – the Organization, through its donors for the Jump Start program, purchased scholarships at a 2 for 1 ratio with the state for use as of August 2023. The program encourages children to start a secondary education program immediately after high school by making the funds available.

**Measurement Focus, Basis of Accounting, and Financial Statement Presentation**

The financial statements of the Organization have been prepared in accordance with generally accepted accounting principles (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the standard-setting body for governmental accounting and financial reporting.

The Organization prepares its financial statements using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis of accounting, revenues are recorded when earned and expenses are recorded when incurred.

**Fund Accounting**

The financial statements are presented in accordance with principles of fund accounting, whereby revenues and expenses are classified into funds according to specified purposes. Currently, the Organization has one operating fund, which contains restricted and unrestricted components. The Organization's operating account includes unrestricted and restricted resources, representing the portion of expendable and non-expendable funds that are available for support of operations and funds available for use in accordance with specific restrictions, respectively. When both restricted and unrestricted resources are available for use, it is the Organization's policy to use restricted resources first, then unrestricted resources as they are needed.

**Income Taxes**

The Organization is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, the financial statements do not reflect a provision for income taxes.

The Organization files income tax returns in the U.S. federal jurisdictions.

**Cash and Cash Equivalents**

For purposes of the statements of cash flows, the Organization considers all highly liquid investments purchased with a maturity of three months or less to be cash equivalents.

**Classification of Revenues and Expenses**

The Organization classifies its revenues and expenses as operating or non-operating. Operating revenues include the primary activities of contributions from donors, program revenues, special events, and other activities. Operating expenses include the primary activities of grants to schools, salaries, fundraising, and other expenses. There were no non-operating revenues or expenses.

**NOTES TO FINANCIAL STATEMENTS**  
**HERNANDO COUNTY EDUCATION DIRECT SUPPORT ORGANIZATION, INC.**  
**BROOKSVILLE, FLORIDA**

**Grants Receivable**

Grants receivable consisted of grant funds and other scholarship related receivables. Management anticipates subsequent receipt of all of these funds; therefore, no allowance amount was recorded.

**Contributions Receivable**

Contributions receivable consisted of contributed funds received prior to fiscal year-end and deposited just after fiscal year-end. Management anticipates subsequent receipt of all of these funds; therefore, no allowance amount was recorded.

**Take Stock in Children Receivable**

The Organization receives quarterly grant installments from the Take Stock in Children program for the reimbursement of operational expenses of the program. As of June 30, 2023 and 2022, accounts receivable of \$6,768 and \$23,200, respectively, have been recorded for quarterly grant installments unpaid as of these dates. No allowance for uncollectible receivables related to these amounts has been recorded, as these amounts are expected to be collected in the ordinary course of business within a year.

**Pledges Receivable**

Pledges receivable consisted of community member pledged revenues. Management anticipates a portion to be uncollectible and the allowance is built off on subsequent collections through date of issuance. As of June 30, 2023 and 2022, pledges receivable was \$46,590 and \$0, and the allowance for doubtful accounts was \$(758) and \$0 respectively.

**Inventory**

Inventory consists of donated supplies used for program services specified by the donor. Contributions of inventory are stated at fair value determined by the first-in, first-out method. The Organization receives and distributes contributions for the new Tools 4 Schools program to assist teachers with classroom supplies and donated prom/homecoming dresses for the Operation Cinderella program.

**Capital Assets**

During the previous year, the Organization received a donated, used school bus to be accounted for as a capital asset. Donated services were received in the current year to place the vehicle into operations. Donated capital assets are valued at their estimated acquisition value on the date received. It is the Organization's policy to capitalize all capital assets with values over \$5,000. The Organization will depreciate the school bus over the useful life of 10 years using the straight-line method. In addition, the Organization purchased a trailer for use with events.

**In-Kind Contributions**

Contributions of services and donated items, which are provided to the Organization, have been recorded in the accompanying financial statements. These contributions are recorded at their estimated fair values at the date of receipt. Volunteer services provided during events held by the Organization do not meet the criterion used to record donated services and have not been recorded in the financial statements.

**Accounting Estimates**

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

**NOTES TO FINANCIAL STATEMENTS**  
**HERNANDO COUNTY EDUCATION DIRECT SUPPORT ORGANIZATION, INC.**  
**BROOKSVILLE, FLORIDA**

**Unearned Revenue**

The Organization received advanced funds for a JROTC Air Gun Range prior to fiscal year end. As of June 30, 2023 and 2022, unearned revenue was \$89,071 and \$0, respectively.

**Revenue Recognition**

All contributions are considered available for the Organization's general programs unless specifically restricted by the donor. The Organization recognizes gifts of cash or pledges receivable as revenue when all eligibility requirements have been met. Donations of other non-monetary items are recorded as revenue based on their acquisition value at the date of the gift.

**Net Position**

The Organization's net position is classified in three components. Net investment in capital assets consists of capital assets net of accumulated depreciation. Restricted net position is non-capital assets that must be used for a particular purpose, as specified by grantors or contributors external to the Organization. Unrestricted net position is the remaining net amount of assets that do not meet the definition of investment in capital assets, net of related debt or restricted net position.

**Subsequent Events**

The Organization has evaluated events and transactions for potential recognition or disclosure in the financial statements through October 6, 2023, the date the financial statements were available to be issued.

**Note 2 - Assets Held by Others**

**Take Stock in Children Scholarship Program Overview**

The Organization, through its donors for the Take Stock in Children program, will purchase two-year or four-year scholarship contracts from the Florida Prepaid College Foundation. The State of Florida, through the Florida Prepaid College Foundation, matches, dollar-for-dollar, the cost of these scholarship contracts purchases and holds the full value of the scholarship contracts, including changes in the scholarship contracts' contract value, on behalf of the Organization.

The Organization exercises control over these scholarship contracts by selecting students from Hernando County School District (the District) to participate in the Take Stock in Children program. Upon completion of the program and graduation from high school, the full contract value of these scholarship contracts are provided to the students for their college education. Any unused scholarships may be reinvested in new scholarship contracts to be provided to new students or existing students.

	<u>2023</u>	<u>2022</u>
<b>Contract Value</b>	\$ 334,668	\$ 344,835

**Contract Value**

The Organization has reported the current value of the scholarship contracts based on information provided by the Florida Prepaid College Foundation, which values the scholarship contracts based on available hours on the contract and the average rates paid to Florida universities and colleges.



**NOTES TO FINANCIAL STATEMENTS**  
**HERNANDO COUNTY EDUCATION DIRECT SUPPORT ORGANIZATION, INC.**  
**BROOKSVILLE, FLORIDA**

**Jump Start Scholarship Program Overview**

The Organization, through its donors for the Jump Start program, will purchase scholarship contracts from the Florida Prepaid College Foundation. The State of Florida, through the Florida Prepaid College Foundation, matches, 2 for 1, the cost of these scholarship contracts purchases and holds the full value of the scholarship contracts, on behalf of the Organization.

The Organization exercises control over these scholarship contracts by selecting students from the District to participate in the Jump Start program. Upon completion of the program and graduation from high school, the matched the scholarship contracts at the time of purchase and then the amounts are provided to the students for their college education.

	<u>2023</u>	<u>2022</u>
<b>Contract Value</b>	\$ 76,857	\$ -

**Contract Value**

The Organization has reported the current value of the scholarship contracts based on information provided by the Florida Prepaid College Foundation, which values the scholarship contracts based on the immediate availability to match amounts purchased.

**Florida Prepaid Scholarships Utilized, Net of Value Adjustment**

The Organization has reported the Florida prepaid scholarships utilized, net of value adjustment based on information provided by the Florida Prepaid College Foundation. This component consists of changes in the value of the scholarship related to the scholarships usage by students, as well as changes in the value of the scholarship contracts as a result of changes in tuition costs at Florida universities and colleges.

**Note 3 - Capital Assets**

	<u>Beginning Balance</u>	<u>Additions</u>	<u>Deletions</u>	<u>Ending Balance</u>
<b>Business-Type Activities</b>				
Equipment	\$ 12,500	\$ 23,160	\$ -	\$ 35,660
Less: Accumulated Depreciation for Equipment	-	(3,387)	-	(3,387)
<b>Business-Type Activities</b>				
<b>Capital Assets, Net</b>	<u>\$ 12,500</u>	<u>\$ 19,773</u>	<u>\$ -</u>	<u>\$ 32,273</u>

**Note 4 - Specialty License Plate Revenue**

For the fiscal year ended June 30, 2023 and 2022, the Organization received \$5,091 and \$5,480, respectively, of specialty license plate revenue from the State of Florida Department of Highway Safety and Motor Vehicles.

Pursuant to Section 320.08056 of the Florida Statutes, the Organization may not use specialty license plate revenue, or any interest earned from those fees, for commercial or for-profit activities, or for general or administrative expenses, except as authorized by Florida Statutes.

**NOTES TO FINANCIAL STATEMENTS**  
**HERNANDO COUNTY EDUCATION DIRECT SUPPORT ORGANIZATION, INC.**  
**BROOKSVILLE, FLORIDA**

**Note 5 - Concentration of Credit Risk**

**Demand Deposits**

The Organization maintains demand deposit accounts with a financial institution in which funds are insured by the Federal Deposit Insurance Corporation (FDIC). At times throughout the year, the funds held in these accounts may exceed FDIC limits.

**Note 6 - Related-Party Transactions**

Several of the Board Members are employed by the District or corporations that donate or provide goods to the Organization.

The District provides donated services and payments for services to the Organization, including office space, information technology, utilities, and financial audit and tax preparation. The value of the donated office space for the 2023 fiscal year was \$43,400, and the amount recognized for 2022 was \$43,400.

The District also provided \$45,000 of scholarship funds that were previously held at the District to the Organization to invest in the Florida Prepaid College Tuition program. As of fiscal year end, the Organization had purchased scholarships valued at \$25,619.

**Note 7 - STEAM Grant**

The Organization was awarded a Department of Education 21<sup>st</sup> Century Education Center STEAM grant. Total federal expenditures in the program were approximately \$25,891, including indirect costs. Because the total federal expenditures were less than \$750,000, the Organization was not subject to an audit in accordance with 2 CFR Part 200 (Federal Single Audit) under the Uniform Guidance. In addition the program ended August 2022.

**Note 8 - Commitments**

The Organization received a commitment from a community member to fund the construction of a JROTC Air Gun Range at Central High School. The total project anticipated costs are \$1,000,000. As of fiscal year-end, no costs had been incurred but the Organization received \$89,071 to pay for anticipated engineering costs. These amounts were reported as unearned revenues.

**ADDITIONAL ELEMENTS OF REPORT PREPARED IN ACCORDANCE WITH  
*GOVERNMENT AUDITING STANDARDS*, ISSUED BY THE COMPTROLLER GENERAL  
OF THE UNITED STATES**

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING  
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS  
PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Directors  
Hernando County Education Direct Support Organization, Inc.  
Brooksville, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the business-type activity and major fund of Hernando County Education Direct Support Organization, Inc. (the Organization) as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the Organization's basic financial statements, and have issued our report thereon dated October 6, 2023.

**Report on Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. We identified a certain deficiency in internal control that we consider to be a significant deficiency:

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To the Board of Directors  
Hernando County Education Direct Support Organization, Inc.  
Brooksville, Florida

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING  
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS  
PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

- **2014-1 Segregation of Duties**—Currently, the Organization's staff consists of a few individuals that have complete access to all accounting transactions, including the receipting and disbursement processes and cash and account reconciliation processes. These issues create a deficiency in internal controls such that there is a lack of proper segregation of duties in the accounting function.

This issue is common with small organizations of this size. It is our understanding that the Organization has an audit and finance committee that was formed to oversee accounting transactions and financial statements and reports. Additional oversight is provided by the Board of Directors and Executive Committee.

We recommend that the Organization continue this oversight to mitigate this condition.

**Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, non-compliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of non-compliance or other matters that are required to be reported under *Government Auditing Standards*.

**Management's Response to the above Significant Deficiency in Internal Control**

*Government Auditing Standards* requires the auditor to perform limited procedures on management's response to the finding identified in our audit and described above. Management's response was not subjected to the other auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the response.

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



October 6, 2023  
Ocala, Florida



Date: October 6, 2023

**Chief Executive Officer**

Tammy Brinker

**President**

Kandice Christmas

**President Elect**

Carly Mullins

**Secretary/Treasurer**

Debbye Warrell

**Past President**

Debra Myers

**Board of Directors**

Lisa Becker

Michael Gunther

Ben Prescott

Jarvis Upshaw

Fred Weber

Joe Pastore

Burton Melaugh

Justen Early (Academy of Teachers)

John Stratton (Superintendent)  
(School Board and Ex Officio)

Gus Guadagnino  
(School Board and Ex Officio)

Shannon Rodriguez  
(School Board and Ex Officio)

Linda Prescott (School Board)  
(School Board and Ex Officio)

Ray Mooney (Ex Officio)

To: HCEF Board of Director's

Re: Independent Auditor's Report

Dear Board of Director's,

The following is managements responses and recommendations to the July 1, 2022 - June 30, 2023, Independent Auditor's Report.

2014-1 Segregation of Duties – Our CPA firm recommends that Hernando County Education Foundation Board of Director's and Finance and Audit Committee continue to oversee all accounting functions. In 2014, management put into place a Finance and Audit Committee that meets on monthly financials overseeing all aspects of the organization. This issue is common with small organizations and our board and committee will continue to oversee all accounting functions.

If you have any questions or concerns, please feel free to contact me any time at 352-797-7313 ext. 165.

Tax ID: 59-3031959

Sincerely,

*Tammy Brinker*

Chief Executive Officer  
Hernando County Education Foundation

[brinker\\_t@hcsb.k12.fl.us](mailto:brinker_t@hcsb.k12.fl.us)

(Phone) 352-797-7313 (Ext.0)

(Fax) 352-797-7177



The Hernando County Education Foundation is a non-profit 501(c)(3) organization dedicated to creating partnerships that advance student achievement and promote excellence within Hernando County Public Education.

A COPY OF THE OFFICIAL REGISTRATION AND FINANCIAL INFORMATION MAY BE OBTAINED FROM THE DIVISION OF CONSUMER SERVICES BY CALLING TOLL-FREE WITHIN THE STATE, 1-800-435-7352. REGISTRATION DOES NOT IMPLY ENDORSEMENT, APPROVAL, OR RECOMMENDATION BY THE STATE REGISTRATION #ch2624.

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**A. Item Currently Budgeted -**

Account Name		General Fund - Professional Services											
Account Number		1100		9100		3100		9101		49500		00000	
		Fund		Function		Object		Cost Center		Project		Sub Project	
Original Approved Budget		+	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available		
\$ 12,500.00			\$ -0-		\$ -0-		\$ 12,500.00		\$ 12,500.00		\$ -0-		

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

**B. Item Currently Not Budgeted -\*\***

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

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

**C. History**

Check one:

Prior Year Budget: ☒New for Current Year: ☐

Prior Year Approved Budget: 12,500.00

Prior Year Actual Spent: 12,500.00

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





# Hernando School District

## School Board Regular Meeting

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**Agenda Item # 17. 24-2000**

2/20/2024

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**Title and Board Action Requested**

Accept the Audit of BEST Academy for Fiscal Year Ending June 30, 2023

**Executive Summary**

The Director of Finance, on behalf of the Superintendent of Schools hereby requests the Board accept the 2022-2023 Audit Report for BEST Academy. In accordance with the charter school contract and Section 1002.33 (9) (g), Florida Statutes, attached is the audit of BEST Academy for fiscal year ending June 30, 2023. The audit was performed by the CPA firm, King & Walker, CPA's, PL.

**My Contact**

Joyce McIntyre  
Director of Finance  
352-797-7004 Ext.438

**2023-28 Strategic Focus Area**

Priority 4: Fiscal Stability and Capital Planning

**Financial Impact**

See attached budget sheet.

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

**BROOKSVILLE ENGINEERING,  
SCIENCE & TECHNOLOGY  
ACADEMY, INC.**

A Charter School and Component Unit of the  
District School Board of Hernando County, Florida

INDEPENDENT AUDITOR'S REPORT

*for the fiscal year ended JUNE 30, 2023*

***King & Walker, CPAs, PL***

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*Certified Public Accountants*

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**BROOKSVILLE ENGINEERING, SCIENCE & TECHNOLOGY  
ACADEMY, INC.**

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### **Independent Auditor's Report**

To the Board of Directors of the Brooksville Engineering, Science & Technology Academy, Inc.,  
a Charter School and Component Unit of the District  
School Board of Hernando County, Florida

#### **Report on the Audit of the Financial Statements**

##### ***Opinions***

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Brooksville Engineering, Science & Technology Academy, Inc. ("School") a charter school and component unit of the District School Board of Hernando County, Florida, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the School, as of June 30, 2023, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

##### ***Basis for Opinions***

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards (Government Auditing Standards)*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

##### ***Responsibilities of Management for the Financial Statements***

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

### ***Auditor's Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we

- exercise professional judgment and maintain professional skepticism throughout the audit.
- identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control–related matters that we identified during the audit.

### ***Required Supplementary Information***

Accounting principles generally accepted in the United States of America require that Management's Discussion and Analysis, the Budgetary Comparison Schedule, and Note to Required Supplementary Information, be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

**Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report August 11, 2023, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's, internal control over financial reporting and compliance.

A handwritten signature in black ink that reads "King & Walker, CPAs". The signature is written in a cursive, flowing style.

August 11, 2023  
Tampa, Florida

# **BROOKSVILLE ENGINEERING, SCIENCE & TECHNOLOGY ACADEMY, INC.**

A Charter School and Component Unit of the District School Board of Hernando County, Florida

## **MANAGEMENT'S DISCUSSION AND ANALYSIS - (Unaudited)**

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The Management's Discussion and Analysis (MD&A) section of the annual financial report of the Brooksville Engineering, Science & Technology Academy, Inc. ("School") provides an overview of the School's activities for the fiscal year ended June 30, 2023.

Because the information contained in the MD&A is intended to highlight significant transactions, events, and conditions, it should be considered in conjunction with the School's financial statements and notes to financial statements, as listed in the table of contents.

### **FINANCIAL HIGHLIGHTS**

- For the fiscal year ended June 30, 2023, the School's expenses exceeded revenues as shown on the School's statement of activities by \$101,456.
- As shown on the statement of net position, the School reported an unrestricted net position balance of \$134,685.

### **OVERVIEW OF THE FINANCIAL STATEMENTS**

The basic financial statements consist of three components:

- ✓ Government-wide financial statements
- ✓ Fund financial statements
- ✓ Notes to financial statements

### **Government-Wide Financial Statements**

The government-wide financial statements provide both short-term and long-term information about the School's overall financial condition in a manner similar to those of a private-sector business. The statements include a statement of net position and a statement of activities that are designed to provide consolidated financial information about the governmental activities of the School presented on the accrual basis of accounting. The statement of net position provides information about the government's financial position, its assets and liabilities, using an economic resources measurement focus. The difference between the assets and liabilities, the net position, is a measure of the financial health of the School. The statement of activities presents information about the change in the School's net position and the results of operations, during the fiscal year. An increase or decrease in net position is an indication of whether the School's financial health is improving or deteriorating. To assess the overall financial position of the School, one needs to consider additional non-financial factors such as changes in the School student base funding level.



# **BROOKSVILLE ENGINEERING, SCIENCE & TECHNOLOGY ACADEMY, INC.**

A Charter School and Component Unit of the District School Board of Hernando County, Florida

## **MANAGEMENT'S DISCUSSION AND ANALYSIS - (Unaudited)**

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### **Fund Financial Statements**

Fund financial statements are one of the components of the basic financial statements. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. Fund financial statements provide more detailed information about the School's financial activities, focusing on its most significant funds rather than fund types. This is in contrast to the entity-wide perspective contained in the government-wide financial statements.

Governmental Funds: Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, the governmental funds utilize a spendable financial resources measurement focus rather than the economic resources measurement focus found in the government-wide financial statements. The financial resources measurement focus allows the governmental fund financial statements to provide information on near-term inflows and outflows of spendable resources as well as balances of spendable resources available at the end of the fiscal year.

The governmental fund financial statements provide a detailed short-term view that may be used to evaluate the School's near-term financing requirements. This short-term view is useful when compared to the long-term view presented as governmental activities in the government-wide financial statements. To facilitate this comparison, both the governmental funds balance sheet and the governmental funds statement of revenues, expenditures, and changes in fund balances provide a reconciliation of governmental fund to governmental activities.

The School operates the following funds; a General Fund to account for its general operations and internal account activities, a Capital Projects Fund to account for financial resources that are restricted, committed or assigned to expenditures for capital outlays, and a Special Revenue Fund to account for Federal grant programs. For reporting purposes, the General Fund is considered a major fund. Data from the other governmental funds are combined into a single aggregate presentation.

The School adopts an annual budget for its General Fund. A budgetary comparison schedule, as required, has been provided for the General Fund to demonstrate compliance with the budget.

### **Notes to Financial Statements**

The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund financial statements.

# BROOKSVILLE ENGINEERING, SCIENCE & TECHNOLOGY ACADEMY, INC.

A Charter School and Component Unit of the District School Board of Hernando County, Florida

## MANAGEMENT'S DISCUSSION AND ANALYSIS - (Unaudited)

### GOVERNMENT-WIDE FINANCIAL ANALYSIS

The following is a summary of the School's current and prior year net position:

	Net Position, End of Year		
	Governmental Activities		Increase (Decrease)
	6-30-22	6-30-23	
<b>ASSETS</b>			
Current and Other Assets	\$ 231,822	\$ 136,285	\$ (95,537)
Capital Assets, Net	13,953	8,642	(5,311)
Total Assets	245,775	144,927	(100,848)
<b>LIABILITIES</b>			
Current Liabilities	\$ 992	\$ 1,600	\$ 608
Total Liabilities	992	1,600	608
<b>NET POSITION</b>			
Net Investment in Capital Assets	13,953	8,642	(5,311)
Unrestricted	230,830	134,685	(96,145)
Total Net Position	\$ 244,783	\$ 143,327	\$ (101,456)

Current Assets consists primarily of cash and cash equivalents (91%). Capital assets decreased due to depreciation. Liabilities consist of deferred revenue for fees collected in the 2022-23 fiscal year for the 2023-24 school year. Total Net Position amounted to \$143,327 which included an Unrestricted Net Position balance of \$134,685.

# BROOKSVILLE ENGINEERING, SCIENCE & TECHNOLOGY ACADEMY, INC.

A Charter School and Component Unit of the District School Board of Hernando County, Florida

## MANAGEMENT'S DISCUSSION AND ANALYSIS - (Unaudited)

The following is a summary of the School's net change in position for the current and prior year:

<b>Operating Results for the Year</b>			
	Governmental Activities		Increase (Decrease)
	6-30-22	6-30-23	
<b>Revenues:</b>			
Federal Through State and Local	\$ 28,319	\$ 78,725	\$ 50,406
State	520,697	559,525	38,828
Local and Other	48,400	70,803	22,403
Special Item - PPP Loan Forgiveness	86,084	-	(86,084)
Total Revenues	<u>683,500</u>	<u>709,053</u>	<u>25,553</u>
<b>Expenses:</b>			
Instruction	272,675	388,300	115,625
Instructional Staff Training	-	141	141
Board	24,166	27,672	3,506
General Administration	22,756	24,430	1,674
School Administration	133,747	179,965	46,218
Facilities Acquisition & Construction	50,647	50,400	(247)
Fiscal Services	2,811	1,929	(882)
Student Transportation	4,314	12,977	8,663
Operation of Plant	78,439	102,447	24,008
Community Service	9,745	16,937	7,192
Unallocated Depreciation	1,613	5,311	3,698
Total Expenses	<u>600,913</u>	<u>810,509</u>	<u>209,596</u>
<b>Increase/(Decrease) in Net Position</b>	<u>\$ 82,587</u>	<u>\$ (101,456)</u>	<u>\$ (184,043)</u>

The largest revenue source for the School is the State of Florida (79%). Revenues from State sources for current operations are primarily received through the Florida Education Finance Program (FEFP) funding formula. The FEFP formula utilizes student enrollment data to determine the funds available for the School.

The largest concentration of expenses is in Instruction which accounted for 48% of total expenditures, and consists primarily of teachers' salaries.

# **BROOKSVILLE ENGINEERING, SCIENCE & TECHNOLOGY ACADEMY, INC.**

A Charter School and Component Unit of the District School Board of Hernando County, Florida

## **MANAGEMENT'S DISCUSSION AND ANALYSIS - (Unaudited)**

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### **FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS**

#### **Governmental Funds**

As the School completed the year, its governmental funds reported a combined fund balance of \$134,685.

### **BUDGETARY HIGHLIGHTS**

The General Fund budget for the fiscal year ended June 30, 2023, was developed based on the School's anticipated revenues and expenditures and the expected student population for the school year. Over the course of the year, management monitors the budget and may revise the budget. Refer to the Budgetary Comparison Schedule for additional information.

### **CAPITAL ASSETS**

The School's investment in capital assets for its governmental activities as of June 30, 2023, amounts to \$8,642 (net of accumulated depreciation). This investment in capital assets includes furniture, fixtures, and equipment and motor vehicles. Additional information regarding the School's capital assets can be found in the notes to the financial statements.

### **REQUESTS FOR INFORMATION**

This financial report is designed to provide a general overview of the School's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Principal, Brooksville Engineering, Science & Technology Academy, Inc., 835 School Street, Brooksville, Florida 34601.

**BROOKSVILLE ENGINEERING, SCIENCE &  
TECHNOLOGY ACADEMY, INC.**  
A CHARTER SCHOOL AND COMPONENT UNIT OF THE  
DISTRICT SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

**STATEMENT OF NET POSITION**  
*For the Fiscal Year Ended June 30, 2023*

	<u>Government Activities</u>
<b>ASSETS</b>	
Cash & Cash Equivalents	\$ 123,860
Accounts Receivable	12,425
Capital Assets:	
Furniture, Fixtures, and Equipment, Net	8,642
Motor Vehicles, Net	-
Total Capital Assets	<u>8,642</u>
<b>TOTAL ASSETS</b>	<u><u>144,927</u></u>
<b>LIABILITIES</b>	
Deferred Revenue	<u>1,600</u>
<b>TOTAL LIABILITIES</b>	<u><u>1,600</u></u>
<b>NET POSITION</b>	
Net Investment in Capital Assets	8,642
Unrestricted	<u>134,685</u>
<b>TOTAL NET POSITION</b>	<u><u>\$ 143,327</u></u>

The accompanying notes to the financial statements are an integral part of this statement.

**BROOKSVILLE ENGINEERING, SCIENCE &  
TECHNOLOGY ACADEMY, INC.**  
**A CHARTER SCHOOL AND COMPONENT UNIT OF THE  
DISTRICT SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**

**STATEMENT OF ACTIVITIES**  
*For the Fiscal Year Ended June 30, 2023*

		Program Revenues			Net (Expenses) Revenue and Changes Net Position
	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities
Governmental Activities:					
Instruction	\$ 388,300	\$ -	\$ 57,313	\$ -	\$ (330,987)
Instructional Staff Training	141		-		(141)
Board	27,672		9,951		(17,721)
General Administration	24,430		-		(24,430)
School Administration	179,965		-		(179,965)
Facilities Acquisition & Construction	50,400		-	49,886	(514)
Fiscal Services	1,929		-		(1,929)
Student Transportation	12,977		-		(12,977)
Operation of Plant	102,447		11,461		(90,986)
Community Service	16,937	22,022	-		5,085
Unallocated Depreciation	5,311		-		(5,311)
Total Governmental Activities	<u>\$ 810,509</u>	<u>\$ 22,022</u>	<u>\$ 78,725</u>	<u>\$ 49,886</u>	<u>(659,876)</u>
General Revenue					
State Sources					509,639
Local and Other					48,781
Total General Revenues					<u>558,420</u>
Change in Net Position					(101,456)
Net Position - July 1, 2022					<u>244,783</u>
Net Position - June 30, 2023					<u>\$ 143,327</u>

The accompanying notes to the financial statements are an integral part of this statement.

**BROOKSVILLE ENGINEERING, SCIENCE &  
TECHNOLOGY ACADEMY, INC.**  
A CHARTER SCHOOL AND COMPONENT UNIT OF THE  
DISTRICT SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

**BALANCE SHEET - GOVERNMENTAL FUNDS**  
*For the Fiscal Year Ended June 30, 2023*

	General Fund	Other Governmental Funds	Total Governmental Funds
<b>ASSETS</b>			
Cash & Cash Equivalents	\$ 123,860	\$ -	\$ 123,860
Accounts Receivable	12,425	-	12,425
Total Assets	<u>\$ 136,285</u>	<u>\$ -</u>	<u>\$ 136,285</u>
<b>LIABILITIES</b>			
Deferred Revenue	\$ 1,600	\$ -	\$ 1,600
Total Liabilities	<u>1,600</u>	<u>-</u>	<u>1,600</u>
<b>FUND BALANCES</b>			
Unassigned	134,685	-	134,685
Total Fund Balances	<u>134,685</u>	<u>-</u>	<u>134,685</u>
Total Liabilities and Fund Balances	<u>\$ 136,285</u>	<u>\$ -</u>	<u>\$ 136,285</u>

The accompanying notes to the financial statements are an integral part of this statement.

**BROOKSVILLE ENGINEERING, SCIENCE &  
TECHNOLOGY ACADEMY, INC.**  
**A CHARTER SCHOOL AND COMPONENT UNIT OF THE  
DISTRICT SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**

**RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET  
TO THE STATEMENT OF NET POSITION**  
*For the Fiscal Year Ended June 30, 2023*

<b>Total Fund Balances - Governmental Funds</b>	\$ 134,685
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Amounts reported for governmental activities in the statement of  
net position are different because:

Capital assets, net of accumulated depreciation, used in  
governmental activities are not financial resources and  
therefore, are not reported as assets in governmental funds.

8,642
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<b>Total Net Position - Governmental Activities</b>
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\$ 143,327
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The accompanying notes to financial statements are an integral part of this statement.



**BROOKSVILLE ENGINEERING, SCIENCE &  
TECHNOLOGY ACADEMY, INC.**  
**A CHARTER SCHOOL AND COMPONENT UNIT OF THE  
DISTRICT SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**

**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES  
IN FUND BALANCES - GOVERNMENTAL FUNDS**

*For the Fiscal Year Ended June 30, 2023*

	General Fund	Other Governmental Funds	Total Governmental Funds
<b>Revenues</b>			
Intergovernmental:			
Federal Through State and Local	\$ -	\$ 78,725	\$ 78,725
State	509,639	49,886	559,525
Local and Other	70,803	-	70,803
Total Revenues	<u>580,442</u>	<u>128,611</u>	<u>709,053</u>
<b>Expenditures</b>			
Current - Education:			
Instruction	330,987	57,313	388,300
Instructional Staff Training	141	-	141
Board	17,721	9,951	27,672
General Administration	24,430	-	24,430
School Administration	179,965	-	179,965
Facilities Acquisition & Construction	514	49,886	50,400
Fiscal Services	1,929	-	1,929
Student Transportation	12,977	-	12,977
Operation of Plant	90,986	11,461	102,447
Community Service	16,937	-	16,937
Total Expenditures	<u>676,587</u>	<u>128,611</u>	<u>805,198</u>
Net Change in Fund Balances	(96,145)	-	(96,145)
Fund Balances, July 1, 2022	<u>230,830</u>	<u>-</u>	<u>230,830</u>
Fund Balances, June 30, 2023	<u>\$ 134,685</u>	<u>\$ -</u>	<u>\$ 134,685</u>

The accompanying notes to financial statements are an integral part of this statement.

**BROOKSVILLE ENGINEERING, SCIENCE &  
TECHNOLOGY ACADEMY, INC.  
A CHARTER SCHOOL AND COMPONENT UNIT OF THE  
DISTRICT SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**

**RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF  
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES  
TO THE STATEMENT OF ACTIVITIES  
*For the Fiscal Year Ended June 30, 2023***

<b>Net Change in Fund Balances - Governmental Funds</b>	\$ (96,145)
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Amounts reported for governmental activities in the statement of activities  
are different because:

Capital outlays are reported in governmental funds as expenditures.  
However, in the statement of activities, the cost of those assets is  
allocated over their estimated useful lives as depreciation expense.

Capital Outlays	-		
Depreciation Expense	<u>(5,311)</u>		<u>(5,311)</u>

<b>Change in Net Position - Governmental Activities</b>	<u><u>\$ (101,456)</u></u>
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The accompanying notes to the financial statements are an integral part of this statement.

**BROOKSVILLE ENGINEERING, SCIENCE &  
TECHNOLOGY ACADEMY, INC.**

A Charter School and Component Unit of the District School Board of Hernando County, Florida

**NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023**

**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

➤ **Reporting Entity**

Brooksville Engineering, Science & Technology Academy, Inc. ("School") is a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the Board of Directors, which is comprised of not less than three members.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter of the sponsoring school district, the District School Board of Hernando County, Florida, ("District"). The current charter is effective through June 30, 2038, and is subject to annual review and may be renewed by mutual agreement between the School and the District. At the end of the term of the charter, the District may choose not to renew the charter under grounds specified in the charter. In this case, the District is required to notify the school in writing at least 90 days prior to the charter's expiration. During the term of the charter, the District may also terminate the charter if good cause is shown. In the event of termination of the charter, the District shall assume operation of the School. The School is considered a component unit of the District; therefore, for financial reporting purposes, the School is required to follow generally accepted accounting principles applicable to state and local governmental units.

Criteria for determining if other entities are potential component units which should be reported within the School's basic financial statements are identified and described in the Governmental Accounting Standards Board's (GASB) *Codification of Governmental Accounting and Financial Reporting Standards*, Sections 2100 and 2600. The application of these criteria provides for identification of any entities for which the School is financially accountable and other organizations for which the nature and significance of their relationship with the School are such that exclusion would cause the School's basic financial statements to be misleading or incomplete. Based on these criteria, no component units are included within the reporting entity of the School.

➤ **Basis of Presentation**

Government-wide Financial Statements - Government-wide financial statements, including the statement of net position and the statement of activities, present information about the School as a whole.

Government-wide financial statements are prepared using the economic resources measurement focus. The statement of activities presents a comparison between direct expenses and program revenues for each function or program of the School's governmental activities. Direct expenses are those that are specifically associated with a service, program, or department and are thereby clearly identifiable to a particular function.

**BROOKSVILLE ENGINEERING, SCIENCE &  
TECHNOLOGY ACADEMY, INC.**

A Charter School and Component Unit of the District School Board of Hernando County, Florida

**NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023**

Program revenues include charges paid by the recipient of the goods or services offered by the program and grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues. The comparison of direct expenses with program revenues identifies the extent to which each governmental function is self-financing or draws from the general revenues of the School.

Fund Financial Statements - Fund financial statements report detailed information about the School in the governmental funds. The focus of governmental fund financial statements is on major funds rather than reporting funds by type. Each major fund is reported in a separate column. Because the focus of governmental fund financial statements differs from the focus of government-wide financial statements, a reconciliation is presented with each of the governmental fund financial statements.

The School's major governmental fund is as follows:

- General Fund – to account for all financial resources not required to be accounted for in another fund, and for certain revenues from the State that are legally restricted to be expended for specific current operating purposes.

Financial data from the remaining governmental funds are presented in the aggregate.

➤ **Basis of Accounting**

Basis of accounting refers to when revenues and expenditures, or expenses, are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurements made, regardless of the measurement focus applied.

The government-wide financial statements are prepared using the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when a liability is incurred, regardless of the timing of the related cash flows. Revenues from grants, entitlements, and donations are recognized in the fiscal year in which all eligibility requirements imposed by the provider have been satisfied.

Governmental fund financial statements are prepared using the modified accrual basis of accounting. Revenues, except for certain grant revenues, are recognized when they become measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 30 days of the end of the current fiscal year. When grant terms provide that the expenditure of resources is the prime factor for determining eligibility for Federal, State, and other grant resources, revenue is recognized at the time the expenditure is made. Under the modified

**BROOKSVILLE ENGINEERING, SCIENCE &  
TECHNOLOGY ACADEMY, INC.**

A Charter School and Component Unit of the District School Board of Hernando County, Florida

**NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023**

accrual basis of accounting, expenditures are generally recognized when the related fund liability is incurred, except for principal and interest on long-term debt, claims and judgments, and compensated absences, which are recognized when due. Allocations of cost, such as depreciation, are not recognized in governmental funds.

➤ **Cash and Cash Equivalents**

Cash and cash equivalents consist of demand deposits and a certificate of deposit with financial institutions. Deposits on hand at financial institutions are insured by the Federal Deposit Insurance Company up to \$250,000.

➤ **Capital Assets**

Expenditures for capital assets acquired or constructed for general School purposes are reported in the governmental fund that financed the acquisition or construction. The capital assets so acquired are reported at cost in the government-wide statement of net position but are not reported in the governmental fund financial statements. Capital assets are defined by the School as those costing more than \$1,000. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed

Capital assets are depreciated using the straight-line method over the following estimated useful lives:

<u>Description</u>	<u>Estimated Lives</u>
Furniture, Fixtures and Equipment	3 - 5 years
Motor Vehicles	5 years

➤ **Noncurrent Liabilities**

Long-term debt obligations that will be financed by resources to be received in the future by the general fund are reported in the government-wide financial statements, not in the general fund.

➤ **Deferred Outflows/Inflows of Resources**

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period(s) and so will *not* be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period(s) and so will *not* be recognized as an

**BROOKSVILLE ENGINEERING, SCIENCE &  
TECHNOLOGY ACADEMY, INC.**

A Charter School and Component Unit of the District School Board of Hernando County, Florida

**NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023**

inflow of resources (revenue) until then. The School does not have any items that qualify for reporting in this category.

➤ **Net Position and Fund Balance Classification**

*Government-wide Financial Statements*

Net Position are classified and reported in three components:

- Net Investment in Capital Assets – consists of capital assets, net of accumulated depreciation, and reduced by the outstanding balances of any borrowings that are attributed to the acquisition or improvement of those assets.
- Restricted Net Position – consists of net position with constraints placed on their use either by external groups such as creditors, contributors, or laws or regulations of other governments.
- Unrestricted Net Position – all other net position that does not meet the definition of “restricted” or “net investment in capital assets.”

*Fund Financial Statements*

GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions*, defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be reported within one of the following fund balance categories:

- Nonspendable – fund balance associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed or assigned). All nonspendable fund balances at year end relate to assets that are in nonspendable form.
- Restricted – fund balance that can be spent only for the specific purposes stipulated by the constitution, external resource providers, or through enabling legislation.
- Committed – fund balance that can be used only for the specific purposes determined by a formal action of the School’s Board of Governance.
- Assigned – fund balance that is intended to be used by the School’s management for specific purposes but does not meet the criteria to be classified as restricted or committed.
- Unassigned – fund balance that is the residual amount for the School’s general fund and includes all spendable amounts not contained in the other classifications.

**BROOKSVILLE ENGINEERING, SCIENCE &  
TECHNOLOGY ACADEMY, INC.**

A Charter School and Component Unit of the District School Board of Hernando County, Florida

**NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023**

➤ **Order of Fund Balance Spending Policy**

The School's policy is to apply expenditures against nonspendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year. First, nonspendable fund balances are determined. Then restricted fund balances for specific purposes are determined (not including nonspendable amounts). Any remaining fund balance amounts for the non-general funds are to be classified as restricted fund balance. It is possible for the non-general funds to be classified as restricted fund balance. It is possible for the non-general funds to have negative unassigned fund balance when nonspendable amounts plus the amount of restricted fund balances for specific purposes exceed the positive fund balance for non-general fund.

➤ **Revenue Sources**

Revenues for current operations are received primarily from the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33(17), Florida Statutes, the School reports the number of full-time equivalent students and related data to the District.

Under provisions of Section 1011.62, Florida Statutes, the District reports the number of full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the Florida Education Finance Program (FEFP). Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent (FTE) students reported by the School during designated full-time equivalent student survey periods. The Department may also adjust subsequent fiscal period allocations based upon an audit of the School's compliance in determining and reporting FTE and related data. Normally, such adjustments are treated as reductions or additions of revenue in the year when the adjustments are made.

The basic amount of funding through the FEFP under Section 1011.62 is the product of the (1) unweighted FTE, multiplied by (2) the cost factor for each program, multiplied by (3) the base student allocation established by the legislature. Additional funds for exceptional students who do not have a matrix of services are provided through the guaranteed allocation designated in Section 1011.62(1)(e)2., Florida Statutes. For the fiscal year ended June 30, 2023, the School reported 73.95 unweighted FTE and 74.1045 weighted FTE.

FEFP funding may also be adjusted as a result of subsequent FTE audits conducted by the Florida Auditor General pursuant to Section 1010.305, Florida Statutes, and Rule 6A-1.0453, Florida Administrative Code (FAC). Schools are required to maintain the following documentation for three years or until the completion of an FTE audit:

**BROOKSVILLE ENGINEERING, SCIENCE &  
TECHNOLOGY ACADEMY, INC.**

A Charter School and Component Unit of the District School Board of Hernando County, Florida

**NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023**

- Attendance and membership documentation (Rule 6A-1.044, FAC).
- Teacher certificates and other certification documentation (Rule 6A-1.0503, FAC).
- Documentation for instructors teaching out-of-field (Rule 6A-1.0503, FAC).
- Procedural safeguards for weighted programs (Rule 6A-6.03411, FAC).
- Evaluation and planning documents for weighted programs (Section 1010.305, Florida Statutes, and Rule 6A-6.03411, FAC).

The School receives Federal or state awards for the enhancement of various educational programs. This assistance is generally received based on applications submitted to and approved by various granting agencies. For Federal or state awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred.

The School receives state funds through the District under charter school capital outlay funding pursuant to Section 1013.62, Florida Statutes. Funds are based upon a capital outlay plan submitted to the District and are to be used for lease, rent or construction of school facilities. The School also receives funding through donations and fundraising efforts, school lunch sales and local property tax collections.

The School follows the policy of applying restricted resources prior to applying unrestricted resources when an expense is incurred for purposes for which both restricted and unrestricted assets are available.

➤ **Income Tax**

The School is exempt from Federal tax under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been included in the accompanying financial statements. Additionally, no uncertain tax positions have been made requiring disclosure in the related note to financial statements. The School's income tax returns for the past three years are subject to examination by tax authorities and may change upon examination.

➤ **Use of Estimates**

In preparing the financial statements in conformity with generally accepted accounting principles in the United States (GAAP) management is required to make estimates and assumptions that affect the reported amounts of assets and liabilities as of the date of the statement of Net Position and affect revenues and expenditures for the period presented. Actual results could differ from those estimates.



**BROOKSVILLE ENGINEERING, SCIENCE &  
TECHNOLOGY ACADEMY, INC.**

A Charter School and Component Unit of the District School Board of Hernando County, Florida

**NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023**

➤ **Subsequent Events**

Management has evaluated all events subsequent to the balance sheet date and through the report date, which is the date these financial statements were available to be issued. Management determined there are no subsequent events which require disclosure.

**2. ACCOUNTS RECEIVABLE**

The amount reported as accounts receivable in the accompanying statement of net position and balance sheet – governmental funds consists of amounts charged and due from students for activity fees in the General Fund. An allowance for uncollectible accounts has been established based on past collection experience.

**3. CASH DEPOSITS**

*Custodial Credit Risk – Deposits.* In the case of deposits, this is the risk that in the event of a bank failure, the School's deposits may not be returned to the School. The School does not have a custodial credit risk policy. All cash deposits are held in banks that qualify as public depositories under Florida law. All such deposits are insured by Federal depository insurance and/or collateralized with securities held in Florida's multiple financial institution collateral pool as required by Chapter 280, Florida Statutes.

**4. CHANGES IN CAPITAL ASSETS**

Changes in capital assets are presented in the table below:

	Beginning Balance	Additions	Deletions	Ending Balance
<u>Governmental Activities:</u>				
Furniture, Fixtures and Equipment	\$ 95,171	\$ -	\$ -	\$ 95,171
Motor Vehicles	96,381	-		96,381
Total Capital Assets	191,552	-	-	191,552
 Less Accumulated Depreciation for:				
Furniture, Fixtures and Equipment	(81,218)	(5,311)		(86,529)
Motor Vehicles	(96,381)	-		(96,381)
Total Accumulated Depreciation	(177,599)	(5,311)	-	(182,910)
Governmental Activities Capital Assets, net	<u>\$ 13,953</u>	<u>\$ (5,311)</u>	<u>\$ -</u>	<u>\$ 8,642</u>

All depreciation expense was shown as unallocated on the Statement of Activities.

**BROOKSVILLE ENGINEERING, SCIENCE &  
TECHNOLOGY ACADEMY, INC.**

A Charter School and Component Unit of the District School Board of Hernando County, Florida

**NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023**

**5. SCHEDULE OF STATE REVENUE SOURCES**

The following is a schedule of the School's State revenue:

Source	Amount
Florida Education Finance Program	\$ 442,225
Categorical Programs:	
Class Size Reduction	64,979
Charter School Capital Outlay	49,886
Miscellaneous	2,435
Total State Revenue	<u>\$ 559,525</u>

As provided in the charter school contract, the District has charged the School an administrative fee equal to \$24,430.

**6. FACILITY LEASE**

The School leases its educational facility under a five year non-cancelable operating lease to June 30, 2023. Monthly rent for the 2022-23 fiscal year was \$4,200 per month. Rental expenditures for the fiscal year totaled \$50,400. The facility lease has been renewed for a five-year term starting July 1, 2023.

**7. COMMITMENTS AND CONTINGENT LIABILITIES**

The School participates in state grant programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies, therefore, to the extent that the School has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectibility of any related receivables at June 30, 2023, may be impaired.

In the opinion of the School, there are no significant liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

**8. PENSION PLAN**

The School participates in a defined contribution tax sheltered annuity SIMPLE plan under IRS regulation Section 408(p) plan. Eligible employees are allowed to contribute to the plan and the School is obligated to match the employee's contribution up to 3 percent of their annual salary. Contributions are directed to individual employee's accounts, and the individual employees allocate contributions and account balances among various available investment choices, therefore, the School has no liability for the administration or payments of benefits of the plan, and accordingly, the present value of the related benefits is not reflected in these financial statements. The rate of contribution is set annually by the School's Board of Directors.

**BROOKSVILLE ENGINEERING, SCIENCE &  
TECHNOLOGY ACADEMY, INC.**

A Charter School and Component Unit of the District School Board of Hernando County, Florida

**NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023**

**9. FUNDING AND CREDIT CONCENTRATIONS**

The School receives substantially all of its support and revenue from Federal, state and local funding sources, passed through the District, in the form of performance and budget based contracts. Continuing operation of the School is greatly dependent upon the continued support of these governmental agencies.

**10. RISK MANAGEMENT PROGRAMS**

The School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; and natural disasters for which the School carries commercial insurance. There have been no significant reductions in insurance coverage and settlement amounts have not exceeded insurance coverage for the current year or the three prior years.

**11. LEGAL MATTERS**

In the normal course of conducting its operations, the School occasionally becomes party to various legal actions and proceedings. In the opinion of management, the ultimate resolution of such legal matters will not have a significant adverse effect on the accompanying financial statements.

**BROOKSVILLE ENGINEERING, SCIENCE &  
TECHNOLOGY ACADEMY, INC.**  
**A CHARTER SCHOOL AND COMPONENT UNIT OF THE  
DISTRICT SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**

**REQUIRED SUPPLEMENTARY INFORMATION  
BUDGETARY COMPARISON SCHEDULE - GENERAL FUND (UNAUDITED)  
For the Fiscal Year Ended June 30, 2023**

	General Fund			Variance with Final Budget - Positive (Negative)
	Original Budget	Final Budget	Actual	
<b>Revenues:</b>				
Intergovernmental:				
State	\$ 620,415	\$ 509,639	\$ 509,639	\$ -
Local and Other	67,553	70,803	70,803	-
Total Revenues	687,968	580,442	580,442	-
<b>Expenditures:</b>				
Current - Education:				
Instruction	333,984	330,987	330,987	-
Instructional Staff Training	-	141	141	-
Board	7,500	17,721	17,721	-
General Administration	24,800	24,430	24,430	-
School Administration	188,721	179,965	179,965	-
Facilities Acquisition & Construction	999	514	514	-
Fiscal Services	23,000	1,929	1,929	-
Student Transportation	6,000	12,977	12,977	-
Operation of Plant	85,723	90,986	90,986	-
Community Service	15,000	16,937	16,937	-
Total Expenditures	685,727	676,587	676,587	-
Net Change in Fund Balance	2,241	(96,145)	(96,145)	-
Fund Balance, July 1, 2022	230,830	230,830	230,830	-
Fund Balance, June 30, 2023	\$ 233,071	\$ 134,685	\$ 134,685	\$ -

See Independent Auditor's Report

**NOTE TO REQUIRED SUPPLEMENTARY INFORMATION**  
**June 30, 2023**

**1. BUDGETARY BASIS OF ACCOUNTING**

Budgets are presented on the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g., salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g., instruction, pupil personnel services and school administration). Budgets may be amended by resolution at any Board meeting prior to the date for the annual report.

**Report on Internal Control Over Financial Reporting and on Compliance and Other  
Matters Based on an Audit of Financial Statements Performed in Accordance with  
*Governmental Auditing Standards***

**Independent Auditor's Report**

To the Board of Directors of the Brooksville Engineering, Science & Technology Academy, Inc.,  
a Charter School and Component Unit of the District  
School Board of Hernando County, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Brooksville Engineering, Science & Technology Academy, Inc. ("School"), a charter school and component unit of the District School Board of Hernando County, Florida, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated August 11, 2023.

**Report on Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

## **Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## **Purpose of This Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "King & Walker, CPAs". The signature is written in a cursive, flowing style.

August 11, 2023  
Tampa, Florida

**Management Letter as Required by Rules of the Florida Auditor General,  
Chapter 10.850, Florida Statutes, *Charter School Audits***

To the Board of Directors of Brooksville Engineering, Science & Technology Academy, Inc.  
a Charter School and Component Unit of the  
District School Board of Hernando County, Florida

**Report on the Financial Statements**

We have audited the financial statements of the Brooksville Engineering, Science & Technology Academy, Inc. ("School"), a Charter School and Component Unit of the District School Board of Hernando County, Florida, as of and for the fiscal year ended June 30, 2023, and have issued our report thereon dated August 11, 2023.

**Auditor's Responsibility**

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States and Chapter 10.850, Rules of the Auditor General.

**Other Reporting Requirements**

We have issued our Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in those reports and schedule, which are dated August 11, 2023, should be considered in conjunction with this management letter.

**Prior Audit Findings**

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. There were no findings in the previous audit report.

**Official Title**

Section 10.854(1)(e)5., Rules of the Auditor General, requires that the name or official title of the entity and the school code assigned by the Florida Department of Education be disclosed in this management letter. The official title and the school code assigned by the Florida Department of Education of the entity are Brooksville Engineering, Science & Technology Academy, Inc., 274461.



### **Financial Condition and Management**

Sections 10.854(1)(e)2. and 10.855(11), Rules of the Auditor General, require us to apply appropriate procedures and communicate whether or not the School has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and to identify the specific condition(s) met. In connection with our audit, we determined that the School did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.854(1)(e)6.a. and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for the School. It is management's responsibility to monitor the School's financial condition, and our financial condition assessment was based in part on representations made by management and review of financial information provided by same. Section 10.854(1)(e)3., Rules of the Auditor General, requires that we communicate any recommendations to improve financial management. In connection with our audit, we did not have any such recommendations.

### **Transparency**

Sections 10.854(1)(e)7. and 10.855(13), Rules of the Auditor General, require us to apply appropriate procedures and communicate the results of our determination as to whether the School maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that the School maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

### **Additional Matters**

Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but which warrants the attention of those charged with governance. In connection with our audit, we did not have any such findings.

### **Purpose of this Letter**

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and the Florida House of Representatives, the Florida Auditor General, Federal and other granting agencies the Board of Directors, applicable management, and District School Board of Hernando County, Florida and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in black ink that reads "King & Walker, CPAs". The signature is written in a cursive, flowing style.

August 11, 2023  
Tampa, Florida

**A. Item Currently Budgeted -**

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

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

**B. Item Currently Not Budgeted -\*\***

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

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

**C. History**

Check one:

Prior Year Budget: ☐New for Current Year: ☐

Prior Year Approved Budget: \$

Prior Year Actual Spent: \$

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



# Hernando School District

## School Board Regular Meeting

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**Agenda Item # 18. 24-2001**

**2/20/2024**

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**Title and Board Action Requested**

Accept the Audit of Gulf Coast Academy of Science & Technology for Fiscal Year Ending June 30, 2023

**Executive Summary**

The Director of Finance, on behalf of the Superintendent of Schools hereby requests the Board accept the 2022-2023 Audit Report for Gulf Coast Academy of Science & Technology. In accordance with the charter school contract and Section 1002.33(9) (g), Florida Statutes, attached is the audit of Gulf Coast Academy of Science & Technology for fiscal year ending June 30, 2023. The audit was performed by the CPA firm, King & Walker, CPA's, PL.

**My Contact**

Joyce McIntyre  
Director of Finance  
352-797-7004 Ext.438

**2023-28 Strategic Focus Area**

Priority 4: Fiscal Stability and Capital Planning

**Financial Impact**

See attached budget sheet.

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

**GULF COAST ACADEMY OF  
SCIENCE AND TECHNOLOGY, INC.**

A Charter School and Component Unit of the  
District School Board of Hernando County, Florida

**INDEPENDENT AUDITOR'S REPORT**

*for the fiscal year ended JUNE 30, 2023*

***King & Walker, CPAs, PL***

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*Certified Public Accountants*

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# GULF COAST ACADEMY OF SCIENCE AND TECHNOLOGY, INC.

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**Independent Auditor's Report**

To the Board of Directors of the Gulf Coast Academy of Science and Technology, Inc.,  
a Charter School and Component Unit of the District  
School Board of Hernando County, Florida

**Report on the Audit of the Financial Statements**

***Opinions***

We have audited the financial statements of the governmental activities and each major fund of the Gulf Coast Academy of Science and Technology, Inc. ("School"), a charter school and component unit of the District School Board of Hernando County, Florida, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the School, as of June 30, 2023, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

***Basis for Opinions***

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards* (*Government Auditing Standards*), issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### ***Responsibilities of Management for the Financial Statements***

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

### ***Auditor's Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we

- exercise professional judgment and maintain professional skepticism throughout the audit.
- identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control–related matters that we identified during the audit.



### ***Required Supplementary Information***

Accounting principles generally accepted in the United States of America require that Management's Discussion and Analysis, the Budgetary Comparison Schedule, and Note to Required Supplementary Information, be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

### ***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report July 25, 2023, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

A handwritten signature in black ink that reads "King & Walker, CPAs". The signature is written in a cursive, flowing style.

July 25, 2023  
Tampa, Florida

**GULF COAST ACADEMY OF SCIENCE AND TECHNOLOGY, INC.**  
*A Charter School and component unit of the District School Board of Hernando County, Florida*

**MANAGEMENT’S DISCUSSION AND ANALYSIS - (Unaudited)**

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The Management’s Discussion and Analysis (MD&A) section of the annual financial report of the Gulf Coast Academy of Science and Technology, Inc. (“School”) provides an overview of the School’s activities for the fiscal year ended June 30, 2023.

Because the information contained in the MD&A is intended to highlight significant transactions, events, and conditions, it should be considered in conjunction with the School’s financial statements and notes to financial statements found in the table of contents.

**FINANCIAL HIGHLIGHTS**

- For the fiscal year ended June 30, 2023, the School’s revenues exceeded expenses as shown on the School’s statement of activities by \$84,132.
- As shown on the statement of net position, the School reported an unrestricted balance of \$419,392.

**OVERVIEW OF THE FINANCIAL STATEMENTS**

The basic financial statements consist of three components:

- ✓ Government-wide financial statements
- ✓ Fund financial statements
- ✓ Notes to financial statements

**Government-Wide Financial Statements**

The government-wide financial statements provide both short-term and long-term information about the School’s overall financial condition in a manner similar to those of a private-sector business. The statements include a statement of net position and a statement of activities that are designed to provide consolidated financial information about the governmental activities of the School presented on the accrual basis of accounting. The statement of net position provides information about the government’s financial position, its assets and liabilities, using an economic resources measurement focus. The difference between the assets and liabilities, the net position, is a measure of the financial health of the School. The statement of activities presents information about the change in the School’s net position and the results of operations, during the fiscal year. An increase or decrease in net position is an indication of whether the School’s financial health is improving or deteriorating. To assess the overall financial position of the School, one needs to consider additional non-financial factors such as changes in the School student base funding level.

**GULF COAST ACADEMY OF SCIENCE AND TECHNOLOGY, INC.**  
*A Charter School and component unit of the District School Board of Hernando County, Florida*

**MANAGEMENT'S DISCUSSION AND ANALYSIS - (Unaudited)**

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**Fund Financial Statements**

Fund financial statements are one of the components of the basic financial statements. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. Fund financial statements provide more detailed information about the School's financial activities, focusing on its most significant funds rather than fund types. This is in contrast to the entity-wide perspective contained in the government-wide financial statements.

Governmental Funds. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, the governmental funds utilize a spendable financial resources measurement focus rather than the economic resources measurement focus found in the government-wide financial statements. The financial resources measurement focus allows the governmental fund financial statements to provide information on near-term inflows and outflows of spendable resources as well as balances of spendable resources available at the end of the fiscal year.

The governmental fund financial statements provide a detailed short-term view that may be used to evaluate the School's near-term financing requirements. This short-term view is useful when compared to the long-term view presented as governmental activities in the government-wide financial statements. To facilitate this comparison, both the governmental funds balance sheet and the governmental funds statement of revenues, expenditures, and changes in fund balances provide a reconciliation of governmental fund to governmental activities.

The governmental funds balance sheet and statement of revenues, expenditures, and changes in fund balances provide detailed information about the School's most significant funds. The School operates the following funds; a General Fund to account for its general operations, a Special Revenue Fund to account for Federal grant programs, and a Capital Projects Fund to account for charter school capital outlay funds. For reporting purposes, the School has elected to show all funds as major funds.

The School adopts annual budgets for its governmental funds. A budgetary comparison schedule, as required, has been provided for the General Fund and Special Revenue Fund to demonstrate compliance with the budgets.

**Notes to Financial Statements**

The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund financial statements.

**GULF COAST ACADEMY OF SCIENCE AND TECHNOLOGY, INC.**  
*A Charter School and component unit of the District School Board of Hernando County, Florida*

**MANAGEMENT'S DISCUSSION AND ANALYSIS - (Unaudited)**

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**GOVERNMENT-WIDE FINANCIAL ANALYSIS**

The following is a summary of the School's current year and prior year net position:

	Net Position, End of Year		
	Governmental Activities		
	6-30-22	6-30-23	Increase (Decrease)
<b>ASSETS</b>			
Current and Other Assets	\$ 449,676	\$ 453,341	\$ 3,665
Capital Assets, Net	1,460,221	1,436,179	(24,042)
Total Assets	1,909,897	1,889,520	(20,377)
<b>LIABILITIES</b>			
Current Liabilities	34,315	33,949	(366)
Noncurrent Liabilities	1,425,329	1,321,186	(104,143)
Total Liabilities	1,459,644	1,355,135	(104,509)
<b>NET POSITION</b>			
Net Investment in Capital Assets	34,892	114,993	80,101
Unrestricted	415,361	419,392	4,031
Total Net Position	\$ 450,253	\$ 534,385	\$ 84,132

Current Assets consist of cash and cash equivalents, amounts due from a related School and prepaid items and deposits. Liabilities consist of accounts payable, long-term notes payable for the purchase of school buses, and a long-term lease payable for the School facility. Total Net Position amounted to \$534,385 which included an Unrestricted Net Position balance of \$419,392.

**GULF COAST ACADEMY OF SCIENCE AND TECHNOLOGY, INC.**  
*A Charter School and component unit of the District School Board of Hernando County, Florida*

**MANAGEMENT'S DISCUSSION AND ANALYSIS - (Unaudited)**

The following is a summary of the School's change in net position for the current year and prior year:

	<b>Operating Results for the Year</b>		
	Governmental Activities		Increase (Decrease)
	6-30-22	6-30-23	
<b>Revenues:</b>			
Federal Through State and Local	\$ 260,488	\$ 223,640	\$ (36,848)
State	1,556,771	1,655,866	99,095
Local and Other	380,038	408,830	28,792
Total Revenues	2,204,090	2,288,336	84,246
<b>Expenses:</b>			
Instruction	1,259,798	1,277,379	17,581
Instructional Staff Training	-	108	108
Board	65,396	82,730	17,334
General Administration	27,820	28,717	897
School Administration	427,442	445,082	17,640
Fiscal Services	19,353	3,193	(16,160)
Student Transportation	61,115	72,959	11,844
Operation of Plant	85,659	84,467	(1,192)
Debt Service - Interest	86,320	94,179	7,859
Unallocated Depreciation/Amortization	101,588	115,390	13,802
Total Expenses	2,134,491	2,204,204	69,713
<b>Increase/(Decrease) in Net Position</b>	<b>\$ 69,599</b>	<b>\$ 84,132</b>	<b>\$ 14,533</b>

The largest revenue source for the School is the State of Florida (72%). Revenues from State sources for current operations are primarily received through the Florida Education Finance Program (FEFP) funding formula. The FEFP formula utilizes student enrollment data to determine the funds available for the School.

The largest concentration of expenses is in the Instructional related functions (58%).

**GULF COAST ACADEMY OF SCIENCE AND TECHNOLOGY, INC.**  
*A Charter School and component unit of the District School Board of Hernando County, Florida*

**MANAGEMENT'S DISCUSSION AND ANALYSIS - (Unaudited)**

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**FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS**

**Governmental Funds**

As the School completed the year, its governmental funds reported a combined fund balance of \$419,392.

**BUDGETARY HIGHLIGHTS**

The budgets for each fund for the fiscal year ended June 30, 2023, were developed based on the School's anticipated revenues and expenditures, the expected student population for the school year, and Federal grant programs for the school year. For the fiscal year ended June 30, 2023, the actual expenditures were equal to the final budget. Refer to the Budgetary Comparison Schedule for additional information.

**CAPITAL ASSETS**

The School's investment in capital assets for its governmental activities as of June 30, 2023, amounts to \$1,436,179 (net of accumulated depreciation/amortization). This investment in capital assets includes furniture, fixtures, and equipment, motor vehicles and the leased School facility. Additional information regarding the School's capital assets can be found in the notes to the financial statements.

**DEBT**

The School has two loans for the purchases of buses in the 2017-18 fiscal year and the 2020-21 fiscal year. In addition, the School has entered into a long-term lease for its School facility through June 30, 2035. This lease has been reported as long-term debt under guidance from GASB 87 in the original amount of \$1,418,462. The long-term lease liability ends June 30, 2035. Additional information regarding the line of credit can be found in the notes to the financial statements.

**REQUESTS FOR INFORMATION**

This financial report is designed to provide a general overview of the Gulf Coast Academy of Science and Technology, Inc.'s finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Director, Gulf Coast Academy of Science and Technology, Inc., 2139 Deborah Drive, Spring Hill, Florida 34609.

**GULF COAST ACADEMY OF SCIENCE & TECHNOLOGY, INC.**  
**A CHARTER SCHOOL AND COMPONENT UNIT OF THE**  
**DISTRICT SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**

**STATEMENT OF NET POSITION**

*June 30, 2023*

	<u>Government Activities</u>
<b>ASSETS</b>	
Cash & Cash Equivalents	\$ 399,227
Due From Other Agencies	47,235
Prepaid Items & Deposits	6,879
Capital Assets:	
Leased Asset-Building, Net	1,280,934
Furniture, Fixtures, and Equipment, Net	95,475
Motor Vehicles, Net	59,770
Total Capital Assets	<u>1,436,179</u>
<b>TOTAL ASSETS</b>	<u><u>1,889,520</u></u>
<b>LIABILITIES</b>	
Accounts Payable	33,949
Noncurrent Liabilities:	
Due Within One Year:	
Notes Payable	20,789
Long-term Lease Payable	75,189
Due After One Year:	
Notes Payable	19,463
Long-term Lease Payable	<u>1,205,745</u>
<b>TOTAL LIABILITIES</b>	<u><u>1,355,135</u></u>
<b>NET POSITION</b>	
Net Investment in Capital Assets	114,993
Unrestricted	<u>419,392</u>
<b>TOTAL NET POSITION</b>	<u><u>\$ 534,385</u></u>

The accompanying notes to the financial statements are an integral part of this statement.

**GULF COAST ACADEMY OF SCIENCE & TECHNOLOGY, INC.**  
**A CHARTER SCHOOL AND COMPONENT UNIT OF THE**  
**DISTRICT SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**

**STATEMENT OF ACTIVITIES**  
*For the Fiscal Year Ended June 30, 2023*

		Program Revenues			Net (Expenses) Revenue and Changes Net Position
	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities
Governmental Activities:					
Instruction	\$ 1,277,379	\$ 269,723	\$ 216,847	\$ -	\$ (790,809)
Instructional Staff Training	108		-		(108)
Board	82,730		-		(82,730)
General Administration	28,717		-		(28,717)
School Administration	445,082		-		(445,082)
Fiscal Services	3,193		-		(3,193)
Student Transportation	72,959		-		(72,959)
Operation of Plant	84,467		-		(84,467)
Debt Service - Interest	94,179		-		(94,179)
Unallocated Depreciation/Amortization	115,390		-		(115,390)
Total Governmental Activities	<u>\$ 2,204,204</u>	<u>\$ 269,723</u>	<u>\$ 216,847</u>	<u>\$ -</u>	<u>(1,717,634)</u>
General Revenue					
State Sources					1,655,866
Local and Other					139,107
Grants and Contributions not Restricted to Specific Program					6,793
Total General Revenues					<u>1,801,766</u>
Change in Net Position					84,132
Net Position - July 1, 2022					450,253
Net Position - June 30, 2023					<u>\$ 534,385</u>

The accompanying notes to the financial statements are an integral part of this statement.



**GULF COAST ACADEMY OF SCIENCE & TECHNOLOGY, INC.**  
**A CHARTER SCHOOL AND COMPONENT UNIT OF THE**  
**DISTRICT SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**

**BALANCE SHEET - GOVERNMENTAL FUNDS**  
*June 30, 2023*

	General Fund	Special Revenue Fund	Capital Projects Fund	Total Governmental Funds
<b>ASSETS</b>				
Cash & Cash Equivalents	\$ 399,227	\$ -	\$ -	\$ 399,227
Due From Other Agencies	47,235	-	-	47,235
Prepaid Items & Deposits	6,879	-	-	6,879
Total Assets	<u>\$ 453,341</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 453,341</u>
<b>LIABILITIES</b>				
Accounts Payable	\$ 33,949	-	-	\$ 33,949
Total Liabilities	<u>33,949</u>	<u>-</u>	<u>-</u>	<u>33,949</u>
<b>FUND BALANCES</b>				
Nonspendable	6,879	-	-	6,879
Unassigned	412,513	-	-	412,513
Total Fund Balances	<u>419,392</u>	<u>-</u>	<u>-</u>	<u>419,392</u>
Total Liabilities and Fund Balances	<u>\$ 453,341</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 453,341</u>

The accompanying notes to the financial statements are an integral part of this statement.

**GULF COAST ACADEMY OF SCIENCE & TECHNOLOGY, INC.**  
**A CHARTER SCHOOL AND COMPONENT UNIT OF THE**  
**DISTRICT SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**

**RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET**  
**TO THE STATEMENT OF NET POSITION**

*June 30, 2023*

<b>Total Fund Balances - Governmental Funds</b>	\$	419,392
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Amounts reported for governmental activities in the statement of net position are different because:

Capital assets, net of accumulated depreciation, used in governmental activities are not financial resources and therefore, are not reported as assets in governmental funds.		1,436,179
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Long-term liabilities are not due and payable in the current period and therefore, are not reported as liabilities in the governmental funds.

Long-Term Lease Payable	(1,280,934)	
Notes Payable	(40,252)	(1,321,186)

<b>Total Net Position - Governmental Activities</b>	\$	<u>534,385</u>
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The accompanying notes to financial statements are an integral part of this statement.

**GULF COAST ACADEMY OF SCIENCE & TECHNOLOGY, INC.**  
**A CHARTER SCHOOL AND COMPONENT UNIT OF THE**  
**DISTRICT SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**

**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES**  
**IN FUND BALANCES - GOVERNMENTAL FUNDS**  
*For the Fiscal Year Ended June 30, 2023*

	General Fund	Special Revenue Fund	Capital Projects Fund	Total Governmental Funds
<b>Revenues</b>				
Intergovernmental:				
Federal Through State and Local	\$ 6,793	\$ 216,847	\$ -	\$ 223,640
State	1,541,869	-	113,997	1,655,866
Local and Other	408,830	-	-	408,830
Total Revenues	<u>1,957,492</u>	<u>216,847</u>	<u>113,997</u>	<u>2,288,336</u>
<b>Expenditures</b>				
Current - Education:				
Instruction	1,151,880	125,499	-	1,277,379
Instructional Staff Training	108	-	-	108
Board	82,730	-	-	82,730
General Administration	28,717	-	-	28,717
School Administration	445,082	-	-	445,082
Fiscal Services	3,193	-	-	3,193
Student Transportation	72,959	-	-	72,959
Operation of Plant	84,467	-	-	84,467
Fixed Capital Outlay:				
Other Capital Outlay	-	91,348	-	91,348
Debt Service:				
Principal	104,143	-	-	104,143
Interest	94,179	-	-	94,179
Total Expenditures	<u>2,067,458</u>	<u>216,847</u>	<u>-</u>	<u>2,284,305</u>
Excess/(Deficiency) of Revenues				
Over Expenditures	<u>(109,966)</u>	<u>-</u>	<u>113,997</u>	<u>4,031</u>
Other Financing Sources/(Uses):				
Inception of Long-term Lease	-	-	-	-
Transfers In/(Out)	113,997	-	(113,997)	-
Total Other Financing Sources/(Uses)	<u>113,997</u>	<u>-</u>	<u>(113,997)</u>	<u>-</u>
Net Change in Fund Balances	4,031	-	-	4,031
Fund Balances, July 1, 2022	415,361	-	-	415,361
Fund Balances, June 30, 2023	<u>\$ 419,392</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 419,392</u>

The accompanying notes to financial statements are an integral part of this statement.

**GULF COAST ACADEMY OF SCIENCE & TECHNOLOGY, INC.**  
**A CHARTER SCHOOL AND COMPONENT UNIT OF THE**  
**DISTRICT SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**

**RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF**  
**REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES**  
**TO THE STATEMENT OF ACTIVITIES**  
*For the Fiscal Year Ended June 30, 2023*

<b>Net Change in Fund Balances - Governmental Funds</b>	<b>\$</b>	<b>4,031</b>
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Amounts reported for governmental activities in the statement of activities  
are different because:

Capital outlays are reported in governmental funds as expenditures.

However, in the statement of activities, the cost of those assets is  
allocated over their estimated useful lives as depreciation expense.

Capital Outlays	91,348		
Depreciation/Amortization Expense	<u>(115,390)</u>		(24,042)

The repayment of principal of long-term debt is an expenditure in  
the governmental funds, but the repayment reduces long-term  
debt in the statement of net position.

	<u>104,143</u>	
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<b>Change in Net Position - Governmental Activities</b>	<b>\$</b>	<b><u>84,132</u></b>
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The accompanying notes to the financial statements are an integral part of this statement.

**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2023**

**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

➤ **Reporting Entity**

Gulf Coast Academy of Science and Technology, Inc. ("School") is a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the Board of Directors, which is comprised of not less than three members.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter of the sponsoring school district, the District School Board of Hernando County, Florida, ("District"). The current charter has been renewed and is effective until June 30, 2033, and is subject to annual review and may be renewed by mutual agreement between the School and the District. At the end of the term of the charter, the District may choose not to renew the charter under grounds specified in the charter. In this case, the District is required to notify the school in writing at least 90 days prior to the charter's expiration. During the term of the charter, the District may also terminate the charter if good cause is shown. In the event of termination of the charter, the District shall assume operation of the School. The School is considered a component unit of the District; therefore, for financial reporting purposes, the School is required to follow generally accepted accounting principles applicable to state and local governmental units.

Criteria for determining if other entities are potential component units which should be reported within the School's basic financial statements are identified and described in the Governmental Accounting Standards Board's (GASB) *Codification of Governmental Accounting and Financial Reporting Standards*, Sections 2100 and 2600. The application of these criteria provides for identification of any entities for which the School is financially accountable and other organizations for which the nature and significance of their relationship with the School are such that exclusion would cause the School's basic financial statements to be misleading or incomplete. Based on these criteria, no component units are included within the reporting entity of the School.

➤ **Basis of Presentation**

**Government-wide Financial Statements** - Government-wide financial statements, including the statement of net position and the statement of activities, present information about the School as a whole.

Government-wide financial statements are prepared using the economic resources measurement focus. The statement of activities presents a comparison between direct expenses and program revenues for each function or program of the School's governmental activities. Direct expenses are those that are specifically associated with a service, program, or department and are thereby clearly identifiable to a particular function.

**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2023**

Program revenues include charges paid by the recipient of the goods or services offered by the program and grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues. The comparison of direct expenses with program revenues identifies the extent to which each governmental function is self-financing or draws from the general revenues of the School.

Fund Financial Statements - Fund financial statements report detailed information about the School in the governmental funds. The focus of governmental fund financial statements is on major funds rather than reporting funds by type. Each major fund is reported in a separate column. Because the focus of governmental fund financial statements differs from the focus of government-wide financial statements, a reconciliation is presented with each of the governmental fund financial statements.

The School's major governmental funds are as follows:

- General Fund – to account for all financial resources not required to be accounted for in another fund, and for certain revenues from the State that are legally restricted to be expended for specific current operating purposes.
- Special Revenue Fund – to account for federal grant programs.
- Capital Projects Fund – to account for financial resources that are restricted, committed or assigned to expenditures for capital outlays.

➤ **Basis of Accounting**

Basis of accounting refers to when revenues and expenditures, or expenses, are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurements made, regardless of the measurement focus applied.

The government-wide financial statements are prepared using the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when a liability is incurred, regardless of the timing of the related cash flows. Revenues from grants, entitlements, and donations are recognized in the fiscal year in which all eligibility requirements imposed by the provider have been satisfied.

Governmental fund financial statements are prepared using the modified accrual basis of accounting. Revenues, except for certain grant revenues, are recognized when they become measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 30 days of the end of the current fiscal year. When grant terms provide that the expenditure of resources is the prime factor for determining eligibility for Federal, State, and other grant resources, revenue is recognized at the time the expenditure is made. Under the modified accrual basis

**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2023**

of accounting, expenditures are generally recognized when the related fund liability is incurred, except for principal and interest on long-term debt, claims and judgments, and compensated absences, which are recognized when due. Allocations of cost, such as depreciation, are not recognized in governmental funds.

➤ **Cash and Cash Equivalents**

The School's cash and cash equivalents are considered to be cash on hand, demand deposits, and short term liquid investments with original maturities of 3 months or less from the date of acquisition.

Cash deposits are held by banks qualified as public depositories under Florida law, which complies with the provisions of Section 218.415(23), Florida Statutes. All deposits are insured by Federal depository insurance, up to specified limits, or collateralized with securities held in Florida's multiple financial institution collateral pool as required by Chapter 280, Florida Statutes.

➤ **Capital Assets**

Expenditures for capital assets acquired or constructed for general School purposes are reported in the governmental fund that financed the acquisition or construction. The capital assets so acquired are reported at cost in the government-wide statement of net position but are not reported in the governmental fund financial statements. Capital assets are defined by the School as those costing more than \$750. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated assets are recorded at fair value at the date of donation.

Capital assets are depreciated/amortized using the straight-line method over the following estimated useful lives:

<u>Description</u>	<u>Estimated Lives</u>
Leased Asset - Building	15 years
Furniture, Fixtures and Equipment	3 - 5 years
Motor Vehicles	5 years

➤ **Long-term Debt**

Long-term obligations that will be financed by resources to be received in the future by the general fund are reported in the government-wide financial statements, not in the general fund. Current-year information relative to changes in long-term debt is described in a subsequent note.

➤ **Deferred Outflows/Inflows of Resources**

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period(s) and so will *not* be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category.

**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2023**

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period(s) and so will *not* be recognized as an inflow of resources (revenue) until then. The School does not have any items that qualify for reporting in this category.

➤ **Net Position and Fund Balance Classification**

*Government-wide Financial Statements*

Net Position are classified and reported in three components:

- Net Investment in Capital Assets – consists of capital assets, net of accumulated depreciation, and reduced by the outstanding balances of any borrowings that are attributed to the acquisition or improvement of those assets.
- Restricted Net Position – consists of net position with constraints placed on their use either by external groups such as creditors, contributors, or laws or regulations of other governments.
- Unrestricted Net Position – all other net position that does not meet the definition of “restricted” or “net investment in capital assets.”

*Fund Financial Statements*

GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions*, defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be reported within one of the following fund balance categories:

- Nonspendable – fund balance associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed or assigned). All nonspendable fund balances at year end relate to assets that are in nonspendable form.
- Restricted – fund balance that can be spent only for the specific purposes stipulated by the constitution, external resource providers, or through enabling legislation.
- Committed – fund balance that can be used only for the specific purposes determined by a formal action of the School’s Board of Governance.
- Assigned – fund balance that is intended to be used by the School’s management for specific purposes but does not meet the criteria to be classified as restricted or committed.
- Unassigned – fund balance that is the residual amount for the School’s general fund and includes all spendable amounts not contained in the other classifications.



**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2023**

➤ **Order of Fund Balance Spending Policy**

The School's policy is to apply expenditures against nonspendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year. First, nonspendable fund balances are determined. Then restricted fund balances for specific purposes are determined (not including nonspendable amounts). Any remaining fund balance amounts for the non-general funds are to be classified as restricted fund balance. It is possible for the non-general funds to be classified as restricted fund balance. It is possible for the non-general funds to have negative unassigned fund balance when nonspendable amounts plus the amount of restricted fund balances for specific purposes exceed the positive fund balance for non-general fund.

➤ **Revenue Sources**

Revenues for current operations are received primarily from the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33(17), Florida Statutes, the School reports the number of full-time equivalent students and related data to the District.

Under provisions of Section 1011.62, Florida Statutes, the District reports the number of full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the Florida Education Finance Program (FEFP). Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent (FTE) students reported by the School during designated full-time equivalent student survey periods. The Department may also adjust subsequent fiscal period allocations based upon an audit of the School's compliance in determining and reporting FTE and related data. Normally, such adjustments are treated as reductions or additions of revenue in the year when the adjustments are made.

The basic amount of funding through the FEFP under Section 1011.62 is the product of the (1) unweighted FTE, multiplied by (2) the cost factor for each program, multiplied by (3) the base student allocation established by the legislature. Additional funds for exceptional students who do not have a matrix of services are provided through the guaranteed allocation designated in Section 1011.62(1)(e)2., Florida Statutes. For the fiscal year ended June 30, 2023, the School reported 210.86 unweighted FTE and 210.86 weighted FTE.

FEFP funding may also be adjusted as a result of subsequent FTE audits conducted by the Florida Auditor General pursuant to Section 1010.305, Florida Statutes, and Rule 6A-1.0453, Florida Administrative Code (FAC). Schools are required to maintain the following documentation for three years or until the completion of an FTE audit:

- Attendance and membership documentation (Rule 6A-1.044, FAC).

**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2023**

- Teacher certificates and other certification documentation (Rule 6A-1.0503, FAC).
- Documentation for instructors teaching out-of-field (Rule 6A-1.0503, FAC).
- Procedural safeguards for weighted programs (Rule 6A-6.03411, FAC).
- Evaluation and planning documents for weighted programs (Section 1010.305, Florida Statutes, and Rule 6A-6.03411, FAC).

The School receives Federal or state awards for the enhancement of various educational programs. This assistance is generally received based on applications submitted to and approved by various granting agencies. For Federal or state awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred.

The School receives state funds through the District under charter school capital outlay funding pursuant to Section 1013.62, Florida Statutes. Funds are based upon a capital outlay plan submitted to the District and are to be used for lease, rent or construction of school facilities. The School also receives funding through donations and fundraising efforts, school lunch sales and local property tax collections.

The School follows the policy of applying restricted resources prior to applying unrestricted resources when an expense is incurred for purposes for which both restricted and unrestricted assets are available.

➤ **Income Tax**

The School is exempt from Federal tax under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been included in the accompanying financial statements. Additionally, no uncertain tax positions have been made requiring disclosure in the related note to financial statements. The School's income tax returns for the past three years are subject to examination by tax authorities and may change upon examination.

➤ **Use of Estimates**

In preparing the financial statements in conformity with generally accepted accounting principles in the United States (GAAP) management is required to make estimates and assumptions that affect the reported amounts of assets and liabilities as of the date of the statement of Net Position and affect revenues and expenditures for the period presented. Actual results could differ from those estimates.

**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2023**

➤ **Subsequent Events**

Management has evaluated all events subsequent to the balance sheet date and through the report date, which is the date these financial statements were available to be issued. Management determined there are no subsequent events which require disclosure.

**2. CASH DEPOSITS**

*Custodial Credit Risk – Deposits.* In the case of deposits, this is the risk that in the event of a bank failure, the School's deposits may not be returned to the School. The School does not have a custodial credit risk policy. All cash deposits are held in banks that qualify as public depositories under Florida law. All such deposits are insured by Federal depository insurance and/or collateralized with securities held in Florida's multiple financial institution collateral pool as required by Chapter 280, Florida Statutes.

**3. DUE FROM OTHER AGENCY**

The Due From Other Agency reported in the accompanying statement of Net Position and Balance Sheet – Governmental Funds represents expenses paid on behalf of Gulf Coast Academy Elementary School (a related party under the same charter-holder). This receivable is considered to be fully collectible and as such, no uncollectible allowance has been accrued.

**4. CHANGES IN CAPITAL ASSETS**

Changes in capital assets are presented in the table below:

	Beginning Balance	Additions	Deletions	Ending Balance
<u>Governmental Activities:</u>				
Furniture, Fixtures and Equipment	\$ 148,063	\$ 91,348	\$ -	\$ 239,411
Motor Vehicles	172,336	-	-	172,336
Leased Asset-Building	1,418,462	-		1,418,462
Total Capital Assets	<u>1,738,861</u>	<u>91,348</u>	<u>-</u>	<u>1,830,209</u>
Less Accumulated Depreciation/Amortization for:				
Furniture, Fixtures and Equipment	(128,555)	(15,381)	-	(143,936)
Motor Vehicles	(83,378)	(29,188)	-	(112,566)
Leased Asset-Building	(66,707)	(70,821)		(137,528)
Total Accumulated Depreciation/Amortization	<u>(278,640)</u>	<u>(115,390)</u>	<u>-</u>	<u>(394,030)</u>
Governmental Activities Capital Assets, net	<u>\$ 1,460,221</u>	<u>\$ (24,042)</u>	<u>\$ -</u>	<u>\$ 1,436,179</u>

All depreciation/amortization expense was shown as unallocated on the Statement of Activities.

**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2023**

**5. NOTES PAYABLE**

Notes payable consist of the following:

	Balance at 6-30-23
<u>Wells Fargo</u>	
\$92,394 borrowed on 10-21-17 to purchase a bus. Interest rate of 5.65%. Payments are to be made in 72 equal installments of \$1,516 beginning 10-21-17.	\$ 4,504
<u>Santander Bank</u>	
\$79,942 borrowed on 8/15/20 to purchase a bus. Interest rate of 2.251%. Payments are to be made in 60 equal installments of \$1,410 beginning 9-15-20.	35,748
Total Notes Payable	<u>\$ 40,252</u>

Future amounts payable for notes payable follows:

Fiscal Year	Total	Principal	Interest
Ending June 30			
2024	\$ 21,469	\$ 20,789	\$ 680
2025	16,920	16,653	267
2026	2,818	2,810	8
Total	<u>\$ 41,207</u>	<u>\$ 40,252</u>	<u>\$ 955</u>

**6. LONG-TERM LEASE LIABILITY - (RELATED PARTY)**

The School leases its educational facility under a 15 year noncancelable lease beginning July 1, 2020, with the Gulf Coast Academy of Science and Technology Education Foundation, Inc. (Foundation), a related party. The Foundation's board of directors is the same as the School's board of directors. This lease is payable in monthly installments of \$15,000. The fair value of the leased asset is \$1,418,462. Amortization of the leased asset recorded under this lease is included with depreciation expense in the accompanying financial statements.

**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2023**

Future minimum lease payments and the present value of the minimum lease payments as of June 30 are as follows:

Fiscal Year Ending June 30	Total	Principal	Interest
2024	\$ 150,000	\$ 75,189	\$ 74,811
2025	150,000	79,827	70,173
2026	150,000	84,750	65,250
2027	150,000	89,978	60,022
2028	150,000	95,527	54,473
2029-2033	750,000	573,627	176,373
2034-2036	300,000	282,036	17,964
Total	<u>\$ 1,800,000</u>	<u>\$ 1,280,934</u>	<u>\$ 519,066</u>

The imputed interest rate is 6 percent.

**7. CHANGES IN LONG-TERM LIABILITIES**

The following is a summary of changes in long-term liabilities:

	Beginning Balance	Additions	Deductions	Ending Balance	Due in One Year
GOVERNMENTAL ACTIVITIES:					
Notes Payable	\$ 73,574	\$ -	\$ (33,322)	\$ 40,252	\$ 20,789
Lease Payable	1,351,755	-	(70,821)	1,280,934	75,189
Total Governmental Activities	<u>\$ 1,425,329</u>	<u>\$ -</u>	<u>\$(104,143)</u>	<u>\$ 1,321,186</u>	<u>\$ 95,978</u>

**8. SCHEDULE OF STATE REVENUE SOURCES**

The following is a schedule of the School's State revenue:

Source	Amount
Florida Education Finance Program	\$ 1,300,693
Categorical Programs:	
Class Size Reduction	184,894
School Recognition	39,539
Charter School Capital Outlay	113,997
Miscellaneous	16,743
Total State Revenue	<u>\$ 1,655,866</u>

As provided in the charter school contract, the District has charged the School an administrative fee equal to \$27,717.

**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2023**

**9. INTERFUND TRANSFERS**

The Capital Projects Fund transferred \$113,997 to the General Fund for the payment of the School's facility lease. The amounts of interfund transfers are netted together and not reported in the statement of net position or the statement of activities.

**10. RISK MANAGEMENT PROGRAMS**

The School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; and natural disasters for which the School carries commercial insurance. There have been no significant reductions in insurance coverage and settlement amounts have not exceeded insurance coverage for the current year or the three prior years.

**11. PENSION PLAN**

The School participates in a defined contribution tax sheltered annuity SIMPLE plan under IRS regulation Section 408(p) plan. Eligible employees are allowed to contribute to the plan and the School is obligated to match the employee's contribution up to 3 percent of their annual salary. Contributions are directed to individual employee's accounts, and the individual employees allocate contributions and account balances among various available investment choices, therefore, the School has no liability for the administration or payments of benefits of the plan, and accordingly, the present value of the related benefits is not reflected in these financial statements. The rate of contribution is set annually by the School's Board of Directors.

**12. COMMITMENTS AND CONTINGENT LIABILITIES**

The School participates in state grant programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies, therefore, to the extent that the School has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectibility of any related receivables at June 30, 2023, may be impaired.

In the opinion of the School, there are no significant liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

**13. LEGAL MATTERS**

In the normal course of conducting its operations, the School occasionally becomes party to various legal actions and proceedings. In the opinion of management, the ultimate resolution of such legal matters will not have a significant adverse effect on the accompanying financial statement

**GULF COAST ACADEMY OF SCIENCE & TECHNOLOGY, INC.**  
**A CHARTER SCHOOL AND COMPONENT UNIT OF THE**  
**DISTRICT SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**

**REQUIRED SUPPLEMENTARY INFORMATION**  
**BUDGETARY COMPARISON SCHEDULE - GENERAL FUND AND SPECIAL REVENUE FUND (UNAUDITED)**  
*For the Fiscal Year Ended June 30, 2023*

	General Fund				Special Revenue Fund			
	Original Budget	Final Budget	Actual	Variance with Final Budget - Positive (Negative)	Original Budget	Original/Final Budget	Actual	Variance with Final Budget - Positive (Negative)
<b>Revenues:</b>								
Intergovernmental:								
Federal Through State and Local	\$ -	\$ 6,793	\$ 6,793	\$ -	\$ 247,500	\$ 216,847	\$ 216,847	\$ -
State	1,443,927	1,541,869	1,541,869	-		-	-	-
Local and Other	380,038	408,830	408,830	-		-	-	-
Total Revenues	<u>1,823,965</u>	<u>1,957,492</u>	<u>1,957,492</u>	<u>-</u>	<u>247,500</u>	<u>216,847</u>	<u>216,847</u>	<u>-</u>
<b>Expenditures:</b>								
Current - Education:								
Instruction	1,088,055	1,151,880	1,151,880	-	177,500	125,499	125,499	-
Instructional Staff Training	-	108	108	-		-	-	-
Board	65,396	82,730	82,730	-	-	-	-	-
General Administration	27,820	28,717	28,717	-		-	-	-
School Administration	427,735	445,082	445,082	-	-	-	-	-
Fiscal Services	19,353	3,193	3,193	-		-	-	-
Student Transportation	61,084	72,959	72,959	-		-	-	-
Operation of Plant	83,723	84,467	84,467	-	20,000	-	-	-
Fixed Capital Outlay:								
Other Capital Outlay		-	-	-	50,000	91,348	91,348	-
Debt Service:								
Principal	70,000	104,143	104,143	-		-	-	-
Interest	55,000	94,179	94,179	-		-	-	-
Total Expenditures	<u>1,898,166</u>	<u>2,067,458</u>	<u>2,067,458</u>	<u>-</u>	<u>247,500</u>	<u>216,847</u>	<u>216,847</u>	<u>-</u>
Excess (Deficiency) of Revenues								
Over Expenditures	<u>(74,201)</u>	<u>(109,966)</u>	<u>(109,966)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Other Financing Sources (Uses):								
Transfers In/(Out)	112,843	113,997	113,997	-		-	-	-
Total Other Financing Sources (Uses)	<u>112,843</u>	<u>113,997</u>	<u>113,997</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Net Change in Fund Balance	<u>38,642</u>	<u>4,031</u>	<u>4,031</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Fund Balance, July 1, 2022	<u>415,361</u>	<u>415,361</u>	<u>415,361</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Fund Balance, June 30, 2023	<u>\$ 454,003</u>	<u>\$ 419,392</u>	<u>\$ 419,392</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

See Independent Auditor's Report

**NOTES TO REQUIRED SUPPLEMENTARY INFORMATION**  
**June 30, 2023**

**1. BUDGETARY BASIS OF ACCOUNTING**

Budgets are presented on the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g., salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g., instruction, pupil personnel services and school administration). Budgets may be amended by resolution at any Board meeting prior to the date for the annual report.



**Report on Internal Control Over Financial Reporting and on Compliance and Other  
Matters Based on an Audit of Financial Statements Performed in Accordance with  
*Governmental Auditing Standards***

**Independent Auditor's Report**

To the Board of Directors of the Gulf Coast Academy of Science and Technology, Inc.,  
a Charter School and Component Unit of the District  
School Board of Hernando County, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Gulf Coast Academy of Science and Technology, Inc. ("School"), a charter school and component unit of the District School Board of Hernando County, Florida, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated July 25, 2023.

**Report on Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

## **Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## **Purpose of This Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "King & Walker, CPAs". The signature is written in a cursive, flowing style.

July 25, 2023  
Tampa, Florida

Members:  
Florida Institute of CPAs  
American Institute of CPAs  
Government Audit Quality Center

2803 W. Busch Blvd Ste 106  
Tampa, FL 33618  
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**Management Letter as Required by Rules of the Florida Auditor General,  
Chapter 10.850, Florida Statutes, *Charter School Audits***

To the Board of Directors Gulf Coast Academy of Science and Technology, Inc.  
a Charter School and Component Unit of the  
District School Board of Hernando County, Florida

**Report on the Financial Statements**

We have audited the financial statements of the Gulf Coast Academy of Science and Technology, Inc (“School”), a Charter School and Component Unit of the District School Board of Hernando County, Florida, as of and for the fiscal year ended June 30, 2023, and have issued our report thereon dated July 25, 2023.

**Auditor’s Responsibility**

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States and Chapter 10.850, Rules of the Auditor General.

**Other Reporting Requirements**

We have issued our Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in those reports and schedule, which are dated July 25, 2023, should be considered in conjunction with this management letter.

**Prior Audit Findings**

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. There were no prior audit findings or recommendations.

**Official Title**

Section 10.854(1)(e)5., Rules of the Auditor General, requires that the name or official title of the entity and the school code assigned by the Florida Department of Education be disclosed in this management letter. The official title and the school code assigned by the Florida Department of Education of the entity are Gulf Coast Academy of Science and Technology, 274422.

## **Financial Condition and Management**

Sections 10.854(1)(e)2. and 10.855(11), Rules of the Auditor General, require us to apply appropriate procedures and communicate whether or not the Gulf Coast Academy of Science and Technology, Inc. has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and to identify the specific condition(s) met. In connection with our audit, we determined that the Gulf Coast Academy of Science and Technology, Inc. did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.854(1)(e)6.a. and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for the Gulf Coast Academy of Science and Technology, Inc.. It is management's responsibility to monitor the Gulf Coast Academy of Science and Technology, Inc.'s financial condition, and our financial condition assessment was based in part on representations made by management and review of financial information provided by same.

Section 10.854(1)(e)3., Rules of the Auditor General, requires that we communicate any recommendations to improve financial management. In connection with our audit, we did not have any such recommendations.

## **Transparency**

Sections 10.854(1)(e)7. and 10.855(13), Rules of the Auditor General, require us to apply appropriate procedures and communicate the results of our determination as to whether the Gulf Coast Academy of Science and Technology, Inc. maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that the Gulf Coast Academy of Science and Technology, Inc. maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

## **Additional Matters**

Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but which warrants the attention of those charged with governance. In connection with our audit, we did not have any such findings.

## **Purpose of this Letter**

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and the Florida House of Representatives, the Florida Auditor General, Federal and other granting agencies the Board of Directors, applicable management, and District School Board of Hernando County, Florida and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in black ink that reads "King & Walker, CPAs". The signature is written in a cursive, flowing style.

July 25, 2023  
Tampa, Florida

**A. Item Currently Budgeted -**

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

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

**B. Item Currently Not Budgeted -\*\***

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

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

**C. History**

Check one:

Prior Year Budget: ☐New for Current Year: ☐

Prior Year Approved Budget: \$

Prior Year Actual Spent: \$

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



# Hernando School District

## School Board Regular Meeting

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**Agenda Item # 19. 24-2002**

2/20/2024

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**Title and Board Action Requested**

Accept the Audit of Gulf Coast Elementary for Fiscal Year Ending June 30, 2023

**Executive Summary**

The Director of Finance, on behalf of the Superintendent of Schools hereby requests the Board accept the 2022-2023 Audit Report for Gulf Coast Elementary. In accordance with the charter school contract and Section 1002.33(9) (g), Florida Statutes, attached is the audit of Gulf Coast Elementary for fiscal year ending June 30, 2023. The audit was performed by the CPA firm, King & Walker, CPA's, PL.

**My Contact**

Joyce McIntyre  
Director of Finance  
352-797-7004 Ext.438

**2023-28 Strategic Focus Area**

Priority 4: Fiscal Stability and Capital Planning

**Financial Impact**

See attached budget sheet.

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

**GULF COAST ELEMENTARY  
SCHOOL, INC.**

A Charter School and Component Unit of the  
District School Board of Hernando County, Florida

**INDEPENDENT AUDITOR'S REPORT**

*for the fiscal year ended JUNE 30, 2023*

***King & Walker, CPAs, PL***

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*Certified Public Accountants*

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# GULF COAST ELEMENTARY SCHOOL, INC.

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### **Independent Auditor's Report**

To the Board of Directors of the Gulf Coast Elementary School, Inc.,  
a Charter School and Component Unit of the District  
School Board of Hernando County, Florida

#### **Report on the Audit of the Financial Statements**

##### ***Opinions***

We have audited the financial statements of the governmental activities and each major fund of the Gulf Coast Elementary School, Inc. ("School"), a charter school and component unit of the District School Board of Hernando County, Florida, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund information of the School, as of June 30, 2023, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

##### ***Basis for Opinions***

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards* (*Government Auditing Standards*), issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### ***Responsibilities of Management for the Financial Statements***

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

### ***Auditor's Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we

- exercise professional judgment and maintain professional skepticism throughout the audit.
- identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control–related matters that we identified during the audit.

### ***Required Supplementary Information***

Accounting principles generally accepted in the United States of America require that Management's Discussion and Analysis, the Budgetary Comparison Schedule, and Note to Required Supplementary Information, be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

### ***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report July 25, 2023, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

A handwritten signature in black ink that reads "King & Walker, CPAs". The signature is written in a cursive, flowing style.

July 25, 2023  
Tampa, Florida

## **GULF COAST ELEMENTARY SCHOOL, INC.**

*A Charter School and component unit of the District School Board of Hernando County, Florida*

### **MANAGEMENT'S DISCUSSION AND ANALYSIS - (Unaudited)**

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The Management's Discussion and Analysis (MD&A) section of the annual financial report of the Gulf Coast Elementary School, Inc. ("School") provides an overview of the School's activities for the fiscal year ended June 30, 2023.

Because the information contained in the MD&A is intended to highlight significant transactions, events, and conditions, it should be considered in conjunction with the School's financial statements and notes to financial statements found in the table of contents.

### **FINANCIAL HIGHLIGHTS**

- For the fiscal year ended June 30, 2023, the School's revenues exceeded expenses as shown on the School's statement of activities by \$183,737.
- As shown on the statement of net position, the School reported an unrestricted balance of \$301,722.

### **OVERVIEW OF THE FINANCIAL STATEMENTS**

The basic financial statements consist of three components:

- ✓ Government-wide financial statements
- ✓ Fund financial statements
- ✓ Notes to financial statements

### **Government-Wide Financial Statements**

The government-wide financial statements provide both short-term and long-term information about the School's overall financial condition in a manner similar to those of a private-sector business. The statements include a statement of net position and a statement of activities that are designed to provide consolidated financial information about the governmental activities of the School presented on the accrual basis of accounting. The statement of net position provides information about the government's financial position, its assets and liabilities, using an economic resources measurement focus. The difference between the assets and liabilities, the net position, is a measure of the financial health of the School. The statement of activities presents information about the change in the School's net position and the results of operations, during the fiscal year. An increase or decrease in net position is an indication of whether the School's financial health is improving or deteriorating. To assess the overall financial position of the School, one needs to consider additional non-financial factors such as changes in the School student base funding level.

## **GULF COAST ELEMENTARY SCHOOL, INC.**

*A Charter School and component unit of the District School Board of Hernando County, Florida*

### **MANAGEMENT'S DISCUSSION AND ANALYSIS - (Unaudited)**

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#### **Fund Financial Statements**

Fund financial statements are one of the components of the basic financial statements. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. Fund financial statements provide more detailed information about the School's financial activities, focusing on its most significant funds rather than fund types. This is in contrast to the entity-wide perspective contained in the government-wide financial statements.

Governmental Funds. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, the governmental funds utilize a spendable financial resources measurement focus rather than the economic resources measurement focus found in the government-wide financial statements. The financial resources measurement focus allows the governmental fund financial statements to provide information on near-term inflows and outflows of spendable resources as well as balances of spendable resources available at the end of the fiscal year.

The governmental fund financial statements provide a detailed short-term view that may be used to evaluate the School's near-term financing requirements. This short-term view is useful when compared to the long-term view presented as governmental activities in the government-wide financial statements. To facilitate this comparison, both the governmental funds balance sheet and the governmental funds statement of revenues, expenditures, and changes in fund balances provide a reconciliation of governmental fund to governmental activities.

The governmental funds balance sheet and statement of revenues, expenditures, and changes in fund balances provide detailed information about the School's most significant funds. The School operates the following funds; a General Fund to account for its general operations, a Special Revenue Fund to account for Federal grant programs, and a Capital Projects Fund to account for charter school capital outlay funds. For reporting purposes, the School has elected to show all funds as major funds.

The School adopts annual budgets for its governmental funds. A budgetary comparison schedule, as required, has been provided for the General Fund and Special Revenue Fund to demonstrate compliance with the budgets.

#### **Notes to Financial Statements**

The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund financial statements.

# **GULF COAST ELEMENTARY SCHOOL, INC.**

*A Charter School and component unit of the District School Board of Hernando County, Florida*

## **MANAGEMENT'S DISCUSSION AND ANALYSIS - (Unaudited)**

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### **GOVERNMENT-WIDE FINANCIAL ANALYSIS**

The following is a summary of the School's current year and prior year net position changes:

	Net Position, End of Year		
	Governmental Activities		
	6-30-22	6-30-23	Increase (Decrease)
<b>ASSETS</b>			
Current and Other Assets	\$ 421,219	\$ 360,505	\$ (60,714)
Capital Assets, Net	232,052	323,976	91,924
Total Assets	653,271	684,481	31,210
<b>LIABILITIES</b>			
Current Liabilities	127,561	58,783	(68,778)
Noncurrent Liabilities	182,161	98,412	(83,749)
Total Liabilities	309,722	157,195	(152,527)
<b>NET POSITION</b>			
Net Investment in Capital Assets	49,891	225,564	175,673
Unrestricted	293,658	301,722	8,064
Total Net Position	\$ 343,549	\$ 527,286	\$ 183,737

Current assets consist of cash and cash equivalents and prepaid items & deposits, and current liabilities consist of accounts payable and amounts due to a related charter school. Noncurrent liabilities consist of a long-term lease payable related to the School's educational facility. Total Net Position amounted to \$527,286 which included an Unrestricted Net Position balance of \$301,722.

## **GULF COAST ELEMENTARY SCHOOL, INC.**

*A Charter School and component unit of the District School Board of Hernando County, Florida*

### **MANAGEMENT'S DISCUSSION AND ANALYSIS - (Unaudited)**

The following is a summary of the School's change in net position for the current year and prior year:

	<b>Operating Results for the Year</b>		
	Governmental Activities		Increase (Decrease)
	6-30-22	6-30-23	
<b>Revenues:</b>			
Federal Through State and Local	\$ 207,110	\$ 365,410	\$ 158,300
State	783,097	859,288	76,191
Local and Other	128,815	178,140	49,325
Total Revenues	1,119,022	1,402,838	283,816
<b>Expenses:</b>			
Instruction	554,877	733,909	179,032
Board	34,152	25,349	(8,803)
General Administration	37,915	41,937	4,022
School Administration	204,294	223,589	19,295
Facilities Acquisition & Construction	578	2,199	1,621
Fiscal Services	4,066	2,395	(1,671)
Student Transportation	4,205	7,321	3,116
Operation of Plant	25,195	59,868	34,673
Debt Service - Interest	13,250	7,951	(5,299)
Unallocated Depreciation/Amortization	70,750	114,583	43,833
Total Expenses	949,282	1,219,101	269,819
<b>Increase/(Decrease) in Net Position</b>	<b>\$ 169,740</b>	<b>\$ 183,737</b>	<b>\$ 13,997</b>

The largest revenue source for the School is the State of Florida (61%). Revenues from State sources for current operations are primarily received through the Florida Education Finance Program (FEFP) funding formula. The FEFP formula utilizes student enrollment data to determine the funds available for the School.

The largest concentration of expenses is in the Instruction function (60%).



## **GULF COAST ELEMENTARY SCHOOL, INC.**

*A Charter School and component unit of the District School Board of Hernando County, Florida*

### **MANAGEMENT'S DISCUSSION AND ANALYSIS - (Unaudited)**

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#### **FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS**

##### **Governmental Funds**

As the School completed the year, its governmental funds reported a combined fund balance of \$301,722.

#### **BUDGETARY HIGHLIGHTS**

The budgets for each fund for the fiscal year ended June 30, 2023, were developed based on the School's anticipated revenues and expenditures, the expected student population for the school year, and Federal grant programs for the school year. For the fiscal year ended June 30, 2023, the actual expenditures were equal to the final budget. Refer to the Budgetary Comparison Schedule for additional information.

#### **CAPITAL ASSETS**

The School's investment in capital assets for its governmental activities as of June 30, 2023, amounts to \$323,976 (net of accumulated depreciation/amortization). This investment in capital assets includes furniture, fixtures, and equipment, improvements, and the leased educational facility. Additional information regarding the School's capital assets can be found in the notes to the financial statements.

#### **DEBT**

The School has entered into a long-term lease for its educational facility through June 30, 2025. This lease has been reported as long-term debt under guidance from GASB 87 in the original amount of \$252,911. The long-term lease liability ends June 30, 2024. Additional information regarding the long-term debt can be found in the notes to the financial statements.

#### **REQUESTS FOR INFORMATION**

This financial report is designed to provide a general overview of the Gulf Coast Elementary School, Inc.'s finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Director, Gulf Coast Elementary School, Inc., 2139 Deborah Drive, Spring Hill, Florida 34609.

**GULF COAST ELEMENTARY SCHOOL, INC.**  
**A CHARTER SCHOOL AND COMPONENT UNIT OF THE**  
**DISTRICT SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**

**STATEMENT OF NET POSITION**

*June 30, 2023*

	<u>Government Activities</u>
<b>ASSETS</b>	
Cash & Cash Equivalents	\$ 352,805
Prepaid Items & Deposits	7,700
Capital Assets:	
Improvements, Net	40,423
Assets Under Capital Lease, Net	98,412
Furniture, Fixtures, and Equipment, Net	77,690
Motor Vehicles, Net	107,451
Total Capital Assets	<u>323,976</u>
<b>TOTAL ASSETS</b>	<u><b>684,481</b></u>
<b>LIABILITIES</b>	
Accounts Payable	12,499
Due to Other Agencies	46,284
Noncurrent Liabilities:	
Due Within One Year:	
Long-term Lease Payable	98,412
Due After One Year:	
Long-term Lease Payable	<u>-</u>
<b>TOTAL LIABILITIES</b>	<u><b>157,195</b></u>
<b>NET POSITION</b>	
Net Investment in Capital Assets	225,564
Unrestricted	<u>301,722</u>
<b>TOTAL NET POSITION</b>	<u><b>\$ 527,286</b></u>

The accompanying notes to the financial statements are an integral part of this statement.

**GULF COAST ELEMENTARY SCHOOL, INC.**  
**A CHARTER SCHOOL AND COMPONENT UNIT OF THE**  
**DISTRICT SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**

**STATEMENT OF ACTIVITIES**  
*For the Fiscal Year Ended June 30, 2023*

		Program Revenues			Net (Expenses) Revenue and Changes Net Position
	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities
Governmental Activities:					
Instruction	\$ 733,909	\$ 99,352	\$ 298,643	\$ -	\$ (335,914)
Board	25,349		-		(25,349)
General Administration	41,937		1,882		(40,055)
School Administration	223,589		43,885		(179,704)
Facilities Acquisition & Construction	2,199		-	58,415	56,216
Fiscal Services	2,395		-		(2,395)
Student Transportation	7,321		-		(7,321)
Operation of Plant	59,868		21,000		(38,868)
Debt Service - Interest	7,951		-		(7,951)
Unallocated Depreciation/Amortization	114,583		-		(114,583)
Total Governmental Activities	<u>\$ 1,219,101</u>	<u>\$ 99,352</u>	<u>\$ 365,410</u>	<u>\$ 58,415</u>	<u>(695,924)</u>
General Revenue					
State Sources					800,873
Local and Other					78,788
Total General Revenues					<u>879,661</u>
Change in Net Position					183,737
Net Position - July 1, 2022					<u>343,549</u>
Net Position - June 30, 2023					<u>\$ 527,286</u>

The accompanying notes to the financial statements are an integral part of this statement.

**GULF COAST ELEMENTARY SCHOOL, INC.**  
**A CHARTER SCHOOL AND COMPONENT UNIT OF THE**  
**DISTRICT SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**

**BALANCE SHEET - GOVERNMENTAL FUNDS**

*June 30, 2023*

	<u>General Fund</u>	<u>Special Revenue Fund</u>	<u>Capital Projects Fund</u>	<u>Total Governmental Funds</u>
<b>ASSETS</b>				
Cash & Cash Equivalents	\$ 352,805	\$ -	\$ -	\$ 352,805
Prepaid Items & Deposits	7,700	-	-	7,700
Total Assets	<u>\$ 360,505</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 360,505</u>
<b>LIABILITIES</b>				
Accounts Payable	\$ 12,499	\$ -	\$ -	\$ 12,499
Due to Other Agencies	46,284	-	-	46,284
Total Liabilities	<u>58,783</u>	<u>-</u>	<u>-</u>	<u>58,783</u>
<b>FUND BALANCES</b>				
Nonspendable	7,700	-	-	7,700
Unassigned	294,022	-	-	294,022
Total Fund Balances	<u>301,722</u>	<u>-</u>	<u>-</u>	<u>301,722</u>
Total Liabilities and Fund Balances	<u>\$ 360,505</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 360,505</u>

The accompanying notes to the financial statements are an integral part of this statement.

**GULF COAST ELEMENTARY SCHOOL, INC.**  
**A CHARTER SCHOOL AND COMPONENT UNIT OF THE**  
**DISTRICT SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**

**RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET**  
**TO THE STATEMENT OF NET POSITION**  
*June 30, 2023*

<b>Total Fund Balances - Governmental Funds</b>		\$ 301,722
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets, net of accumulated depreciation, used in governmental activities are not financial resources and therefore, are not reported as assets in governmental funds.		323,976
Long-term liabilities are not due and payable in the current period and therefore, are not reported as liabilities in the governmental funds.		
Long-term Lease Payable	<u>(98,412)</u>	<u>(98,412)</u>
<b>Total Net Position - Governmental Activities</b>		<u><u>\$ 527,286</u></u>

The accompanying notes to financial statements are an integral part of this statement.

**GULF COAST ELEMENTARY SCHOOL, INC.**  
**A CHARTER SCHOOL AND COMPONENT UNIT OF THE**  
**DISTRICT SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**

**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES**  
**IN FUND BALANCES - GOVERNMENTAL FUNDS**  
*For the Fiscal Year Ended June 30, 2023*

	General Fund	Special Revenue Fund	Capital Projects Fund	Debt Service Fund	Total Governmental Funds
<b>Revenues</b>					
Intergovernmental:					
Federal Through State and Local	\$ -	\$ 365,410	\$ -	\$ -	\$ 365,410
State	800,873	-	58,415	-	859,288
Local and Other	178,140	-	-	-	178,140
Total Revenues	<u>979,013</u>	<u>365,410</u>	<u>58,415</u>	<u>-</u>	<u>1,402,838</u>
<b>Expenditures</b>					
Current - Education:					
Instruction	489,790	244,119	-	-	733,909
Board	25,349	-	-	-	25,349
General Administration	40,055	1,882	-	-	41,937
School Administration	179,704	43,885	-	-	223,589
Facilities Acquisition & Construction	2,199	-	-	-	2,199
Fiscal Services	2,395	-	-	-	2,395
Student Transportation	7,321	-	-	-	7,321
Operation of Plant	38,868	21,000	-	-	59,868
Fixed Capital Outlay:					
Other Capital Outlay	151,983	54,524	-	-	206,507
Debt Service:					
Principal	83,749	-	-	-	83,749
Interest	7,951	-	-	-	7,951
Total Expenditures	<u>1,029,364</u>	<u>365,410</u>	<u>-</u>	<u>-</u>	<u>1,394,774</u>
Excess/(Deficiency) of Revenues					
Over Expenditures	<u>(50,351)</u>	<u>-</u>	<u>58,415</u>	<u>-</u>	<u>8,064</u>
Other Financing Sources (Uses):					
Transfers In/(Out)	<u>58,415</u>	<u>-</u>	<u>(58,415)</u>	<u>-</u>	<u>-</u>
Total Other Financing Sources (Uses)	<u>58,415</u>	<u>-</u>	<u>(58,415)</u>	<u>-</u>	<u>-</u>
Net Change in Fund Balances	8,064	-	-	-	8,064
Fund Balances, July 1, 2022	<u>293,658</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>293,658</u>
Fund Balances, June 30, 2023	<u>\$ 301,722</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 301,722</u>

The accompanying notes to financial statements are an integral part of this statement.

**GULF COAST ELEMENTARY SCHOOL, INC.**  
**A CHARTER SCHOOL AND COMPONENT UNIT OF THE**  
**DISTRICT SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**

**RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF**  
**REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES**  
**TO THE STATEMENT OF ACTIVITIES**  
*For the Fiscal Year Ended June 30, 2023*

<b>Net Change in Fund Balances - Governmental Funds</b>	\$	8,064
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Amounts reported for governmental activities in the statement of activities  
are different because:

Capital outlays are reported in governmental funds as expenditures.  
However, in the statement of activities, the cost of those assets is  
allocated over their estimated useful lives as depreciation expense.

Capital Outlays	206,507		
Depreciation/Amortization Expense	(114,583)		91,924

<b>Change in Net Position - Governmental Activities</b>	\$	<u>183,737</u>
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The accompanying notes to the financial statements are an integral part of this statement.

# **GULF COAST ELEMENTARY SCHOOL, INC.**

A Charter School and Component Unit of the District School Board of Hernando County, Florida

## **NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023**

### **1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

#### **➤ Reporting Entity**

Gulf Coast Elementary School, Inc. ("School") is a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the Board of Directors, which is comprised of not less than three members.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter of the sponsoring school district, the District School Board of Hernando County, Florida, ("District"). The current charter has been renewed and is effective until June 30, 2025, and is subject to annual review and may be renewed by mutual agreement between the School and the District. In this case, the District is required to notify the school in writing at least 90 days prior to the charter's expiration. During the term of the charter, the District may also terminate the charter if good cause is shown. In the event of termination of the charter, the District shall assume operation of the School. The School is considered a component unit of the District; therefore, for financial reporting purposes, the School is required to follow generally accepted accounting principles applicable to state and local governmental units.

Criteria for determining if other entities are potential component units which should be reported within the School's basic financial statements are identified and described in the Governmental Accounting Standards Board's (GASB) *Codification of Governmental Accounting and Financial Reporting Standards*, Sections 2100 and 2600. The application of these criteria provides for identification of any entities for which the School is financially accountable and other organizations for which the nature and significance of their relationship with the School are such that exclusion would cause the School's basic financial statements to be misleading or incomplete. Based on these criteria, no component units are included within the reporting entity of the School.

#### **➤ Basis of Presentation**

Government-wide Financial Statements - Government-wide financial statements, including the statement of net position and the statement of activities, present information about the School as a whole.

Government-wide financial statements are prepared using the economic resources measurement focus. The statement of activities presents a comparison between direct expenses and program revenues for each function or program of the School's governmental activities. Direct expenses are those that are specifically associated with a service, program, or department and are thereby clearly identifiable to a particular function.

Program revenues include charges paid by the recipient of the goods or services offered by the program and grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are



# **GULF COAST ELEMENTARY SCHOOL, INC.**

A Charter School and Component Unit of the District School Board of Hernando County, Florida

## **NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023**

not classified as program revenues are presented as general revenues. The comparison of direct expenses with program revenues identifies the extent to which each governmental function is self-financing or draws from the general revenues of the School.

Fund Financial Statements - Fund financial statements report detailed information about the School in the governmental funds. The focus of governmental fund financial statements is on major funds rather than reporting funds by type. Each major fund is reported in a separate column. Because the focus of governmental fund financial statements differs from the focus of government-wide financial statements, a reconciliation is presented with each of the governmental fund financial statements.

The School's major governmental funds are as follows:

- General Fund – to account for all financial resources not required to be accounted for in another fund, and for certain revenues from the State that are legally restricted to be expended for specific current operating purposes.
- Special Revenue Fund – to account for federal grant programs.
- Capital Projects Fund – to account for financial resources that are restricted, committed or assigned to expenditures for capital outlays.

### ➤ **Basis of Accounting**

Basis of accounting refers to when revenues and expenditures, or expenses, are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurements made, regardless of the measurement focus applied.

The government-wide financial statements are prepared using the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when a liability is incurred, regardless of the timing of the related cash flows. Revenues from grants, entitlements, and donations are recognized in the fiscal year in which all eligibility requirements imposed by the provider have been satisfied.

Governmental fund financial statements are prepared using the modified accrual basis of accounting. Revenues, except for certain grant revenues, are recognized when they become measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 30 days of the end of the current fiscal year. When grant terms provide that the expenditure of resources is the prime factor for determining eligibility for Federal, State, and other grant resources, revenue is recognized at the time the expenditure is made. Under the modified accrual basis of accounting, expenditures are generally recognized when the related fund liability is incurred, except for principal and interest on long-term debt, claims and judgments, and compensated absences, which are recognized when due. Allocations of cost, such as depreciation, are not recognized in governmental funds.

# **GULF COAST ELEMENTARY SCHOOL, INC.**

A Charter School and Component Unit of the District School Board of Hernando County, Florida

## **NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023**

### ➤ **Cash and Cash Equivalents**

The School's cash and cash equivalents are considered to be cash on hand, demand deposits, and short term liquid investments with original maturities of 3 months or less from the date of acquisition.

Cash deposits are held by banks qualified as public depositories under Florida law, which complies with the provisions of Section 218.415(23), Florida Statutes. All deposits are insured by Federal depository insurance, up to specified limits, or collateralized with securities held in Florida's multiple financial institution collateral pool as required by Chapter 280, Florida Statutes.

### ➤ **Capital Assets**

Expenditures for capital assets acquired or constructed for general School purposes are reported in the governmental fund that financed the acquisition or construction. The capital assets so acquired are reported at cost in the government-wide statement of net position but are not reported in the governmental fund financial statements. Capital assets are defined by the School as those costing more than \$750. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated assets are recorded at fair value at the date of donation.

Capital assets are depreciated/amortized using the straight-line method over the following estimated useful lives:

<u>Description</u>	<u>Estimated Lives</u>
Leased Asset - Building	3 years
Improvements	5 - 10 years
Furniture, Fixtures and Equipment	3 - 5 years
Motor Vehicles	7 years

### ➤ **Deferred Outflows/Inflows of Resources**

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period(s) and so will *not* be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period(s) and so will *not* be recognized as an inflow of resources (revenue) until then. The School does not have any items that qualify for reporting in this category.

# **GULF COAST ELEMENTARY SCHOOL, INC.**

A Charter School and Component Unit of the District School Board of Hernando County, Florida

## **NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023**

### ➤ **Net Position and Fund Balance Classification**

#### *Government-wide Financial Statements*

Net Position are classified and reported in three components:

- Net Investment in Capital Assets – consists of capital assets, net of accumulated depreciation, and reduced by the outstanding balances of any borrowings that are attributed to the acquisition or improvement of those assets.
- Restricted Net Position – consists of net position with constraints placed on their use either by external groups such as creditors, contributors, or laws or regulations of other governments.
- Unrestricted Net Position – all other net position that does not meet the definition of “restricted” or “net investment in capital assets.”

#### *Fund Financial Statements*

GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions*, defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be reported within one of the following fund balance categories:

- Nonspendable – fund balance associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed or assigned). All nonspendable fund balances at year end relate to assets that are in nonspendable form.
- Restricted – fund balance that can be spent only for the specific purposes stipulated by the constitution, external resource providers, or through enabling legislation.
- Committed – fund balance that can be used only for the specific purposes determined by a formal action of the School’s Board of Governance.
- Assigned – fund balance that is intended to be used by the School’s management for specific purposes but does not meet the criteria to be classified as restricted or committed.
- Unassigned – fund balance that is the residual amount for the School’s general fund and includes all spendable amounts not contained in the other classifications.

### ➤ **Order of Fund Balance Spending Policy**

The School’s policy is to apply expenditures against nonspendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year. First, nonspendable fund balances are determined. Then restricted fund balances for specific purposes are determined (not including nonspendable amounts). Any remaining fund balance

# **GULF COAST ELEMENTARY SCHOOL, INC.**

A Charter School and Component Unit of the District School Board of Hernando County, Florida

## **NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023**

amounts for the non-general funds are to be classified as restricted fund balance. It is possible for the non-general funds to be classified as restricted fund balance. It is possible for the non-general funds to have negative unassigned fund balance when nonspendable amounts plus the amount of restricted fund balances for specific purposes exceed the positive fund balance for non-general fund.

### ➤ **Revenue Sources**

Revenues for current operations are received primarily from the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33(17), Florida Statutes, the School reports the number of full-time equivalent students and related data to the District.

Under provisions of Section 1011.62, Florida Statutes, the District reports the number of full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the Florida Education Finance Program (FEFP). Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent (FTE) students reported by the School during designated full-time equivalent student survey periods. The Department may also adjust subsequent fiscal period allocations based upon an audit of the School's compliance in determining and reporting FTE and related data. Normally, such adjustments are treated as reductions or additions of revenue in the year when the adjustments are made.

The basic amount of funding through the FEFP under Section 1011.62 is the product of the (1) unweighted FTE, multiplied by (2) the cost factor for each program, multiplied by (3) the base student allocation established by the legislature. Additional funds for exceptional students who do not have a matrix of services are provided through the guaranteed allocation designated in Section 1011.62(1)(e)2., Florida Statutes. For the fiscal year ended June 30, 2023, the School reported 111.74 unweighted FTE and 115.9121 weighted FTE.

FEFP funding may also be adjusted as a result of subsequent FTE audits conducted by the Florida Auditor General pursuant to Section 1010.305, Florida Statutes, and Rule 6A-1.0453, Florida Administrative Code (FAC). Schools are required to maintain the following documentation for three years or until the completion of an FTE audit:

- Attendance and membership documentation (Rule 6A-1.044, FAC).
- Teacher certificates and other certification documentation (Rule 6A-1.0503, FAC).
- Documentation for instructors teaching out-of-field (Rule 6A-1.0503, FAC).
- Procedural safeguards for weighted programs (Rule 6A-6.03411, FAC).
- Evaluation and planning documents for weighted programs (Section 1010.305, Florida Statutes, and Rule 6A-6.03411, FAC).

# **GULF COAST ELEMENTARY SCHOOL, INC.**

A Charter School and Component Unit of the District School Board of Hernando County, Florida

## **NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023**

The School receives Federal or state awards for the enhancement of various educational programs. This assistance is generally received based on applications submitted to and approved by various granting agencies. For Federal or state awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred.

The School receives state funds through the District under charter school capital outlay funding pursuant to Section 1013.62, Florida Statutes. Funds are based upon a capital outlay plan submitted to the District and are to be used for lease, rent or construction of school facilities. The School also receives funding through donations and fundraising efforts, school lunch sales and local property tax collections.

The School follows the policy of applying restricted resources prior to applying unrestricted resources when an expense is incurred for purposes for which both restricted and unrestricted assets are available.

### ➤ **Income Tax**

The School is exempt from Federal tax under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been included in the accompanying financial statements. Additionally, no uncertain tax positions have been made requiring disclosure in the related note to financial statements. The School's income tax returns for the past three years are subject to examination by tax authorities and may change upon examination.

### ➤ **Use of Estimates**

In preparing the financial statements in conformity with generally accepted accounting principles in the United States (GAAP) management is required to make estimates and assumptions that affect the reported amounts of assets and liabilities as of the date of the statement of Net Position and affect revenues and expenditures for the period presented. Actual results could differ from those estimates.

### ➤ **Subsequent Events**

Management has evaluated all events subsequent to the balance sheet date and through the report date, which is the date these financial statements were available to be issued. Management determined there are no subsequent events which require disclosure.

# GULF COAST ELEMENTARY SCHOOL, INC.

A Charter School and Component Unit of the District School Board of Hernando County, Florida

## NOTES TO FINANCIAL STATEMENTS

June 30, 2023

### 2. CASH DEPOSITS

*Custodial Credit Risk – Deposits.* In the case of deposits, this is the risk that in the event of a bank failure, the School's deposits may not be returned to the School. The School does not have a custodial credit risk policy. All cash deposits are held in banks that qualify as public depositories under Florida law. All such deposits are insured by federal depository insurance and/or collateralized with securities held in Florida's multiple financial institution collateral pool as required by Chapter 280, Florida Statutes.

### 3. CHANGES IN CAPITAL ASSETS

Changes in capital assets are presented in the table below:

	Beginning Balance	Additions	Deletions	Ending Balance
<u>Governmental Activities:</u>				
Improvements	\$ 11,940	\$ 36,266	\$ -	\$ 48,206
Furniture, Fixtures and Equipment	39,524	54,524		94,048
Motor Vehicles	-	115,717		115,717
Leased Asset - Building	252,911	-		252,911
Total Capital Assets	304,375	206,507	-	510,882
Less Accumulated Depreciation/Amortization for:				
Improvements	(1,194)	(6,589)		(7,783)
Furniture, Fixtures and Equipment	(379)	(15,979)		(16,358)
Motor Vehicles	-	(8,266)		(8,266)
Leased Asset - Building	(70,750)	(83,749)		(154,499)
Total Accumulated Depreciation	(72,323)	(114,583)	-	(186,906)
Governmental Activities Capital Assets, net	\$ 232,052	\$ 91,924	\$ -	\$ 323,976

All Depreciation/Amortization expense was shown as unallocated on the Statement of Activities.

### 4. DUE TO OTHER AGENCY

Due to Other Agency in the accompanying statement of Net Position and Balance Sheet – Governmental Funds represents expenses paid on behalf of the School by Gulf Coast Academy of Science and Technology, Inc. (a related party with the same Board). The amounts owed will be paid by the end of the fiscal year ended June 30, 2024.

### 5. LONG-TERM LEASE PAYABLE

The School leases its educational facility under a noncancelable lease. The School's lease expires June 30, 2024, and contains an option to renew for an additional five years. The lease requires the School to pay insurance and other costs. Rent is payable monthly at a rate of \$7,000 per month through June 30, 2024, and subject to a rate increase of no more

# **GULF COAST ELEMENTARY SCHOOL, INC.**

A Charter School and Component Unit of the District School Board of Hernando County, Florida

## **NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023**

than 10% every two years. The fair value of the leased asset is \$252,911. Amortization of the leased asset recorded under this lease is included with depreciation expense in the accompanying financial statements.

Future minimum lease payments and the present value of the minimum lease payments as of June 30 are as follows:

Fiscal Year Ending June 30	Total	Principal	Interest
2024	\$ 101,640	\$ 98,412	\$ 3,228
Total	\$ 101,640	\$ 98,412	\$ 3,228

The imputed interest rate is 6 percent.

### **6. CHANGES IN LONG-TERM LIABILITIES**

The following is a summary of changes in long-term liabilities:

	Beginning Balance	Additions	Deductions	Ending Balance	Due in One Year
GOVERNMENTAL ACTIVITIES:					
Long-term Lease Payable	\$ 182,161	\$ -	\$ (83,749)	\$ 98,412	98,412
Total Governmental Activities	\$ 182,161	\$ -	\$ (83,749)	\$ 98,412	\$98,412

### **7. SCHEDULE OF STATE REVENUE SOURCES**

The following is a schedule of the School's State revenue:

Source	Amount
Florida Education Finance Program	\$ 695,266
Categorical Programs:	
Class Size Reduction	103,172
Charter School Capital Outlay	58,415
Miscellaneous	2,435
Total State Revenue	\$ 859,288

As provided in the charter school contract, the District has charged the School an administrative fee equal to \$38,565.

### **8. INTERFUND TRANSFERS**

The Capital Projects Fund transferred \$58,415 to the General Fund for the payment of the School's facility lease. The amounts of interfund transfers are netted together and not reported in the statement of net position or the statement of activities.

# **GULF COAST ELEMENTARY SCHOOL, INC.**

A Charter School and Component Unit of the District School Board of Hernando County, Florida

## **NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023**

### **9. RISK MANAGEMENT PROGRAMS**

The School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; and natural disasters for which the School carries commercial insurance. There have been no significant reductions in insurance coverage and settlement amounts have not exceeded insurance coverage for the current year or the three prior years.

### **10. PENSION PLAN**

The School participates in a defined contribution tax sheltered annuity SIMPLE plan under IRS regulation Section 408(p) plan. Eligible employees are allowed to contribute to the plan and the School is obligated to match the employee's contribution up to 3 percent of their annual salary. Contributions are directed to individual employee's accounts, and the individual employees allocate contributions and account balances among various available investment choices, therefore, the School has no liability for the administration or payments of benefits of the plan, and accordingly, the present value of the related benefits is not reflected in these financial statements. The rate of contribution is set annually by the School's Board of Directors.

### **11. COMMITMENTS AND CONTINGENT LIABILITIES**

The School participates in state grant programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies, therefore, to the extent that the School has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectability of any related receivables at June 30, 2023, may be impaired.

In the opinion of the School, there are no significant liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

### **12. LEGAL MATTERS**

In the normal course of conducting its operations, the School occasionally becomes party to various legal actions and proceedings. In the opinion of management, the ultimate resolution of such legal matters will not have a significant adverse effect on the accompanying financial statements.



**GULF COAST ELEMENTARY SCHOOL, INC.**  
**A CHARTER SCHOOL AND COMPONENT UNIT OF THE**  
**DISTRICT SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**

**REQUIRED SUPPLEMENTARY INFORMATION**  
**BUDGETARY COMPARISON SCHEDULE - GENERAL FUND AND SPECIAL REVENUE FUND (UNAUDITED)**  
*For the Fiscal Year Ended June 30, 2023*

	General Fund				Special Revenue Fund			
	Original Budget	Final Budget	Actual	Variance with Final Budget - Positive (Negative)	Original Budget	Original/Final Budget	Actual	Variance with Final Budget - Positive (Negative)
<b>Revenues:</b>								
Intergovernmental:								
Federal Through State and Local	\$ -	\$ -	\$ -	\$ -	\$ 247,500	\$ 365,410	\$ 365,410	\$ -
State	701,848	800,873	800,873	-	-	-	-	-
Local and Other	180,000	178,140	178,140	-	-	-	-	-
Total Revenues	881,848	979,013	979,013	-	247,500	365,410	365,410	-
<b>Expenditures:</b>								
Current - Education:								
Instruction	473,947	489,790	489,790	-	177,500	244,119	244,119	-
Board	19,674	25,349	25,349	-	-	-	-	-
General Administration	37,915	40,055	40,055	-	-	1,882	1,882	-
School Administration	207,208	179,704	179,704	-	-	43,885	43,885	-
Facilities Acquisition & Construction	578	2,199	2,199	-	-	-	-	-
Fiscal Services	18,066	2,395	2,395	-	-	-	-	-
Student Transportation	-	7,321	7,321	-	-	-	-	-
Operation of Plant	4,745	38,868	38,868	-	20,000	21,000	21,000	-
Fixed Capital Outlay:								
Other Capital Outlay	50,000	151,983	151,983	-	50,000	54,524	54,524	-
Debt Service:								
Principal	83,000	83,749	83,749	-	-	-	-	-
Interest	7,000	7,951	7,951	-	-	-	-	-
Total Expenditures	902,133	1,029,364	1,029,364	-	247,500	365,410	365,410	-
Excess (Deficiency) of Revenues								
Over Expenditures	(20,285)	(50,351)	(50,351)	-	-	-	-	-
Other Financing Sources (Uses):								
Transfers In/(Out)	50,000	58,415	58,415	-	-	-	-	-
Total Other Financing Sources (Uses)	50,000	58,415	58,415	-	-	-	-	-
Net Change in Fund Balances	29,715	8,064	8,064	-	-	-	-	-
Fund Balances, July 1, 2022	293,658	293,658	293,658	-	-	-	-	-
Fund Balances, June 30, 2023	\$ 323,373	\$ 301,722	\$ 301,722	\$ -	\$ -	\$ -	\$ -	\$ -

See Independent Auditor's Report

# **GULF COAST ELEMENTARY SCHOOL, INC.**

A Charter School and Component Unit of the District School Board of Hernando County, Florida

## **NOTES TO REQUIRED SUPPLEMENTARY INFORMATION**

**June 30, 2023**

### **1. BUDGETARY BASIS OF ACCOUNTING**

Budgets are presented on the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g., salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g., instruction, pupil personnel services and school administration). Budgets may be amended by resolution at any Board meeting prior to the date for the annual report.

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**Report on Internal Control Over Financial Reporting and on Compliance and Other  
Matters Based on an Audit of Financial Statements Performed in Accordance with  
*Governmental Auditing Standards***

**Independent Auditor's Report**

To the Board of Directors of the Gulf Coast Elementary School, Inc.,  
a Charter School and Component Unit of the District  
School Board of Hernando County, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Gulf Coast Elementary School, Inc. ("School"), a charter school and component unit of the District School Board of Hernando County, Florida, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated July 25, 2023.

**Report on Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

## **Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## **Purpose of This Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "King & Walker, CPAs". The signature is written in a cursive, flowing style.

July 25, 2023  
Tampa, Florida

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**Management Letter as Required by Rules of the Florida Auditor General,  
Chapter 10.850, Florida Statutes, *Charter School Audits***

To the Board of Directors Gulf Coast Elementary School, Inc.  
a Charter School and Component Unit of the  
District School Board of Hernando County, Florida

**Report on the Financial Statements**

We have audited the financial statements of the Gulf Coast Elementary School, Inc (“School”), a Charter School and Component Unit of the District School Board of Hernando County, Florida, as of and for the fiscal year ended June 30, 2023, and have issued our report thereon dated July 25, 2023.

**Auditor’s Responsibility**

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States and Chapter 10.850, Rules of the Auditor General.

**Other Reporting Requirements**

We have issued our Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in those reports and schedule, which are dated July 25, 2023, should be considered in conjunction with this management letter.

**Prior Audit Findings**

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. There were no prior audit findings or recommendations.

**Official Title**

Section 10.854(1)(e)5., Rules of the Auditor General, requires that the name or official title of the entity and the school code assigned by the Florida Department of Education be disclosed in this management letter. The official title and the school code assigned by the Florida Department of Education of the entity are Gulf Coast Elementary School, 274522.

## **Financial Condition and Management**

Sections 10.854(1)(e)2. and 10.855(11), Rules of the Auditor General, require us to apply appropriate procedures and communicate whether or not the Gulf Coast Elementary School, Inc. has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and to identify the specific condition(s) met. In connection with our audit, we determined that the Gulf Coast Elementary School, Inc. did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.854(1)(e)6.a. and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for the Gulf Coast Elementary School, Inc.. It is management's responsibility to monitor the Gulf Coast Elementary School, Inc.'s financial condition, and our financial condition assessment was based in part on representations made by management and review of financial information provided by same.

Section 10.854(1)(e)3., Rules of the Auditor General, requires that we communicate any recommendations to improve financial management. In connection with our audit, we did not have any such recommendations.

## **Transparency**

Sections 10.854(1)(e)7. and 10.855(13), Rules of the Auditor General, require us to apply appropriate procedures and communicate the results of our determination as to whether the Gulf Coast Elementary School, Inc. maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that the Gulf Coast Elementary School, Inc. maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

## **Additional Matters**

Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but which warrants the attention of those charged with governance. In connection with our audit, we did not have any such findings.

## **Purpose of this Letter**

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and the Florida House of Representatives, the Florida Auditor General, Federal and other granting agencies the Board of Directors, applicable management, and District School Board of Hernando County, Florida and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in black ink that reads "King & Walker, CPAs". The signature is written in a cursive, flowing style.

July 25, 2023  
Tampa, Florida

**A. Item Currently Budgeted -**

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

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

**B. Item Currently Not Budgeted -\*\***

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

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

**C. History**

Check one:

Prior Year Budget: ☐New for Current Year: ☐

Prior Year Approved Budget: \$

Prior Year Actual Spent: \$

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



# Hernando School District

## School Board Regular Meeting

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**Agenda Item # 20. 24-2003**

2/20/2024

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**Title and Board Action Requested**

Accept the Internal Account Audit Report for Fiscal Year Ending June 30, 2023

**Executive Summary**

The Director of Finance, on behalf of the Superintendent of Schools, hereby requests the Board accept the 2022-2023 Audit Report for Internal Accounts.

In accordance with State Board of Education Rule 6A-1.087(2), attached is the audit of the Hernando County District School Board Internal Funds for fiscal year ending June 30, 2023. The audit was performed by Purvis Gray & Company, Certified Public Accountants.

**My Contact**

Joyce McIntyre  
Director of Finance  
352-797-7004 Ext.438

**2023-28 Strategic Focus Area**

Priority 4: Fiscal Stability and Capital Planning

**Financial Impact**

See attached budget sheet.

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



# 2023

Hernando County District School Board  
Internal Accounts

Financial Statements and  
Independent Auditor's Report

June 30, 2023

**FINANCIAL STATEMENTS  
AND  
INDEPENDENT AUDITOR'S REPORT  
HERNANDO COUNTY DISTRICT SCHOOL BOARD  
SPECIAL REVENUE FUND (INTERNAL ACCOUNTS)**

**HERNANDO COUNTY, FLORIDA**

**JUNE 30, 2023**

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## INDEPENDENT AUDITOR'S REPORT

Honorable Chairman and Members of the  
Hernando County District School Board  
Hernando County, Florida

### Report on the Audit of the Financial Statements

#### ***Opinion***

We have audited the accompanying financial statements of the Special Revenue Fund (Internal Accounts) of the Hernando County District School Board (the District) as of and for the year ended June 30, 2023, and the related notes to the financial statements, as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Internal Accounts as of June 30, 2023, and the changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### ***Basis for Opinion***

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Internal Accounts and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

#### ***Emphasis of Matter***

As discussed in Note 1, the financial statements of the Internal Accounts of the District are intended to present the financial position and the changes in financial position of only that portion of the governmental activities of the District. They do not purport to, and do not, present fairly the financial position of the District as of June 30, 2023, or the changes in its financial position, for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

#### ***Responsibilities of Management for the Financial Statements***

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

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Hernando County District School Board  
Hernando County, Florida

## INDEPENDENT AUDITOR'S REPORT

### ***Auditor's Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Internal Accounts' internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

### ***Required Supplementary Information***

Accounting principles generally accepted in the United States of America require that the budgetary comparison information, as listed in the table of contents, be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Honorable Chairman and Members of the  
Hernando County District School Board  
Hernando County, Florida

## INDEPENDENT AUDITOR'S REPORT

Management has omitted the management's discussion and analysis that accounting principles generally accepted in the United States of America require to be presented to supplement the financial statements. Such missing information, although not a part of the financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the financial statements in an appropriate operational, economic, or historical context. Our opinion on the financial statements is not affected by this missing information.

### ***Supplementary Information***

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise the Internal Accounts' basic financial statements. The combining financial statements, as listed in the table of contents and are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining financial statements are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

### ***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated January 23, 2024, on our consideration of the Internal Accounts' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Internal Accounts' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Internal Accounts' internal control over financial reporting and compliance.



January 23, 2024  
Ocala, Florida

**BALANCE SHEET**  
**SPECIAL REVENUE FUND - INTERNAL ACCOUNTS**  
**JUNE 30, 2023**  
**HERNANDO COUNTY DISTRICT SCHOOL BOARD**  
**HERNANDO COUNTY, FLORIDA**

**ASSETS**

	<b>Special Revenue Fund</b>
<b>Assets</b>	
Cash and Cash Equivalents	\$ 2,338,995
Accounts Receivable	7,559
<b>Total Assets</b>	<u>2,346,554</u>
<b>Fund Balance</b>	
Restricted	<u>2,346,554</u>
<b>Total Fund Balance</b>	<u>\$ 2,346,554</u>

See accompanying notes.

**STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE**  
**SPECIAL REVENUE FUND - INTERNAL ACCOUNTS**  
**FOR THE YEAR ENDED JUNE 30, 2023**  
**HERNANDO COUNTY DISTRICT SCHOOL BOARD**  
**HERNANDO COUNTY, FLORIDA**

	<b>Special Revenue</b>
	<b>Fund</b>
<b>Revenues</b>	
Gifts, Grants, and Bequests	\$ 122,113
Interest Income	12,188
Miscellaneous Local Sources	5,689,874
<b>Total Revenues</b>	<u>5,824,175</u>
<b>Expenditures</b>	
Purchased Services	(376,115)
Materials and Supplies	(2,809,559)
Other	(2,408,311)
<b>Total Expenditures</b>	<u>(5,593,985)</u>
<b>Excess of Revenues Over Expenditures</b>	230,190
<b>Fund Balance, July 1, 2022</b>	<u>2,116,364</u>
<b>Fund Balance, June 30, 2023</b>	<u><u>\$ 2,346,554</u></u>

See accompanying notes.

**NOTES TO FINANCIAL STATEMENTS  
HERNANDO COUNTY DISTRICT SCHOOL BOARD  
HERNANDO COUNTY, FLORIDA**

**Note 1 - Summary of Significant Accounting Policies**

The financial statements of the Special Revenue Fund (Internal Accounts) of Hernando County District School Board (the District) have been prepared to conform to generally accepted accounting principles, as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the accepted standard setting body for establishing governmental accounting and financial reporting principles. Pursuant to Florida Statutes, Section 1001.51(11)(f), the Superintendent of schools is responsible for keeping records and accounts of all financial transactions in the manner prescribed by the State Board of Education. The following is a summary of the more significant of these policies:

**Reporting Entity**

The accompanying financial statements include the effects of activity relating exclusively to the Internal Accounts of the schools within the District. The financial statements do not include other financial activities of the District. Therefore, the accompanying financial statements do not purport to, and do not, present the net position, or changes therein, of the District in accordance with accounting principles generally accepted in the United States of America.

- **Special Revenue Fund**—To account for resources of the Internal Accounts, which are used to administer monies collected at the District's schools in connection with school, student athletic, class and club activities, and financial aid fee collections and expenditures. The fund is made up of all of the Internal Account activity of the District's elementary, junior or middle, and high schools, under the supervision of the District, with individual school principals having day-to-day responsibility over their respective schools.

The collection and disbursement of Internal Accounts is performed in accordance with Florida Statutes, the school board rules, and the financial and program cost accounting and reporting for Florida Schools Manual, published by the Florida Department of Education.

**Measurement Focus and Basis of Accounting**

The accompanying financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they become both measurable and available. Revenues are considered to be available when they are collectible within the current period, or soon enough thereafter, to pay liabilities of the current period. For this purpose, the Special Revenue Fund considers revenues to be available if they are collected within 60 days of the end of the current fiscal year. Expenditures are generally recognized when the related fund liability is incurred, as under accrual accounting.

**Cash and Cash Equivalents**

Cash deposits are held by banks qualified as public depositories under Florida law. All deposits are insured by federal depository insurance and/or collateralized with securities held in Florida's multiple financial institution collateral pool as required by Chapter 280, Florida Statutes; thus, all bank balances of the Internal Accounts of the District are fully insured or collateralized.

**Accounts Receivable**

The majority of the accounts receivables are recorded for insufficient funds checks as of year-end.



**NOTES TO FINANCIAL STATEMENTS  
HERNANDO COUNTY DISTRICT SCHOOL BOARD  
HERNANDO COUNTY, FLORIDA**

**Use of Estimates**

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make various estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements. Actual results could differ from those estimates.

**Fund Balance**

The Internal Accounts follow the provisions of GASB Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, to classify fund balances for governmental funds into specifically defined classifications. The classifications comprise a hierarchy based primarily on the extent to which the Internal Accounts is bound to honor constraints on the specific purposes for which amounts in the funds can be spent.

Fund balances are described below:

***Non-Spendable Fund Balances***—Non-Spendable Fund Balances are amounts that cannot be spent because they are either: (a) not in spendable form; or (b) legally or contractually required to be maintained intact.

***Restricted Fund Balances***—Restricted Fund Balances are restricted when constraints placed on the use of resources are either: (a) externally imposed by creditors, grantors, contributors, or laws or regulations of other governments; or (b) imposed by law through constitutional provisions or enabling legislation.

***Committed Fund Balances***—Committed Fund Balances are amounts that can only be used for specific purposes as a result of constraints imposed by formal action of the Internal Accounts' highest level of decision-making authority. The District is the highest level of decision-making authority for the Internal Accounts that can, by adoption of a resolution prior to the end of the fiscal year, commit fund balances. Committed amounts cannot be used for any other purpose unless the District removes those constraints by taking the same type of action.

***Assigned Fund Balances***—Amounts in the assigned fund balance classification are intended to be used by the District for specific purposes but do not meet the criteria to be classified as committed. The District has authorized the finance director to assign fund balance. Unlike commitments, assignments generally only exist temporarily.

The District's policy is to expend resources in the following order: restricted, committed, assigned, and unassigned, as applicable.

**Note 2 - Cash Deposits With Financial Institutions**

**Custodial Credit Risk**

In the case of deposits, this is the risk that, in the event of the failure of a depository financial institution, the District will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. The District does not have a policy for custodial credit. All bank balances of the Internal Accounts are fully insured or collateralized as required by Chapter 280, Florida Statutes.

**NOTES TO FINANCIAL STATEMENTS  
HERNANDO COUNTY DISTRICT SCHOOL BOARD  
HERNANDO COUNTY, FLORIDA**

**Note 3 - Subsequent Events**

Subsequent events were evaluated through the date the financial statements were available to be issued. The financial statements were approved and authorized to be issued by management on January 23, 2024.

## **REQUIRED SUPPLEMENTARY INFORMATION**

**REQUIRED SUPPLEMENTARY INFORMATION  
BUDGETARY COMPARISON SCHEDULE  
SPECIAL REVENUE FUND - INTERNAL ACCOUNTS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2023  
HERNANDO COUNTY DISTRICT SCHOOL BOARD  
HERNANDO COUNTY, FLORIDA**

<b>Special Revenue Fund - Internal Accounts</b>			
	<b>Original Budget</b>	<b>Final Budget</b>	<b>Variance with Final Budget - Positive (Negative)</b>
<b>Revenues</b>			
Gifts, Grants, and Bequests	\$ -	\$ 122,113	\$ 122,113
Interest Income	-	12,188	12,188
Miscellaneous Local Sources	-	5,689,874	5,689,874
<b>Total Revenues</b>	-	5,824,175	5,824,175
<b>Expenditures</b>			
Fiscal Services:			
Purchased Services	-	376,115	376,115
Materials and Supplies	-	2,809,559	2,809,559
Other	-	2,408,311	2,408,311
<b>Total Expenditures</b>	-	5,593,985	5,593,985
<b>Net Change in Fund Balances</b>	-	230,190	230,190
<b>Fund Balances, July 1, 2022</b>	-	2,116,364	2,116,364
<b>Fund Balances, June 30, 2023</b>	\$ -	\$ 2,346,554	\$ 2,346,554

## **SUPPLEMENTARY INFORMATION**

**COMBINING BALANCE SHEET  
SPECIAL REVENUE FUND - INTERNAL ACCOUNTS  
JUNE 30, 2023  
HERNANDO COUNTY DISTRICT SCHOOL BOARD  
HERNANDO COUNTY, FLORIDA**

**ASSETS**

	<u>Central High School</u>	<u>Hernando High School</u>	<u>Springstead High School</u>
<b>Assets</b>			
Cash and Cash Equivalents	\$ 226,994	\$ 246,559	\$ 356,135
Accounts Receivable	<u>40</u>	<u>1,409</u>	<u>480</u>
<b>Total Assets</b>	<u><u>227,034</u></u>	<u><u>247,968</u></u>	<u><u>356,615</u></u>

**FUND BALANCE**

<b>Fund Balance</b>			
Restricted	<u>227,034</u>	<u>247,968</u>	<u>356,615</u>
<b>Total Fund Balance</b>	<u><u>\$ 227,034</u></u>	<u><u>\$ 247,968</u></u>	<u><u>\$ 356,615</u></u>

<b>Weeki Wachee High School</b>	<b>Nature Coast Technical High School</b>	<b>D S Parrott Middle School</b>	<b>Fox Chapel Middle School</b>	<b>Powell Middle School</b>	<b>West Hernando Middle School</b>
\$ 264,604	\$ 247,477	\$ 42,050	\$ 71,991	\$ 75,211	\$ 39,078
1,645	3,528	-	120	-	-
<u>266,249</u>	<u>251,005</u>	<u>42,050</u>	<u>72,111</u>	<u>75,211</u>	<u>39,078</u>
266,249	251,005	42,050	72,111	75,211	39,078
<u>\$ 266,249</u>	<u>\$ 251,005</u>	<u>\$ 42,050</u>	<u>\$ 72,111</u>	<u>\$ 75,211</u>	<u>\$ 39,078</u>

Challenger K8 School of Science	Explorer K8 School of Science	J D Floyd K8 School	Winding Waters K8 School	Brooksville Elementary School	Chocochatti Elementary School
\$ 144,450	\$ 60,999	\$ 15,112	\$ 112,493	\$ 32,475	\$ 215,835
-	-	-	45	-	-
144,450	60,999	15,112	112,538	32,475	215,835
144,450	60,999	15,112	112,538	32,475	215,835
\$ 144,450	\$ 60,999	\$ 15,112	\$ 112,538	\$ 32,475	\$ 215,835



Deltona Elementary School	Eastside Elementary School	Moton Elementary School	Pine Grove Elementary School	Spring Hill Elementary School	Suncoast Elementary School
\$ 16,733	\$ 14,277	\$ 19,923	\$ 39,020	\$ 33,643	\$ 29,061
-	-	292	-	-	-
16,733	14,277	20,215	39,020	33,643	29,061
16,733	14,277	20,215	39,020	33,643	29,061
\$ 16,733	\$ 14,277	\$ 20,215	\$ 39,020	\$ 33,643	\$ 29,061

Westside Elementary School	Endeavor Academy	Total
\$ 28,217	\$ 6,658	\$ 2,338,995
-	-	7,559
28,217	6,658	2,346,554
28,217	6,658	2,346,554
\$ 28,217	\$ 6,658	\$ 2,346,554

**COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE**  
**SPECIAL REVENUE FUND - INTERNAL ACCOUNTS**  
**FOR THE YEAR ENDED JUNE 30, 2023**  
**HERNANDO COUNTY DISTRICT SCHOOL BOARD**  
**HERNANDO COUNTY, FLORIDA**

	Central High School	Hernando High School	Springstead High School
<b>Revenues</b>			
Gifts, Grants, and Bequests	\$ 5,131	\$ 7,740	\$ 60,332
Interest Income	1,255	4	1,961
Miscellaneous Local Sources	393,311	606,139	736,655
<b>Total Revenues</b>	<u>399,697</u>	<u>613,883</u>	<u>798,948</u>
<b>Expenditures</b>			
Purchased Services	(53,697)	(73,839)	(153,350)
Materials and Supplies	(145,197)	(265,437)	(341,260)
Other	(164,238)	(226,831)	(345,572)
<b>Total Expenditures</b>	<u>(363,132)</u>	<u>(566,107)</u>	<u>(840,182)</u>
<b>Excess (Deficiency) of Revenues Over (Under) Expenditures</b>	36,565	47,776	(41,234)
<b>Fund Balance, July 1, 2022</b>	<u>190,469</u>	<u>200,192</u>	<u>397,849</u>
<b>Fund Balance, June 30, 2023</b>	<u><u>\$ 227,034</u></u>	<u><u>\$ 247,968</u></u>	<u><u>\$ 356,615</u></u>

Weeki Wachee High School	Nature Coast Technical High School	D S Parrott Middle School	Fox Chapel Middle School	Powell Middle School	West Hernando Middle School
\$ -	\$ 791	\$ 10,792	\$ 2,028	\$ 635	\$ 1,150
1,382	1,401	330	385	474	463
673,447	847,455	157,578	77,992	241,054	120,398
674,829	849,647	168,700	80,405	242,163	122,011
(2,910)	(4,658)	(4,947)	(3,464)	(4,047)	(6,590)
(285,997)	(682,231)	(81,733)	(40,103)	(117,054)	(50,512)
(347,875)	(162,146)	(64,827)	(17,923)	(110,557)	(53,226)
(636,782)	(849,035)	(151,507)	(61,490)	(231,658)	(110,328)
38,047	612	17,193	18,915	10,505	11,683
228,202	250,393	24,857	53,196	64,706	27,395
\$ 266,249	\$ 251,005	\$ 42,050	\$ 72,111	\$ 75,211	\$ 39,078

Challenger K8 School of Science	Explorer K8 School of Science	J D Floyd K8 School	Winding Waters K8 School	Brooksville Elementary School	Chocochatti Elementary School
\$ 16	\$ 897	\$ -	\$ 6,185	\$ 1,000	\$ 7,398
841	412	139	653	189	1,139
489,837	108,527	70,052	179,586	55,253	409,174
490,694	109,836	70,191	186,424	56,442	417,711
(31,971)	(7,325)	(609)	(19,802)	-	(1,790)
(263,452)	(69,225)	(54,748)	(64,768)	(28,169)	(96,366)
(190,934)	(42,440)	(21,106)	(64,035)	(24,791)	(273,772)
(486,357)	(118,990)	(76,463)	(148,605)	(52,960)	(371,928)
4,337	(9,154)	(6,272)	37,819	3,482	45,783
140,113	70,153	21,384	74,719	28,993	170,052
\$ 144,450	\$ 60,999	\$ 15,112	\$ 112,538	\$ 32,475	\$ 215,835

<b>Deltona Elementary School</b>	<b>Eastside Elementary School</b>	<b>Moton Elementary School</b>	<b>Pine Grove Elementary School</b>	<b>Spring Hill Elementary School</b>	<b>Suncoast Elementary School</b>
\$ 1,906	\$ 829	\$ 2,214	\$ 2,682	\$ 3,761	\$ 1,606
130	101	126	268	166	165
81,771	46,019	42,883	102,830	115,365	64,975
83,807	46,949	45,223	105,780	119,292	66,746
(1,830)	-	-	(993)	(4,090)	-
(59,717)	(21,265)	(21,908)	(14,342)	(57,543)	(22,587)
(19,469)	(26,499)	(24,335)	(89,850)	(51,541)	(40,388)
(81,016)	(47,764)	(46,243)	(105,185)	(113,174)	(62,975)
2,791	(815)	(1,020)	595	6,118	3,771
13,942	15,092	21,235	38,425	27,525	25,290
\$ 16,733	\$ 14,277	\$ 20,215	\$ 39,020	\$ 33,643	\$ 29,061

Westside Elementary School	Endeavor Academy	Total
\$ 3,020	\$ 2,000	\$ 122,113
169	35	12,188
56,473	13,100	5,689,874
59,662	15,135	5,824,175
(203)	-	(376,115)
(12,698)	(13,247)	(2,809,559)
(42,818)	(3,138)	(2,408,311)
(55,719)	(16,385)	(5,593,985)
3,943	(1,250)	230,190
24,274	7,908	2,116,364
\$ 28,217	\$ 6,658	\$ 2,346,554

## **OTHER REPORTS**



**INDEPENDENT REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING  
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT  
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE  
WITH GOVERNMENT AUDITING STANDARDS**

Honorable Chairman and Members of the  
Hernando County District School Board  
Hernando County, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the Special Revenue Fund (Internal Accounts) of the Hernando County District School Board (the District) as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the Internal Accounts of the District, and have issued our report thereon dated January 23, 2024.

**Report on Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the District's Internal Accounts' internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Internal Accounts' internal control. Accordingly, we do not express an opinion on the effectiveness of the Internal Accounts' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. We identified certain deficiencies in internal control, described in the accompanying schedule of findings and other matters that we consider to be significant deficiencies as 2022-001, 2021-001, and 2021-002.

**CERTIFIED PUBLIC ACCOUNTANTS**

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Honorable Chairman and Members of the  
Hernando County District School Board  
Hernando County, Florida

**INDEPENDENT REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING  
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT  
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE  
WITH GOVERNMENT AUDITING STANDARDS**

**Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the Internal Accounts' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, non-compliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of non-compliance or other matters that are required to be reported under *Government Auditing Standards*.

**District's Response to Finding**

*Government Auditing Standards* requires the auditor to perform limited procedures on the District's response to the findings identified in our audit and described in the accompanying schedule of findings and questioned costs. The District's response was not subjected to the other auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the response.

**Purpose of This Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Internal Accounts' internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Internal Accounts' internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



January 23, 2024  
Ocala, Florida

**SCHEDULE OF FINDINGS AND OTHER MATTERS  
HERNANDO COUNTY DISTRICT SCHOOL BOARD  
FOR THE YEAR ENDED JUNE 30, 2023**

**Prior Year Comments**

**Significant Deficiencies**

**2022-001**

**Finding – Internal Control Deficiencies**

In addition to the significant deficiencies described below, our audit procedures disclosed the following instances of internal control deviations at various schools, which were presented to management for consideration.

The Hernando County District School Board (the District) has internal control requirements for the receipting and disbursement of internal account funds. Our audit procedures included the review of cash receipts and disbursements to ensure that the control procedures are followed. We noted several deviations of internal control procedures with these standards, practices, and procedures as they related to the transactions of cash receipts and disbursements.

**Recommendation**

We recommend that the District's management continue to monitor and train accounting staff at the schools to ensure that the internal control procedures are documented as required by district policy.

**2021-001**

**Finding – Lack of Segregation of Duties**

Because of a limited number of personnel, school employees who maintain accounting records also handle cash collections, cosign checks, and reconcile bank statement balances to the accounting records. Consequently, the possibility exists that unintentional or intentional errors or irregularities could exist and not be promptly detected.

**Recommendation**

Internal control over cash transactions would be strengthened if these duties were separated among employees. While we acknowledge that personnel may not always be available to permit such a separation of employee duties and responsibilities, we think it is important that you are made aware of this condition. We noted that some principals are reviewing bank reconciliations in order to help compensate for the lack of segregation of duties. We continue to encourage all principals to perform this review process. We also encourage the District to implement a District-level employee to complete bank statement reviews for each school and related accounts.

**2021-003**

**Finding – Non-Compliance with Red Book Standards**

Our audit procedures disclosed immaterial instances of non-compliance at various schools, which were presented to management for consideration. For schools that are not specifically identified, our audit procedures did not disclose other conditions that we feel should be brought to your attention.

**SCHEDULE OF FINDINGS AND OTHER MATTERS  
HERNANDO COUNTY DISTRICT SCHOOL BOARD  
FOR THE YEAR ENDED JUNE 30, 2023**

Chapter 8, Section III of the Florida Department of Education’s “Red Book” provides standards, practices, and procedures for districts to govern internal accounts. Our audit procedures included the review of cash receipts and disbursements. We noted several instances of non-compliance with these standards, practices, and procedures as they related to the transactions of cash receipts and disbursements.

**Recommendation**

We recommend that the District’s management continue to monitor and train accounting staff at the schools to ensure compliance with the Red Book’s standards.

## MANAGEMENT LETTER

Honorable Chairman and Members of the  
Hernando County District School Board  
Hernando County, Florida

### Report on the Financial Statements

We have audited the financial statements of the Special Revenue Fund (Internal Accounts) of Hernando County District School Board (the District) as of and for the fiscal year ended June 30, 2023, and have issued our report thereon dated January 23, 2024. Our report on the financial statements includes a paragraph explaining that the financial statements include only the Internal Accounts and does not include other funds of the District.

### Auditor's Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States and Chapter 10.800, *Rules of the Auditor General*.

### Other Reporting Requirements

We have issued our Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards* and Schedule of Findings and Other Matters. Disclosures in the reports and schedule dated January 23, 2024, should be considered in conjunction with this management letter.

### Prior Audit Findings

Section 10.804(1)(f)1., *Rules of the Auditor General*, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. See Schedule of Findings and Other Matters.

### Financial Condition and Management

Section 10.804(1)(f)2., *Rules of the Auditor General*, requires us to communicate whether or not the District's Internal Accounts has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and to identify the specific conditions met. In connection with our audit, we determined that the Internal Accounts did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.804(1)(f)5.a. and 10.805(7), *Rules of the Auditor General*, we applied financial condition assessment procedures for the Internal Accounts. It is management's responsibility to monitor the Internal Accounts' financial condition, and our financial condition assessment was based in part on representations made by management and review of financial information provided by same.

### CERTIFIED PUBLIC ACCOUNTANTS

Gainesville | Ocala | Tallahassee | Sarasota | Orlando | Tampa

[purvisgray.com](http://purvisgray.com)

Members of American and Florida Institutes of Certified Public Accountants  
An Independent Member of the BDO Alliance USA

Honorable Chairman and Members of the  
Hernando County District School Board  
Hernando County, Florida

## MANAGEMENT LETTER

Section 10.804(1)(f)3., *Rules of the Auditor General*, requires that we communicate any recommendations to improve financial management. See Schedule of Findings and Other Matters.

### Transparency

Section 10.804(1)(f)6., *Rules of the Auditor General*, requires that we communicate the results of our determination as to whether the District maintains on its website the information specified in Section 1011.035, Florida Statutes (Section 1011.035, Florida Statutes, provides that district school boards shall prominently post on their website a plain language version of each proposed, tentative, and official budget that describes each budget item in terms that are easily understandable to the public). This does not apply to the Internal Accounts.

### Additional Matters

Section 10.804(1)(f)4., *Rules of the Auditor General*, requires us to communicate non-compliance with provisions of contracts or grant agreements, or abuse, that has occurred, or is likely to have occurred, that has an effect on the financial statements that is less than material but warrants the attention of those charged with governance. See Schedule of Findings and Other Matters.

### Purpose of This Letter

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and the Florida House of Representatives, the Florida Auditor General, federal and other granting agencies, District School Board members, and applicable management and is not intended to be, and should not be, used by anyone other than these specified parties.



January 23, 2024  
Ocala, Florida



Learn it. Love it. Live it.

January 23, 2024

Purvis, Gray & Company, LLP  
Attn: Helen Y. Painter  
2347 SE 17<sup>th</sup> Street  
Ocala, Florida 34471

Re: Hernando County District School Board Tentative Audit Findings for the Fiscal Year Ended  
June 30, 2023 Internal Accounts Audit Report

Dear Ms. Painter:

Please accept the following written response concerning the tentative audit findings for the Hernando County District School Board's 2022-23 fiscal year Internal Accounts audit

2022-001 – Internal Control Deficiencies (Prior Year Audit Comment)

District's Response – The District will continue to work with school bookkeepers to ensure internal control procedures are properly followed.

2021-001 – Lack of Segregation of Duties (Prior Year Audit Comment)

District's Response – The District will continue to work with school sites to emphasize the need for the segregation of duties. The District will work to provide an overview to all schools' accounts and bank statements.

2021-003 - Other Matters (Prior Year Audit Comment)

District's Response – The District will continue to monitor and train school bookkeepers to ensure compliance with Red Book standards and Internal Accounts procedures.

Respectfully,

Joyce McIntyre  
Director of Finance

# PURVIS GRAY

CERTIFIED PUBLIC ACCOUNTANTS

Gainesville | Ocala | Tallahassee | Sarasota | Orlando | Tampa  
[purvisgray.com](http://purvisgray.com)



**A. Item Currently Budgeted -**

Account Name		General Fund - Professional Services						
Account Number		1100	7500	3100	9210	49500	00000	
		Fund	Function	Object	Cost Center	Project	Sub Project	
Original Approved Budget	+ -	Budget Amendments	- Expenditures / Encumbrances To Date	= Current Available Budget	- Present Request	= Remaining Balance Available		
\$ 25,000.00		\$	\$ -0-	\$ 25,000.00	\$ 25,000.00	\$ -0-		

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

**B. Item Currently Not Budgeted -\*\***

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

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

**C. History**

Check one:

Prior Year Budget: ☒New for Current Year: ☐

Prior Year Approved Budget: \$24,000.00

Prior Year Actual Spent: \$24,000.00

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



# Hernando School District

## School Board Regular Meeting

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**Agenda Item # 21. 24-1997**

2/20/2024

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**Title and Board Action Requested**

Approve the donation of two buses on behalf of the Transportation and Property Departments.

**Executive Summary**

The Director of Purchasing and Warehousing, on behalf of the Superintendent of Schools, hereby requests approval from the Board for the donation of two buses on behalf of the Transportation and Property Departments. They will be donated to the Hernando County Fire Department for training purposes. Per Florida Statute, Chapter 274.06, donations may be made when it is in the “best interests of the county or district, a governmental unit’s property that is obsolete or the continued use of which is uneconomical or inefficient, or which serves no useful function, which property is not otherwise lawfully disposed of for value without bids to state, to any governmental unit, or to any political subdivision as defined in s.1.01, or if the property is without commercial value it may be donated, destroyed or abandoned... Property, the value of which the governmental unit estimates to be under \$5,000, may be disposed of in the most efficient and cost-effective means as determined by the governmental unit.”

The estimated lifespan of these vehicles is 10 years, and each is fully depreciated. The requested vehicles are currently inactive. Approving this agenda item would save money on maintenance and insurance costs. This donation will allow the Hernando County Fire Department to further develop skills benefiting our entire community, including our students.

**Property descriptions:**

Asset Number 02995400, Converted Bus Shell, VIN Number 1HVBPLN0RH551878. Obtained October 13, 1993, for \$38,081.00.

Asset Number 05548700, Freightliner/Thomas School Bus, 77 passenger, type C, VIN Number 4UZABRDC97CX49939. Obtained July 27, 2006, for \$74,021.85.

**My Contact**

Christopher Reckner, Director of Purchasing and Warehousing  
(352) 797-7000, ext. 323

Ralph Leath, Director of Transportation  
(352) 797-7003

Genele Firlik, Manager of Warehouse, Property Control, Printing and Records  
(352) 797-7061

**2023-28 Strategic Focus Area**

**Priority 4: Fiscal Stability and Capital Planning****Financial Impact**

No Financial Impact. See attached budget sheet.

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

**A. Item Currently Budgeted -**

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

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

**B. Item Currently Not Budgeted -\*\***

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

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

**C. History**

Check one:

Prior Year Budget: ☐New for Current Year: ☐

Prior Year Approved Budget: \$

Prior Year Actual Spent: \$

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



# Hernando School District

## School Board Regular Meeting

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**Agenda Item # 22. 24-1984**

2/20/2024

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### **Title and Board Action Requested**

Approve the award of Bid No. #24-165-25, Commercial Food Service Equipment for School Cafeterias awarded to multiple vendors and authorize an estimated expenditure of \$3,870,000.00 for the school food service refresh project and an estimated annual spending of \$200,000.00 for the purchase of commercial food service equipment district-wide on an as-needed basis.

### **Executive Summary**

The Executive Director of Support Operations, on behalf of the Superintendent of Schools, hereby requests the Board approve the award of Bid No. 24-165-25, Commercial Food Service Equipment for School Cafeterias, awarded to multiple vendors and authorize an estimated expenditure of \$3,870,000.00. This expenditure is for the school food service refresh project for the purchase of replacement commercial food service equipment across various school cafeterias. This project was presented at the October 10, 2023 Board workshop (#24-1708), with regards to School Food Service net cash resources and regulation 7CFR-210.14(b), for tentative approval of the expenditure of funds.

This agenda is also requesting the approval of an estimated annual expenditure of \$200,000.00 for the purchase of commercial food service equipment on an as-needed basis district-wide. These purchases will be made using budgeted food service funds.

### **My Contact**

Steve Crognale  
Executive Director of Support Operations  
352-797-7063 x425

### **2023-28 Strategic Focus Area**

Priority 5: Safe and Healthy Learning Environment

### **Financial Impact**

See attached budget sheet.

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

# PURCHASING AGENDA ITEM

Hernando County School District

**School Board Approval Meeting:**

**February 20, 2024**

**Bid No. 24-165-25**

**Bid Title: Commercial Food Service  
Equipment for School Cafeterias (Rebid)**

*Recommend approval of this agenda item under the specific category below:*

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> Lowest Bid(s)        | <input type="checkbox"/> Request for Proposal(s) | <input type="checkbox"/> Low Bid(s) Meeting Specification          | <input type="checkbox"/> Rejection/Cancellation   |
| <input type="checkbox"/> Revised Award        | <input type="checkbox"/> Renewal of Contract     | <input type="checkbox"/> Sole/Single Source                        | <input type="checkbox"/> Re-Award (Partial/Whole) |
| <input type="checkbox"/> Contract Termination | <input type="checkbox"/> Amendments to Contract  | <input type="checkbox"/> Extension of Contract                     | <input type="checkbox"/> Emergency                |
| <input type="checkbox"/> Reversed Auction     | <input type="checkbox"/> Piggyback Cooperative   | <input checked="" type="checkbox"/> Responsive/Responsible Bidders |   |

**Bid Contract Period:**

**02/20/2024 – 02/19/2026**

☐ N/A – One Time Purchase

**Contract Type:**

☐ Estimated  
Dollar Amount

☐ Firm, Fixed  
Dollar Amount

☐ Firm, Fixed  
Unit Prices

☒ Firm, Fixed Unit Prices,  
Hourly Rates, Fees and/or  
Percentages

**Renewal Options:**

No. of Terms  
Remaining  
3

☐ Length of  
Each Term (month)

☒ Length of  
Each Term (year)  
1

☐ None

**Rationale/Reason:**

Bidders Electronically  
Downloaded From

Bids Received:  
-8-

No Bids:  
-3-

Late Bids:  
-0-

Rejected Bids:  
-0-

☐ N/A – Bids Not  
Required:

Bidnet Direct Website: 42

**Submitted By:**

Christopher Reckner  
Director of Purchasing & Warehousing

**School(s):** District Wide

**Requested By:**

Holly Longo  
Assistant Director of Food & Nutrition Services

**Department(s):** Food & Nutrition Services

T/C 2425

Recommended award, description of items and prices: (See attached)

## *Vendor Contact Information*

### **Allure Hospitality Supplier, Inc.**

Alex Ruiz (305)885-2484  
[cs@allure-hospitality.com](mailto:cs@allure-hospitality.com)

### **Big Bend Restaurant Supply**

Bill Carpenter (850)383-910  
[bill.carpenter@bbrsupply.com](mailto:bill.carpenter@bbrsupply.com)

### **Douglas Food Store, Inc.**

Rebecca Bergin (304)327-0149 x13  
[rebecca@douglasequipment.us](mailto:rebecca@douglasequipment.us)

### **International Restaurant Distributors**

Joe Miller (407)886-6691  
[joseph@irdequipment.com](mailto:joseph@irdequipment.com)

### **Milo Food Service Equipment Dist. Inc.**

Michael S. Milo (561)723-7193  
[mfse@comcast.net](mailto:mfse@comcast.net)

### **Nice Guy Mechanical Inc.**

Gus Gerig (727)247-3276  
[g.gerig@niceguyhvac.com](mailto:g.gerig@niceguyhvac.com)  
[service@niceguyhvac.com](mailto:service@niceguyhvac.com)

### **Quality Galore LLC**

Katherine Thompson (954)710-683  
[info@qualitygalore.com](mailto:info@qualitygalore.com)

### **Sam Tell and Sons, Inc.**

Lisa Newman(631)501-9700 x1171  
[governmentsales@samtell.com](mailto:governmentsales@samtell.com)

Bid No. 24-165-25: Commercial Food Service Equipment for School Cafeterias (REBID)

	Allure			Big Bend			Douglas			International Restaurant Distributors			Milo			Nice Guy Mechanical			Sam Tell & Sons			Quality Galore		
	Percentage (%) Discount- Off List (MSRP) Price			Percentage (%) Discount- Off List (MSRP) Price			Percentage (%) Discount- Off List (MSRP) Price			Percentage (%) Discount- Off List (MSRP) Price			Percentage (%) Discount- Off List (MSRP) Price			Percentage (%) Discount- Off List (MSRP) Price			Percentage (%) Discount- Off List (MSRP) Price			Percentage (%) Discount- Off List (MSRP) Price		
Brand/Manufacturer	Equip	Options/Parts	Accessories	Equipment	Options/Parts	Accessories	Equipment	Options/Parts	Accessories	Equipment	Options/Parts	Accessories	Equipment	Options/Parts	Accessories	Equipment	Options/Parts	Accessories	Equipment	Options/Parts	Accessories	Equipment	Options/Parts	Accessories
3 M																10%	15%	15%					27%	
ABC Controls																10%	15%	15%						
Accutemp				52%			35%									10%	15%	15%	45%					
Alto Shaam	20%	20%	20%	28%			10%									10%	15%	15%	30%				32%	32%
Artic Air							35%			43%	43%	43%				10%	15%	15%					2%	2%
Baker's Pride				50%			50%									10%	15%	15%	52%			-50/-10/-10 (30%)	32%	32%
Baxter				20%			5%									10%	15%	15%	30%				2%	2%
Blodgett				50%			50%									10%	15%	15%	55%				32%	32%
Cambro				50%			40%			50%	50%	50%				10%	15%	15%	50%			-50/-10 (40%)	27.00% or -50/-10	27.00% or -50/-10
Carter-Hoffman				50%			50%			46%	46%	46%				10%	15%	15%	45%				32%	32%
Cleveland-Manitowaoc Food Service	30%	30%		50%			55%									10%	15%	15%					30%	30%
Colorpoint Low Temp Industries				50%			10%									10%	15%	15%	50%					
Continental	30%			57%			55%			58%	58%	58%	55.50%	55.50%	55.50%	10%	15%	15%	55%				12%	12%
Cres Cor				40%			45%			51%	51%	51%				10%	15%	15%	53%				22%	22%
Delfield	30%			54%			50%									10%	15%	15%	53%				30%	30%
Denver Equipment																10%	15%	15%						
Duke				48%			35%									10%	15%	15%	50%				32%	32%
E Control Systems																10%	15%	15%						
Eagle Group				48%			55%			56%	56%	56%				10%	15%	15%	50%				27%	27%
Evo				25%												10%	15%	15%					12%	12%
Galley																10%	15%	15%	25%					
Globe				50%			55%									10%	15%	15%	45%				22%	22%
Groen Unified Brands	30%			52%			40%									10%	15%	15%	45%				24%	24%
Hobart				30%			20%			32%	32%	32%				10%	15%	15%	30%				27%	27%
Insinkerator				42%			30%									10%	15%	15%					17%	17%
Lakeside	30%			46%			40%			47%	47%	47%				10%	15%	15%	40%				27%	27%
Manitowoc	30%			50%			55%									10%	15%	15%	52%				32%	32%
Market Forge				45%			45%									10%	15%	15%	52%				32%	32%
Maytag																10%	15%	15%						
Metro				45%			45%			45%	45%	45%				10%	15%	15%	45%				29%	29%
Middle by marshall				25%			10%									10%	15%	15%	25%				27%	27%
Multiteria																10%	15%	15%						
Quantum Food Service				60%												10%	15%	15%				-50/-30/-10 (10%) *		
Rational	20%			30%			30%									10%	15%	15%	30%				19%	19%
Robot Coupe USA	10%			25%			20%									10%	15%	15%	25%				24%	24%
Southbend				50%			50%									10%	15%	15%	50%				32%	32%
Structural Concepts	30%			45%			55%			51%	51%	51%				10%	15%	15%	55%				28%	28%
Thermo-Kool							By quote									10%	15%	15%	20%				40%	40%
Traulsen				55%			45%			56%	56%	56%				10%	15%	15%	55%				32%	32%
TurboChef	15%			23%			5%									10%	15%	15%					32%	32%
Victory Refrigeration				60%			65%			66%	66%	66%				10%	15%	15%	55%				34%	34%
Vollrath	30%			48%			40%			51%	51%	51%				10%	15%	15%	50%				24%	24%
Vulcan ITW Food Equipment Group	30%			55%			60%			60%	60%	60%				10%	15%	15%	53%				19%	19%
Winston				50%			30%									10%	15%	15%	50%				34%	34%
TRUE				60%			60%			67%	67%	67%				10%	15%	15%	65%				32%	32%

\* **Note:** Quantum Food Service - Quality Galore 50/30/10 if over \$4000 then 5%



## Bid No. 24-165-25: Commercial Food Service Equipment for School Cafeterias (REBID)

### Balance Of Line:

*Additional manufactures offered by vendors*

	<b>Allure</b>		
	<b>Percentage (%) Discount- Off List (MSRP) Price</b>		
<b>Brand/Manufacturer</b>	<b>Equipment</b>	<b>Options/Parts</b>	<b>Accessories</b>
Jet-Tech (Diswashers)	20%	10%	10%
Osion Ice (Ice Maker)	30%	20%	20%
Axis-Primo(Mixer, Slicers)	30%	20%	20%
Sierra (Owens, Heaters, Cabinets)	30%	20%	20%
Kool-it (Refrigeration)	30%	20%	20%
IKON (Refridgeration)	30%	20%	20%
Hydra-Kool (Display refrigerators)	30%	20%	20%
Sharp (Microwaves)	30%	20%	20%
Steel Works (worktables, racks)	30%	20%	20%

	<b>International Restaurant Distributors</b>		
	<b>Percentage (%) Discount- Off List (MSRP) Price</b>		
<b>Brand/Manufacturer</b>	<b>Equipment</b>	<b>Options/Parts</b>	<b>Accessories</b>
Beverage Air	68%	68%	68%
Channel	46%	46%	46%
Kitchen Aid	44%	44%	44%
Carlisle	51%	51%	51%
Comark/Fluke	50%	50%	50%
Dexter/Russell	50%	50%	50%
Federal	48%	48%	48%
Libertyware	50%	50%	50%
Edlund	43%	43%	43%
Hatco	45%	45%	45%

	<b>Quality Galore</b>		
	<b>Percentage (%) Discount- Off List (MSRP) Price</b>		
<b>Brand/Manufacturer</b>	<b>Equipment</b>	<b>Options/Parts</b>	<b>Accessories</b>
JMC	50/10/10/10 (20%)		
Krowne	50/10 (40%)	29%	29%
JacksonWarewash system	30/30 (40%)	33%	33%
Bakemax	50/10% then there is a 11% surcharge that needs to be added back in		
Univex	7%	29%	29%
Eurodib	50/5 freight is free at \$4000	29%	29%
American Dish service	51%		

**Bid No. 24-165-25: Commercial Food Service Equipment for School Cafeterias (REBID)**

**Balance Of Line:**

*Additional manufactures offered by vendors*

	Sam Tell and Sons, Inc.		
	Percentage (%) Discount- Off List (MSRP) Price		
Brand/Manufacturer	Equipment	Options/Parts	Accessories
Adcraft	45%		
Advanced Tabco	50%		
Alexander Industries	40%		
Amana	50%		
Amco	40%		
American Metalcraft	45%		
American Permanent Ware	50%		
Angelo PO	25%		
Ansell Protective Products (Foodservice)	45%		
Artie Industries	30%		
Atlas	35%		
Beverage Air	57%		
Blakeslee	25%		
Bloomfield	45%		
BSI- Crowd Control	40%		
Bunn-O-Matic Corp.	45%		
Caddy Corporation	40%		
Cal-Mil	50%		
Captive-Air	40%		
Carlisle Foodservice	50%		
Carter-Hoffman	45%		
Champion	30%		
Channell	40%		
Cleveland/Welbilt	53%		
CMA Dishmachines	25%		
Colorpoint Low Temp Industries	50%		
Comark Instruments	40%		
Continental Refrigeration	55%		
Convo-the.rm Ovens	45%		
Cooper-Atkins	40%		
Crown Steam	53%		
Crowne Brands	50%		
Cuisinart	40%		
Dean/Welbilt	53%		
Dexter-Russell	45%		
Doyon/Nu-Uv	53%		
Edlund	50%		
Electrolux	52%		
Elkay	40%		
Equipex	35%		
Everpure	52%		

**Bid No. 24-165-25: Commercial Food Service Equipment for School Cafeterias (REBID)**

**Balance Of Line:**

*Additional manufactures offered by vendors*

Federal Industries	50%		
Follett Corporation	45%		
Food Warming Equipment	40%		
Frymaster/Welbilt	52%		
Gamanza	50%		
Garland	50%		
Garland/Weibilt	50%		
Gaylord	40%		
Gold Medal Products	20%		
Hamilton Beach	45%		
Harmony Enterprises	40%		
Hatco Corp.	45%		
Hoffmaster	40%		
Hoshizaki America, Inc.	53%		
Hussman	40%		
Imperial-Browne	20%		
Jackson	30%		
Johnson-Rose	45%		
Kelmax Storage Products Group	40%		
Kitchenaid	30%		
Kolpak	40%		
Krowne	52%		
LB_C Bakery Equipment	20%		
Ice-O-Matic	50%		
Lincoln Foodservice	50%		
Insinkerator	45%		
Intedge	40%		
LT (Low Temp Industries)	50%		
Magikitchen/M	53%		
Mannhart	45%		
Marshall Air Systems	20%		
Master-Bilt	53%		
Meiko	30%		
Merrychef/Welbilt	45%		
Mod-U-Serve	40%		
Nemco Food Equipment	45%		
New Age	40%		
Norlake	45%		
Nouva Simonelli	40%		
Panasonic	45%		
Pelouze	50%		
Power Soak	40%		
Randell	50%		
Regal Ware, Inc.	40%		
Revent	20%		

**Bid No. 24-165-25: Commercial Food Service Equipment for School Cafeterias (REBID)**

**Balance Of Line:**

*Additional manufactures offered by vendors*

Rubbermaid	40%		
Salvajor	50%		
Sani-Serve	40%		
San-Jamar	40%		
Scotsman Ice Systems	53%		
Server Products	40%		
Service Ideas	45%		
Servolift/Piper	45%		
Sharp	40%		
Shelly	53%		
Somat	40%		
SPG International	40%		
Spray Master Technologies	35%		
SSP	50%		
Star Manufacturing	50%		
Star Vending	50%		
Steelite	50%		
Sterno	40%		
Storage Products Group (SPG)	40%		
T&S Brass	50%		
Tablecraft	40%		
Taylor-Precision	45%		
Thermodule	50%		
Toastmaster	52%		
Turbo-Air	58%		
Universal Stainless	40%		
Varimixer	25%		
Victorinx-Swiss Army	52%		
Vitamix	50%		
Walco	45%		
Waring	50%		
Wearever	50%		
Wells	45%		
Winco	57%		
Win-halt Equipment Group	40%		
Wittco	40%		
Wolf	45%		
Wusthof Trident Cutlery	40%		

**A. Item Currently Budgeted -**

Account Name	Furniture Fixtures and Equipment											
Account Number	4110E		7600		6410		9002		00100		00000	
	Fund		Function		Object		Cost Center		Project		Sub Project	
Original	Budget		Expenditures /		Current		Present		Remaining			
Approved	+	Amendments	-	Encumbrances	=	Available	-	Request	=	Balance		
Budget	-			To Date		Budget				Available		
250,000.00		3,870,000.00		139,644.07		3,930,335.93		3,870,000.00		60,335.93		
\$		\$		\$		\$		\$		\$		

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

**B. Item Currently Not Budgeted -\*\***

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

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

**C. History**

Check one:

Prior Year Budget: ☐New for Current Year: ☒

Prior Year Approved Budget: \$

Prior Year Actual Spent: \$

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



# Hernando School District

## School Board Regular Meeting

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**Agenda Item # 23. 24-2006**

2/20/2024

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**Title and Board Action Requested**

Approve the award of Bid No. 24-485-26 RA, Janitorial/Custodial Products & Supplies (Warehouse Delivery) REBID, awarded to multiple vendors and authorize the purchase of custodial supplies on an as needed basis for an estimated annual spending of \$258,410.49.

**Executive Summary**

The Manager of Warehouse, Property Control, Printing and Records, on behalf of the Superintendent of Schools, hereby requests the Board to approve the award of Bid No. 24-485-26 RA, Janitorial/Custodial Products & Supplies (Warehouse Delivery) REBID, awarded to multiple vendors, and authorize the purchase of custodial supplies on an as needed basis for an estimated annual spending of \$258,410.49.

This bid established a pool of responsible responsive vendors who participated in an online bidding event to capture unit prices for this contract. Approved vendors will participate in an online bidding event bi-annually through the term of this contract including renewals periods. This will allow the district to secure the best pricing for the selected items. This contract approval includes unit pricing variations because of the online bidding event; however, total overall spending will not exceed the board approved expenditures.

**My Contact**

Christopher Reckner, Director of Purchasing and Warehousing  
(352) 797-7000, ext. 323

Genele Firlik, Manager of Warehouse, Property Control, Printing and Records  
(352) 797-7061

**2023-28 Strategic Focus Area**

Priority 4: Fiscal Stability and Capital Planning

**Financial Impact**

See attached budget sheet.

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

# PURCHASING AGENDA ITEM

Hernando County School District

**School Board Approval Meeting:**

**February 20, 2024**

**Bid No. 24-485-26 RA**

**Bid Title: Janitorial/Custodial Products & Supplies (Warehouse Delivery) REBID**

*Recommend approval of this agenda item under the specific category below:*

- |  |  |  |   |
|--|--|--|---|
| <input type="checkbox"/> Lowest Bid(s)               | <input type="checkbox"/> Request for Proposal(s) | <input checked="" type="checkbox"/> Low Bid(s) Meeting Specification | <input type="checkbox"/> Rejection/Cancellation   |
| <input type="checkbox"/> Revised Award               | <input type="checkbox"/> Renewal of Contract     | <input type="checkbox"/> Sole/Single Source                          | <input type="checkbox"/> Re-Award (Partial/Whole) |
| <input type="checkbox"/> Contract Termination        | <input type="checkbox"/> Amendments to Contract  | <input type="checkbox"/> Extension of Contract                       | <input type="checkbox"/> Emergency                |
| <input checked="" type="checkbox"/> Reversed Auction | <input type="checkbox"/> Piggyback Cooperative   | <input type="checkbox"/> Responsive/Responsible Bidders              |   |

**Bid Contract Period:**

**02/20/2024 through 02/19/2026**

☐ N/A – One Time Purchase

**Contract Type:**

☐ Estimated  
Dollar Amount

☐ Firm, Fixed  
Dollar Amount

☒ Firm, Fixed  
Unit Prices

☐ Firm, Fixed Unit Prices,  
Hourly Rates, Fees and/or  
Percentages

**Renewal Options:**

No. of Terms  
Remaining  
3

☐ Length of  
Each Term (month)

☒ Length of  
Each Term (year)  
1

☐ None

**Rationale/Reason:** This tabulation establishes a contract with responsive & responsible vendors to deliver various janitorial/custodial supplies to the district warehouse. An online bidding event was used to capture prices for this contract. Approved vendors will participate in an online bidding event bi-annually through the term of this contract including renewals periods. This will allow the district to secure the best pricing for the selected items. This contract approval includes unit pricing variations because of the online bidding event; however, total overall spending will not exceed the board approved expenditures.

**Bidders Electronically**

**Bids Received:**

**No Bids:**

**Late Bids:**

**Rejected Bids:**

☐ N/A – Bids Not  
Required:

**Downloaded From**  
**Bidnet Direct Website: 81**

- 12 -

- 2 -

- 0 -

- 2 -

**Submitted By:**

Christopher Reckner  
Director of Purchasing & Warehousing

**School(s):** District Wide

**Requested By:**

Genel Firlik  
Manager of Warehouse, Property Control  
Printing & Records

**Department(s):** School Distribution Center

Recommended award, description of items and prices: (See attached)

**T/C CODE: 2426**

This bid establishes a contract with a pool of responsive & responsible vendors, who have met all the terms, conditions and specifications as outlined in the solicitation. These vendors are approved to participate in an online bidding event to secure the lowest, firm fixed unit prices on selected janitorial/custodial products.

Approved vendors will participate in an online bidding event bi-annually through the term of this contract including renewals periods. This will allow the district to secure the best pricing for the selected items.

#### Approved Vendors:

- ◇ Agni Enterprises, LLC dba Head to Heels Safety Supplies
- ◇ Allure Hospitality Supplier, Inc.
- ◇ HD Supply Facilities Maintenance, LTD.
- ◇ Imperial Dade
- ◇ Interboro Packaging
- ◇ Lawton Brothers, Inc.
- ◇ Mersi Distribution, LLC
- ◇ Pyramid School Products
- ◇ Unipak Corp.
- ◇ United Sales USA Corp.

Online Bidding Event was held on January 30, 2024 - Successful vendors:

#### Imperial Dade

Item No.	SDC Stock #	Item Description	Brand	UOM	Unit Price
1	020132	<b>Broom Handle.</b> Push Broom 60", 3" Metal Threaded End	ABCO 01104	Each	\$3.38
2.	020313	<b>Broom,</b> Plastic, Upright w/Plastic Bristles, Duo Sweep, Handle Included, Heavy Duty	ABCO 00403WH	Each	\$3.69
4.	020111	<b>Broom, Push.</b> Combo w/Handle 24" Cement/Wood, 60" Wood Handle with Metal Threaded Tip	ABCO BH12002/01104	Each	\$10.64
15.	020274	<b>Dust Mop, Frame,</b> 24" x 5". <b>Must Fit Item 13.</b> Solid Construction	ABCO BH24524WF	Each	\$2.61
30.	020163	<b>Squeegee,</b> Floor 30", Stainless Steel Channel, 36" - 48" Rubber Handle	Better Brush 270530	Each	\$12.87
35.	020314	<b>Brush, Scrub.</b> Swivel Head, NO HANDLE	ABCO TO3220	Each	\$5.39
36.	020000	<b>Brush, Toilet Bowl.</b> Nylon Bristles Only. 14" Minimum Length, Plastic or Wood Handle, No Metal Components Allowed	ABCO 00017	Each	\$0.87
37.	020172	<b>Sponges,</b> Scrubbing, 5-1/2" x 3-1/2" x 1" w/Green Scrub Pad On One Side And Cellulose On Other Medium Duty. <b>40 Per Package</b>	Victoria Bay VB74MSS	Case	\$21.34
39.	020167	<b>Towel,</b> Utility Cotton, 17-1/2" x 20" Ribbed Terry Cloth Bar Mop. 12 Per Package. <b>Loose Towels By Case Will Not Be Accepted</b>	Hospesco T1110-20D2PB	Package	\$6.74
44.	020047	<b>Floor Caution Sign,</b> "WET FLOOR" Sign, Triangular Hard Plastic Yellow Safety Sign, Easy Storage On Cart Or Wall, Universal Caution Symbol Preferred	ABCO S-00001	Each	\$5.52
45.	020502	<b>Chemical Goggles.</b> All Purpose, With Elastic Comfort Strap	Impact 7322	Each	\$1.67



Item No.	SDC Stock #	Item Description	Brand	UOM	Unit Price
46.	020500	<u>Safety Glasses</u> , Clear Plastic	Safety Zone ES41BKCL	Each	\$1.83
47.	020319	<u>Gloves</u> , Dotted Cotton, Knit Wrist. Size Large	Safety Zone GSBS-MN-2C-20	Each	\$0.35
57.	020050	<u>Cleaner, Microfiber</u> , Machine or Hand Wash for Microfiber Materials Such as Towels, Mops, Etc. <u>Liquid</u>	Spartan 7003-05	Pail (5g)	\$79.64
58.	020051	<u>Cleaner, Microfiber</u> , Machine or Hand Wash for Microfiber Materials Such as Towels, Mops, Etc. <u>Powder</u>	Victoria Bay G0046	50 lb	\$40.01
66.	020114	<u>Can, Garbage</u> . Plastic, 20 Gallon, w/o Lid. <b>Color and Size Must Fit and Match Item 67.</b> Recycled Material Construction Preferred	Rubbermaid 262000 Grey	Each	\$24.49
67.	020317	<u>Lid Only, Garbage Can</u> , Plastic, 20 Gallon. <b>Color and Size Must Fit and Match Item 66</b>	Rubbermaid 261960 Grey	Each	\$9.04
70.	020271	<u>Linens, Sanitary Napkin</u> , 7-1/2" x 3" x 10-1/4", Waxed, For Sanitary Receptacle. <b>Must Fit Item 69.</b> 500 Per Case Minimum	Hospesco KL-260	Case	\$19.37

### Allure Hospitality Supplier, Inc.

Item No.	SDC Stock #	Item Description	Brand	UOM	Unit Price
3.	020009	<u>Broom Push 24"</u> . Combo w/Handle and Metal Bracket. For Polished/Waxed Floors Gray Flagged Satin, tip floor brush	ABCO BH-1100801117	Each	\$13.06
9.	020089	<u>Frame, For Finish Mop</u> , 18" L x 5" W, Metal.	ABCO 24518	Each	\$2.25
18.	020342	<u>Dustpan, Lobby</u> , Pivoting Bucket Locks Open For Hands Free Disposal. 30" Minimum Handle	Impact 2600	Each	\$8.50
75.	020023	<u>14" X 24" Red Buffing Pad</u> , TomCat Edge Series Floor Pads	Americo 40441424	Case	\$24.65

### Pyramid School Products

Item No.	SDC Stock #	Item Description	Brand	UOM	Unit Price
5.	020310	<u>Mop Head, Wet</u> , 16-18 Ounce, Looped End, Cotton & Rayon Plus Triple Synthetic Blend for Strength, Plastic Coated Mesh Head	Greenwood (ABCO) 1378 (LM202BSW)	Each	\$3.29
8.	020080	<u>Mop, finish</u> , Micro-Fiber Finish , 18" Looped Fringe, White, Mop Size: 18" L x 5" W	Rubbermaid FGQ800	Each	\$11.89
10.	020311	<u>Mop, Handle</u> , (Wet Mops), 60"	ABCO 01208NB	Each	\$9.24
11.	020088	<u>Bucket, For Finish Mop</u> , Resealable, Smooth, Non-Porous, Cleans Easily, Must Fit Mop At Least 18" L x 5" W. Must Come Complete With tight Fitting Lid, Handle, Sieves and Casters. Strong Enough To Handle Continuous Users	Rubbermaid Q930	Each	\$84.99
14.	020007	<u>Dust Mop, Refill</u> , 36", Microfiber	A&B (Monarch) MFD36 (M850036)	Each	\$5.59

Item No.	SDC Stock #	Item Description	Brand	UOM	Unit Price
17.	020277	<b>Dust Mop, Handle</b> , 360 Degree Swivel Head. <b>Must Fit Items 15 and 16.</b> Clamp/Snap on Design Only	ABCO 01406NB	Each	\$5.79
21.	020285	<b>Pads, Light Scrub</b> , 13" x 1" Red. 5 Per Case	Glit 20046	Case	\$7.99
22.	020285	<b>Pads, Light Scrub</b> , 16" x 1" Red 5 Per Case	Glit 4044416	Case	\$9.98
23.	020284	<b>Pads, Light Scrub</b> , 20" x 1" Red. 5 Per Case	Glit 20053	Case	\$12.98
24.	020015	<b>Pads, Top Scrub</b> , 20" x 1" Green. 5 Per Case	ACS 55-20	Case	\$12.98
25.	020307	<b>Pads, Burnish/Buf</b> , 13" x 1", Champagne. 5 Per Case	ACS 36-13	Case	\$7.99
26.	020309	<b>Pads, Burnish/Buf</b> , 20" x 1", Champagne, For High Speed Burnishing Buffing. 5 Per Case	ACS 36-20	Case	\$12.98
27.	020298	<b>Pads, Burnish</b> , 20" x 1", Hog's Hair. 5 Per Case	Glit 20364	Case	\$12.98
28.	020299	<b>Pads, Stripping</b> , 20" x 1/2", Heavy Duty Reusable And Washable. 5 Per Case	Glit 20329	Case	\$12.98
29.	020014	<b>Pads, Stripping</b> , 20" x 1/2", Heavy Duty Reusable And Washable. 5 Per Case	ACS 52-20	Case	\$12.98
31.	020329	<b>Scraper</b> , 48" Overall Length Minimum. <b>Must Fit Item 32.</b> Stainless Steel, With Handle	ABCO CT08010	Each	\$7.96
32.	020330	<b>Blade Replacement For Scraper</b> , 4" Wide Blade. <b>Must Fit Item 31.</b> 10 Blades Per Package. Blades must be securely packaged in rigid plastic (or similar) container	Better Brush 301204	Package	\$4.29
52.	020505	<b>Shoes/Boots, Stripping - Small</b> , Waterproof Overshoes to Fit Snuggly Over Shoes to Avoid Slipping When Stripping Floors, Degreasing Areas, Etc., Soles to Be Made of Stripping Pad Material and Attach to Uppers With Velcro, Must Be Able To Withstand Repeated Exposure To Harsh Chemicals	Glit-ACS Kit SB-Small	Pair	\$43.99
53.	020503	<b>Shoes/Boots, Stripping - Medium</b> , Waterproof Overshoes to Fit Snuggly Over Shoes to Avoid Slipping When Stripping Floors, Degreasing Areas, Etc., Soles to Be Made of Stripping Pad Material and Attach to Uppers With Velcro, Must Be Able To Withstand Repeated Exposure To Harsh Chemicals	Glit-ACS Kit SB Med	Pair	\$43.99
54.	020504	<b>Shoes/Boots, Stripping - Large</b> , Waterproof Overshoes to Fit Snuggly Over Shoes to Avoid Slipping When Stripping Floors, Degreasing Areas, Etc., Soles to Be Made of Stripping Pad Material and Attach To Uppers With Velcro, Must Be Able To Withstand Repeated Exposure To Harsh Chemicals	Glit-ACS Kit SB Large	Pair	\$43.99
55.	020509	<b>Shoes/Boots, Stripping - X-Large</b> , Waterproof Overshoes to Fit Snuggly Over Shoes to Avoid Slipping When Stripping Floors, Degreasing Areas, Etc., Soles to Be Made of Stripping Pad Material and Attach To Uppers With Velcro, Must Be Able To Withstand Repeated Exposure To Harsh Chemicals	Glit-ACS Kit SB XL	Pair	\$43.99

Item No.	SDC Stock #	Item Description	Brand	UOM	Unit Price
56.	020510	<b>Shoes/Boots, Stripping - Giant</b> , Waterproof Overshoes to Fit Snuggly Over Shoes to Avoid Slipping When Stripping Floors, Degreasing Areas, Etc., Soles to Be Made of Stripping Pad Material and Attach To Uppers With Velcro, Must Be Able To Withstand Repeated Exposure To Harsh Chemicals	Glit-ACS Kit SB XXL	Pair	\$43.99
65.	020102	<b>Basket, Wastepaper</b> , Non-Metallic, (Round or Rectangular) Approx. 14-3/8" x 10-1/4" x 15" High, 29-1/8 Qt. Recycled Material Construction Preferred	Rubbermaid FG 2956	Each	\$6.49
68.	020011	<b>Urinal Kit, For Waterless Urinals</b>	Falcon FHGS-Kit	Each	\$299.98
72.	020025	<b>Floor Prep/Stripping Pad, 14" X 28" Maroon</b> TomCat Edge Series Floor Pads	ACS 57-14x28	Case	\$64.98
73.	020026	<b>Floor Prep/Stripping Pad, 14" X 20" Maroon</b> TomCat Edge Series Floor Pads	ACS 57-14x20	Case	\$59.98
74.	020027	<b>Floor Prep/Stripping Pad, 14" X 24" Maroon</b> TomCat Edge Series Floor Pads	ACS 57-14x24	Case	\$61.99

#### Lawton Brothers, Inc.

Item No.	SDC Stock #	Item Description	Brand	UOM	Unit Price
6.	020019	<b>Mop Head, Microfiber Heavy Duty</b> , White Color Band Options Available For Easy Identification. 16 oz. 6 per Case	Prolink W31MD 18-2002 Looped	Each	\$6.10
7.	020013	<b>Mop Head, Microfiber Heavy Duty</b> , Blue Color Band Options Available For Easy Identification. 16 oz., 6 per Case	Prolink W31MDB 18-2002 L	Each	\$6.10
62.	020120	<b>Vacuum Backpack Bags</b> , Large, Gray. 10 Per Box Minimum	NaceCare MVM1CH	Box	\$27.77
76.	020044	<b>14" x 20" Red Buffing Pad</b> , TomCat Edge Series Floor Pads	Prolink OSR1428	Case	\$29.60
77.	020024	<b>14" x 20" Red Buffing Pad</b> , TomCat Edge Series Floor Pads	Prolink OSR1420	Case	\$22.21
78.	020124	<b>CPI-Trowel</b> , 9" X 4" Hand Trowel With Handle and Scraper Edge, Blue Hook and Loop Backing Use With Wallwash Pads	Prolink MFHT11	Each	\$5.27
79.	02125	<b>CPI Wave Trowel</b> , 5" x 10", Blue, Microfiber Hook & Loop Pad or Equal, <b>MUST FIT ITEM #78.</b>	Prolink MFM11HD BW	Case	\$34.08

#### HD Supply Facilities Maintenance, LTD

Item No.	SDC Stock #	Item Description	Brand	UOM	Unit Price
12.	020208	<b>Mop Bucket and Wringer</b> , 35qt., Yellow Polypropylene, Side Press Hand Operated Wringer, 32 oz. Mop Capacity, Rectangular Shape, Non-marking 3" Casters	Appeal APP 15500	Each	\$49.00
16.	020275	<b>Dust Mop, Frame</b> , 36" x 5". <b>Must Fit Item 14.</b> Solid Construction	Renown REN02615-16	Each	\$2.30
19.	020017	<b>Duster, Microfiber w/Handle</b> , Duster Kit, Wand	Renown REN03659-1B	Each	\$3.50

Item No.	SDC Stock #	Item Description	Brand	UOM	Unit Price
20.	020008	<b>Duster, Cobweb w/Handle</b> , Split Tip PVC Bristles. Handle Must Extend 50"-120"	Carlisle CSM36340414	Each	\$6.82
33.	020071	<b>Sprayer, Commercial</b> , 2-Gallon Pump Up Capacity, Heavy Duty Poly Tank, Industrial Grade, Chemically Resistant Poly Flow Control, Viton Seals	Hudson	Each	\$50.35
38.	020010	<b>Pumice Scouring Stick</b> , Heavy Duty, Use With Cleaning Tile and Porcelain, Removes Hard Water Rings, Lime, Rust, Etc. From Toilets, Urinals, Sinks And Showers, Minimum Size 6' x 1.25" x 3/4"	Pumice 559004	Each	\$2.80
59.	020028	<b>Absorbent, Vomit.</b> 2 lb. Rigid Plastic Containers, Environmentally Friendly Ingredients or Green Seal Certification Preferred. (Non-Toxic, Non-Flammable, Non-Carcinogenic, and Odorless.)	000R-SORB	Pound	\$4.00
64.	020001	<b>Nifty-Nabber</b> , 36" Long Handle, Tips Must Be Of One Continuous Section, Ideal For Picking Up Bottles, Garbage And Hazardous Items Out Of Toilets, Urinals, And Grounds	Renown REN03894	Each	\$25.00
69.	020069	<b>Receptacle, Sanitary Napkin</b> , Removable Rigid Liner For Easy Cleaning, Holds Bag Size 7-1/2" x 3" x 10-1/4", Wall Mounted Design. <b>Must Fit Item 70</b>	Appeal APP18107	Each	\$11.80
80.	NEW	<b>Chapin Foaming Sprayer</b>	Spartan SAP9973	Each	\$68.99

### United Sales USA Corp.

Item No.	SDC Stock #	Item Description	Brand	UOM	Unit Price
34.	020501	<b>Tissue, Facial</b> , Facial Quality Paper, Regular Size. 100 Count Box, 30 Boxes per Case	Crystalware T10VAP	Case	\$21.75
40.	020048	<b>Towel - Red</b> , Micro-Fiber Wipe, 16" x 16". 12 Per Package. Durable/Reusable Up To 500 Washings	Janico 6006RD	Package	\$6.05
41.	020049	<b>Towel - Yellow</b> , Micro-Fiber Wipe, 16" x 16". 12 Per Package. Durable/Reusable Up To 500 Washings	Janico 6006YW	Package	\$6.05
42.	020020	<b>Towel - Green</b> , Micro-Fiber Wipe, 16" x 16". 12 Per Package. Durable/Reusable Up To 500 Washings	Janico 6006GR	Package	\$6.05
43.	020021	<b>Towel - Blue</b> , Micro-Fiber Wipe, 16" x 16". 12 Per Package. Durable/Reusable Up To 500 Washings	Janico 6006BL	Package	\$6.05
48.	020073	<b>Gloves, Disposable, Small</b> , Any Color, Seamless Vinyl, Latex Free. Powder Free. Not Less Than 5 Mil.	Rensow USGVPFS	Box	\$1.70
49.	020072	<b>Gloves, Disposable, Medium</b> , Any Color, Seamless Vinyl, Latex Free. Powder Free. Not Less Than 5 Mil.	Rensow USGVPFM	Box	\$1.70
50.	020341	<b>Gloves, Disposable, Large</b> , Any Color, Seamless Vinyl, Latex Free. Powder Free. Not Less Than 5 Mil.	Rensow USGVPFL	Box	\$1.68
51.	020002	<b>Gloves, Disposable, X-Large</b> , Any Color, Seamless Vinyl, Latex Free. Powder Free. Not Less Than 5 Mil.	Rensow USGVPFXL	Box	\$1.73
71.	020259	Clear, Linear Low, .50 Mil., Eco-Friendly, Recycled Material Construction Preferred. 1000 Per Case Minimum. Star Seal Bottom. Case Weight Minimum 25.6 lbs	United Sales US243308MCCL	Case	\$16.00

A. Item Currently Budgeted -											
2023-24 General Fund/Operation of Plant/Various/County-wide Custodial											
Account Name		1100e		5100/7900		5100		Various		M2370/40100	
Account Number		Fund	Function	Object	Cost Center	Project	Sub Project				
Original Approved Budget	+	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available	
\$ 300,000.00		\$	\$ 41,589.51	\$	\$ 258,410.49	\$	\$ 258,410.49	\$	\$ 0.00		

B. Item Currently Not Budgeted -**										
Funding Source										
Account Name										
Account Number		Fund	Function	Object	Cost Center	Project	Sub Project			
Original Approved Budget	+	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
\$		\$	\$	\$	\$	\$	\$	\$	\$	

B. Item Currently Not Budgeted -**									
Funding Source									
Account Name									
Account Number		Fund	Function	Object	Cost Center	Project	Sub Project		
Amount	\$								

B. Item Currently Not Budgeted -**									
Funding Source									
Account Name									
Account Number		Fund	Function	Object	Cost Center	Project	Sub Project		
Amount	\$								

C. History									
Check one:									
Prior Year Budget: <input checked="" type="radio"/>									
New for Current Year: <input type="radio"/>									
Prior Year Approved Budget:				\$ 300,000.00					
Prior Year Actual Spent:				\$ 170,479.88					

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



# Hernando School District

## School Board Regular Meeting

---

**Agenda Item # 24. 24-2010**

2/20/2024

---

**Title and Board Action Requested**

Approve the Adoption and Purchase of K-12 Social Studies Materials from the Florida School Book Depository and TCI and Authorize the Issuance of Purchase Orders for an Estimate Amount of \$1,904,500.00

**Executive Summary**

The Directors of Elementary and Secondary Programs, on behalf of the Superintendent of Schools, hereby requests the Board to approve the adoption and purchase of Social Studies instructional materials per the Department of Education adoption cycle. A review team consisting of instructional personnel from all schools and district support staff collaborated in the selection of the materials. Florida Statute 1006.28 requires districts to select and provide instructional materials aligned to the Florida Standards for all students. The 2023-2024 Social Studies adoption is aligned to the Florida Social Studies Next Generation Sunshine State Standards as required by the Florida State Department of Education.

**My Contact**

Tiffany Howard  
Director of Elementary Programs  
352-797-7000 ext. 433  
howard\_t@hcsb.k12.fl.us

John Morris  
Director of Secondary Programs  
352-797-7000 ext. 443  
morris\_j@hcsb.k12.fl.us

**2023-28 Strategic Focus Area**

Priority 1: Student Success

**Financial Impact**

See attached budget sheet.

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





# FLORIDA

## SOCIAL STUDIES



Welcome Hernando County Educators!



Deirdre Mayi  
*Senior Curriculum Specialist*



Inquire & Learn | Inspire & Lead

- 100% Aligned to Florida Benchmarks
- Florida Customization At ALL Grade Levels
- Equitable Spanish Resources
- **Integrated ELA** Skills Instruction
- **Benchmark** Connections
- **Flexible** Planning Options
- Embedded **ELL Support** with **Multilingual** Options
- **LMS Integration Ready** with Assignment Sync with Grade Passback
- Offline Access via McGraw-Hill K-12 Portal **App**







OPPORTUNITIES FOR INTERACTIVE ACADEMIC ENGAGEMENT

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Exclusive

Civics

Join at [www.kahoot.it](http://www.kahoot.it)  
or with the **Kahoot! app**

Game PIN:

QR  
CODE

Kahoot!

Economics

Profit and Competition

Kahoot!

Geography

How Do Special Purpose Maps Help Us?

Kahoot!

History

Daily Life: Then and Now

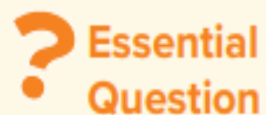
Kahoot!

# Wonders Connections



## Unit 1

### Text Set 3: Week 5



**What Happens  
When Families  
Work Together?**

### Interesting Jobs

Students will interview a person about their job. They will work in pairs to create a list of questions to ask during the interview. Students will then use those questions to ask someone about their job. Remind students to take notes so they can refer to them as they create a job description sheet to share with the class.

Sunshine State Standards for Social Studies: SS.2.E.1.2

B.E.S.T. Standards for ELA: ELA.2.C.2.1, ELA.2.C.4.1

### Goods and Services

### Chapter 4 Lesson 2

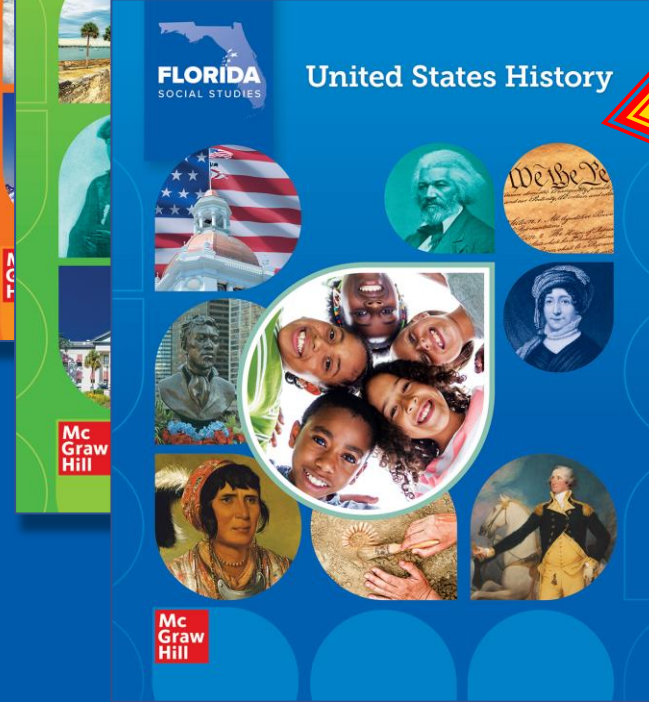
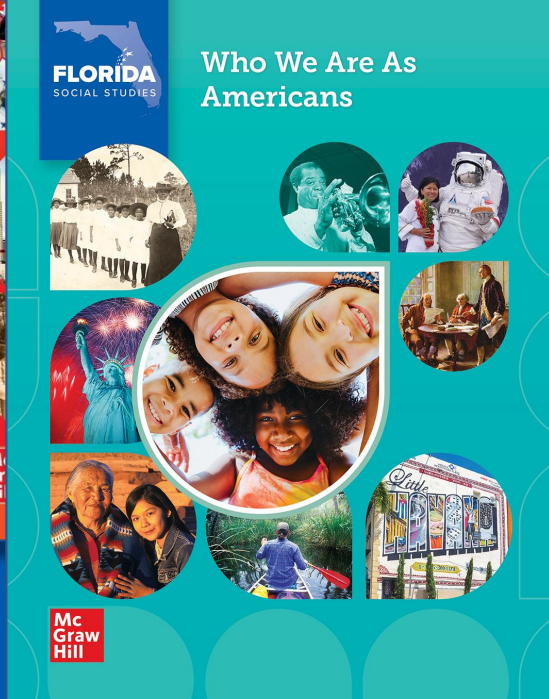
How Do We Use Goods and Services?

Research Skill: Central Idea and Relevant Details

Sunshine State Standards for Social Studies: SS.2.A.1.1, SS.2.CG.2.2, SS.2.CG.2.5, SS.2.E.1.2

B.E.S.T. Standards for ELA: ELA.2.R.2.2, ELA.2.R.3.3, ELA.2.V.1.2





# Streamlined Materials

## Consumable Student Edition

Also in  
Spanish!

Powerful Student Digital Platform





# Investigate Primary Sources

## PRIMARY SOURCE



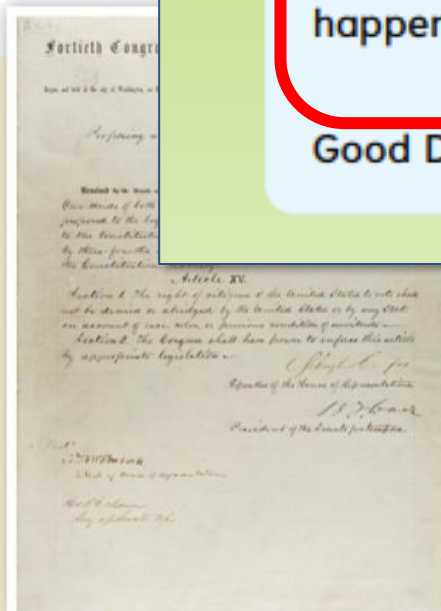
clay  
from

## PRIMARY SOURCE

### In Their Words... The Fifteenth Amendment

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

—from The Fifteenth Amendment to the Constitution, 1870



## Analyze the Source

### 1 Inspect

Look at the picture.  
Tell what is happening.

### 2 Find Evidence

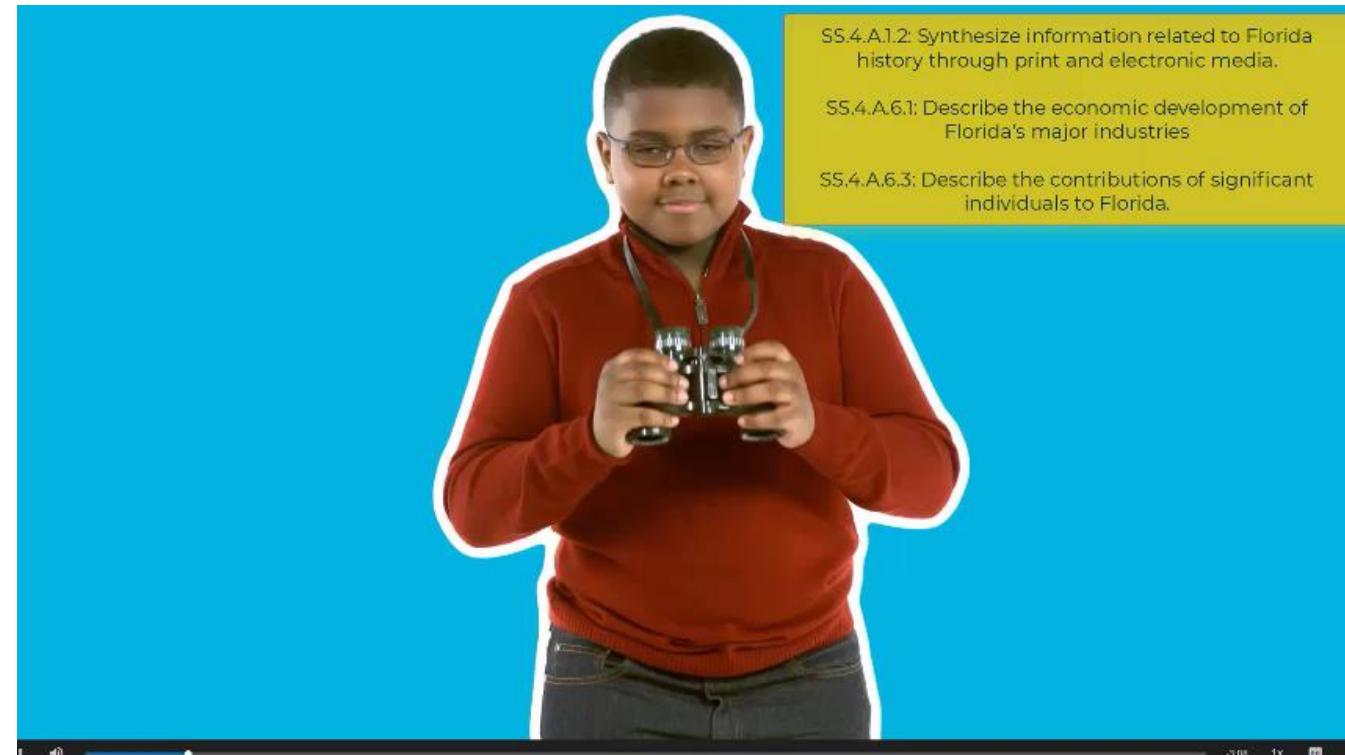
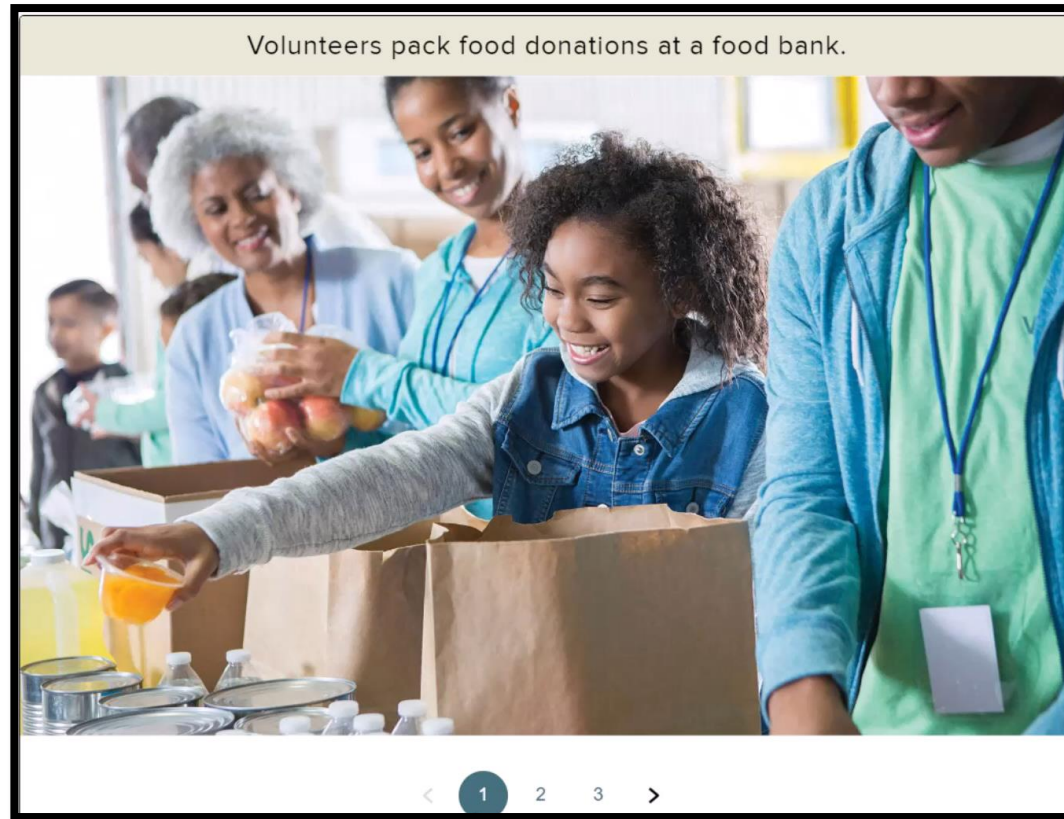
Look Again What is the topic?  
Circle any details you see.

### 3 Make Connections

Talk What are ways you can try to be fair?

Good Detectives analyze each source 1, 2, 3 ways!

# Engaging Multi Media At Point of Use

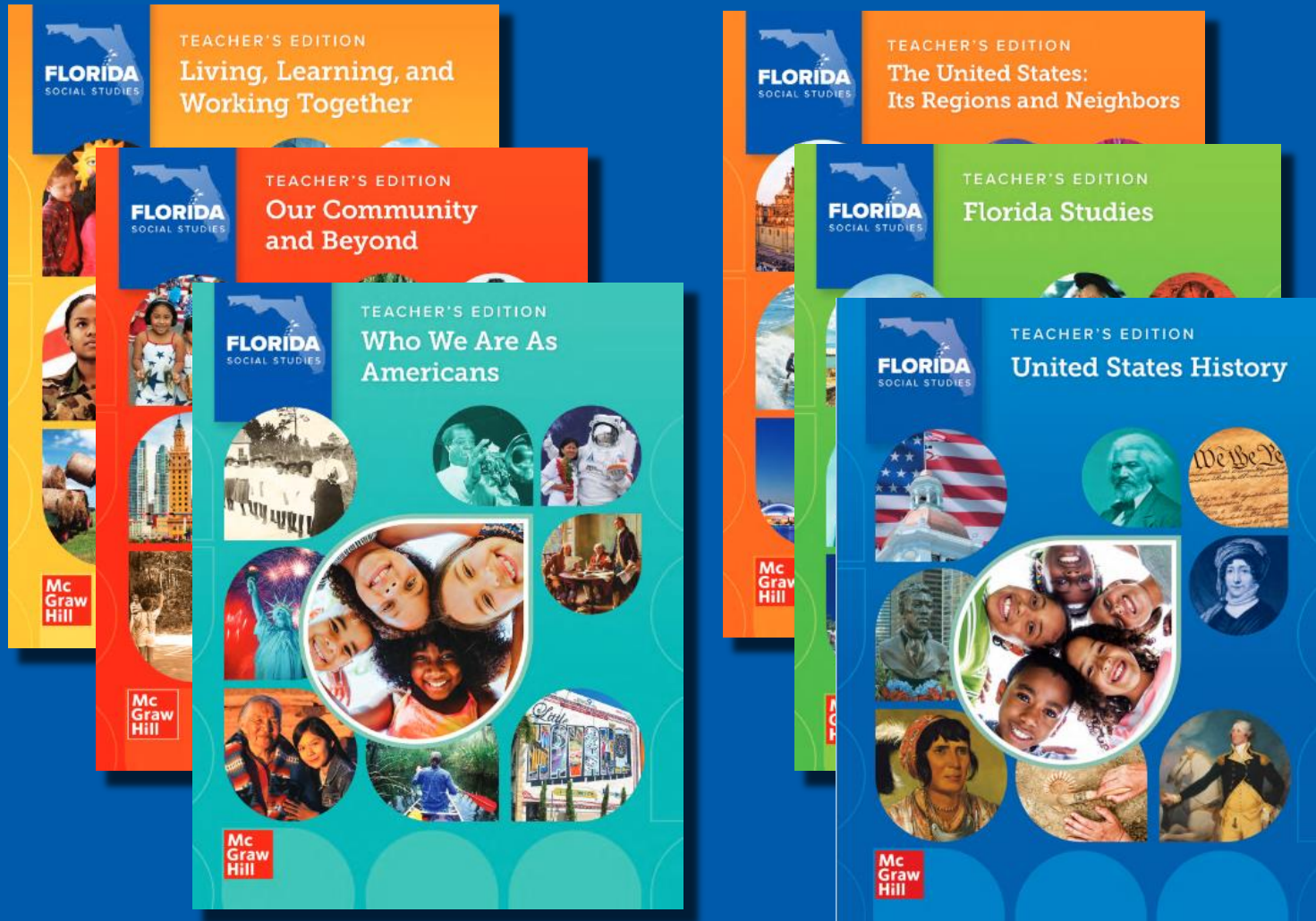


# Engage



STRATEGIES FOR LANGUAGE ACQUISITION

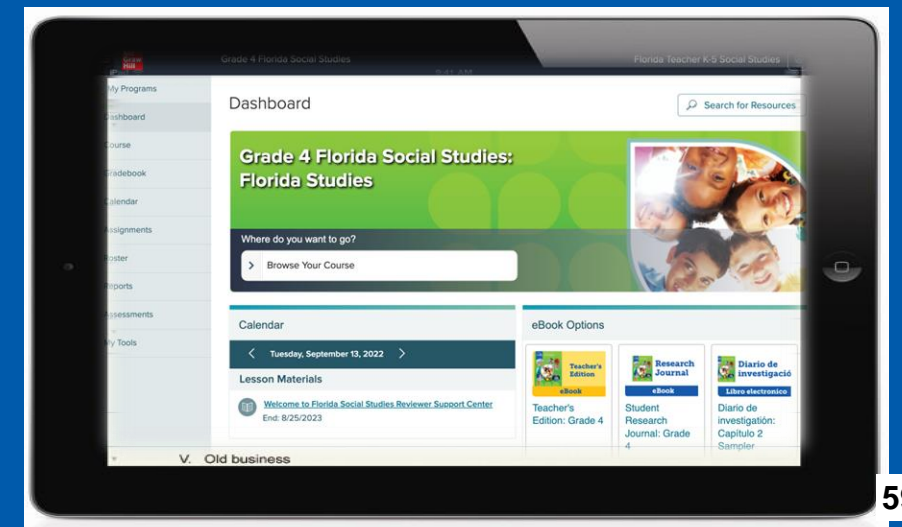





# Streamlined Materials

Print Teacher's Editions  
One Volume

Powerful Teacher Digital Platform



# Flexible Pacing Pathways



**Grade 5**

Suggested time for

- 6 weeks per chapter
- Two 20-minute lessons per day

Flexible Pacing

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Day 10			
Suggested Pacing	Source Title	Research Journal/ Research Online	Teacher's Edition/ Online Location
15 minutes	Civil War and Civil Rights	pp. 126-127	T139
15 minutes	Juneteenth	Research Online	Chapter 2 Lesson 3

Day 11			
Revisit the EQ to help students make connections.			
Suggested Pacing	Source Title	Research Journal/ Research Online	Teacher's Edition/ Online Location
15 minutes	Music and Dance Traditions	pp. 136-137	T151
15 minutes	Birth of the Blues	Research Online	Chapter 2 Lesson 4

Day 12			
Suggested Pacing	Source Title	Research Journal/ Research Online	Teacher's Edition/ Online Location
15 minutes	Seminole and Miccosukee Cultures	pp. 138-139	T152
15 minutes	Florida Culture	pp. 140-141	T153

Day 13			
Suggested Pacing	Source Title	Research Journal/ Research Online	Teacher's Edition/ Online Location
15 minutes	Protecting Our Oceans and Beaches	pp. 158-159	T166
15 minutes	Saving the Beach	Research Online	Chapter 2 Lesson 5

Day 14			
Suggested Pacing	Source Title	Research Journal/ Research Online	Teacher's Edition/ Online Location
30 minutes	Communicate Your Findings	p. 158	T170-T171

Day 15			
5 1/2 weeks per chapter			
Suggested Pacing	Source Title	Research Journal/ Research Online	Teacher's Edition/ Online Location
30 minutes	Communicate Your Findings	pp. 158-159	T170-T171

want to teach—

on the chapter Essential  
adjusted to fit into your

5

week



# Let's Go Live



# Multi Discipline Integrated Approach

## *and Exceeding* Meeting <sup>^</sup> Florida Standards

- ✓ = This chapter of Florida Social Studies has assessments to monitor progress on this standard.
- ✓ Clearly Labeled

### English Language Learners

- **ELD.K12.ELL.SS.1** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
- **ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.



### Math

Mathematical thinking is a part of inquiry-based learning. Children make strong

- **MA.K12.MTR.1.1** ... learning both ind
- **MA.K12.MTR.2.1** ... by representing p
- **MA.K12.MTR.3.1** ... mathematical flue
- **MA.K12.MTR.5.1** ... help understand concepts.
- **MA.K12.MTR.7.1** ... world contexts.

### American History

- ✓ **SS.2.A.1.1** Examine primary and secondary sources.
- ✓ **SS.2.A.1.2** Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.
- **SS.2.A.2.1** Recognize that Native Americans were the first people to live in North America.

the impact of immigrants on the Native  
terms and designations of time sequence.

### Government

why people form governments.  
recognize symbols, individuals and documents  
la.

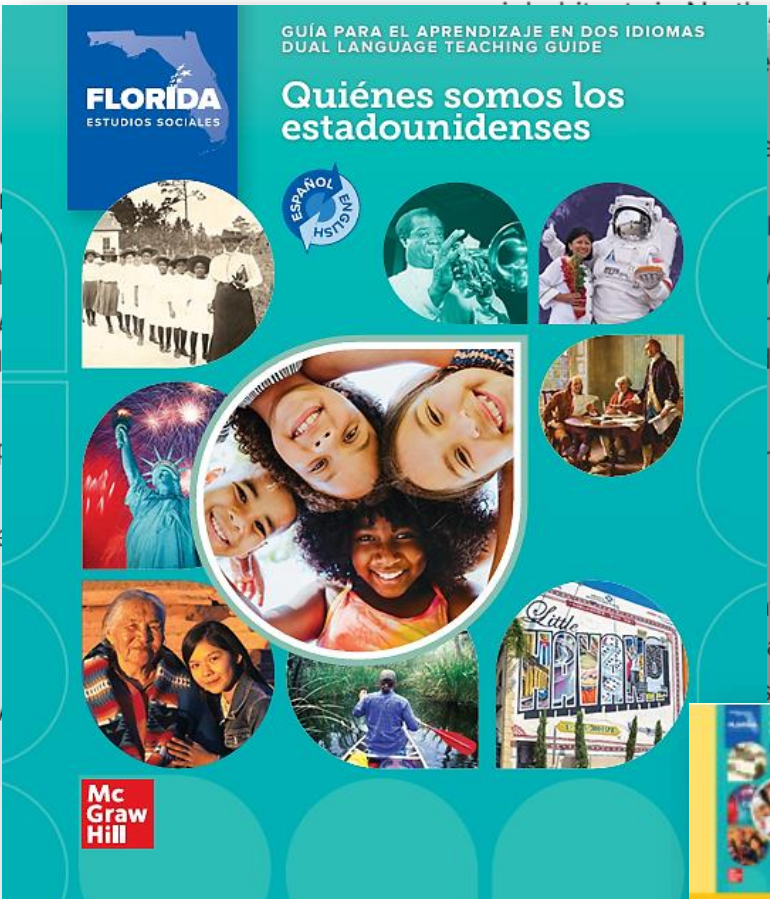
that people make choices because of

different types of maps (political, physical, and  
map elements.

maps and globes, locate the student's  
the state

means,

America  
lands).



(Canada, United



# Multi Discipline Integrated Approach



## Florida B.E.S.T. English Language Arts Integration

Building Mastery Towards These  
**English Language  
Arts Standards**

### K-12 ELA Expectations

- **ELA.K12.EE.1.1** Cite evidence to explain and justify reasoning.
- **ELA.K12.EE.2.1** Read and comprehend grade-level complex texts proficiently.
- **ELA.K12.EE.3.1** Make inferences to support comprehension.
- **ELA.K12.EE.4.1** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
- **ELA.K12.EE.5.1** Use the accepted rules governing a specific format to create quality work.
- **ELA.K12.EE.6.1** Use appropriate voice and tone when speaking or writing.

### Informational Reading

- **ELA.2.R.2.1:** Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.
- **ELA.2.R.2.2:** Identify the central idea and relevant details in a text.

### Reading Across Genres

- **ELA.2.R.3.3:** Compare and contrast important details presented by two texts on the same topic or theme.

### Vocabulary

- **ELA.2.V.1.2:** Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.
- **ELA.2.V.1.3:** Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.

### Communication

- **ELA.2.C.1.2:** Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.
- **ELA.2.C.4.1:** Participate in research to gather information to answer a question about a single topic using multiple sources.

## Research Skills

### Compare and Contrast

When you **compare**, you tell how things are alike or similar.

When you **contrast**, you tell how things are different.

To compare and contrast:

1. Read the text all the way through and study photographs.
2. Reread the text and look at pictures to find things that are alike.
3. Reread the text again and look at the pictures for things that are different.
4. Ask yourself, *Did I find both similarities and differences?*



Based on what you read, work with your class to find things that are alike and different in the text to complete the chart.

Alike	Different

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## Different

Some people used boats to get there. Others walked. The Seminole traveled through swamps and rivers to get there.

# Investigate

## My Note Catcher

Use the note catcher to compare and contrast information in Lesson 3. Your notes will help you complete the Lesson Wrap-Up and **Communicate Your Findings** at the end of the chapter.

Alike	Different

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# Differentiated Instruction

## Lesson 3



### Language Objectives

- Use newly acquired content and academic vocabulary to talk and write about different environments in the United States.
- Compare and contrast classroom objects and text.
- Use adjectives to describe Everglades National Park.

## Build Meaning & Support Language



Have children take turns explaining how two items are alike and how they are different. Consider providing a word bank of adjectives and sentence frames. The basketball is like the soccer ball. Both things are round. The basketball is different from the soccer ball. The basketball is orange, but the soccer ball is white.

## Language Forms & Conventions

**Using Adjectives** Explain to children that adjectives are words that are used to describe places and people. Write on the board a sentence from “Regions of the United States”: *Plains are large areas of flat grassland.* Underline the word *large* and explain that it is used to describe *areas*. Prompt children to use their hands to show the meaning of *large*. Repeat with *flat* describing *grassland*. Tell children they can use other adjectives to describe. Say: *The Everglades has amazing animals.* Have them identify the adjective used to describe *animals*.



In English, an adjective precedes the noun it modifies. In some other languages, such as Spanish and Hmong, an adjective follows the noun it modifies.

# Differentiated Instruction

## Differentiated Scaffolds

**Text Feature** Can children explain how to use the map key?

**If not,** have children work together to create a map of the classroom or playground. Remind them to include a map key with colors for different areas.

## ➤ DIFFERENTIATED SCAFFOLDS

### Approaching Level

Model how to identify compare and contrast details in a text by asking and answering questions, such as “What did the people from the island and the Seminole people do that were alike?” and “How are the ways people traveled to the store different?”

### On Level

Have partners work together to find an example in the text that tells the way two groups of people were alike. Then have them find ways two groups of people were different.

### Beyond Level

Guide children to compare and contrast their community environment to the environment on Chokoloskee Island. Guide them in identifying something in their environment that is like the environment on Chokoloskee Island and then identify something that is different.



# Expanding Learning





# Investigate: Lesson Wrap-up



## How Can We Describe Where We Live?

### Think About It

Have children review their research and think about what they learned about the Everglades. Remind them to review the notes in their Note Catcher. Direct children back to pp. 170-177 of the Research Journal if they need more information.

### Talk About It

Remind children to follow the rules of appropriate classroom conversation.

### Show It

**Give an Example** Remind children to include the following as they craft their responses.

- Write their response in the form of an email.
- Include specific details about the Everglades.

### Share It

Have children share their emails with a partner. Suggest that they compare and contrast their descriptions and discuss why the park should be protected. You may consider sending a class email to Everglades National Park staff to learn more about the Everglades’ importance to Florida.

From <dnjordan00@aim.com>   
To MYFAVEUNCLE@gmail.com

The Everglades

AA B I U S [emojis]

Hi Uncle Joe! Guess what? I learned so much about the Everglades this week. Did you know that the Everglades is the only place on Earth where both alligators and crocodiles live? Some people wanted to drain it and build on it, but people like Marjorie Stoneman Douglas fought so that would not happen. The amazing plant and animal life found in the Everglades is unlike any other in the world. It is such a special place. Last week when you asked me what I wanted for my birthday, I didn't know. I know what I want now. Could you take me on a boat ride in the Everglades? I want to see it for myself!

Send Attach GIF Add GIF Add stationery abc Spelling ... More Save Delete

Discipline	4	3	2	1
Geography Civics	Child shows a strong understanding of Everglades National Park and why it is an important symbol of Florida.	Child shows an adequate understanding of Everglades National Park and why it is an important symbol of Florida.	Child shows an uneven understanding of Everglades National Park and why it is an important symbol of Florida.	Child shows little or no understanding of Everglades National Park and why it is an important symbol of Florida.

## Communicate Your Findings Chapter Wrap-Up

### ➔ **Talk About It**

**Think** Look back at your notes. Think about what you learned in each lesson. How does this help you respond to the Essential Question?

**Turn and Talk** Share your thoughts and ideas with a partner to prepare for the Show It.

### ➔ **Show It**

Create a poster about your community. Describe your community and tell why it is special. Include these things:

- A map of where your community is in Florida
- At least one place people go to have fun together
- At least one way people enjoy the environment
- At least one way people get around in the community

Use the space below to draft notes and ideas for your poster.

### ➔ **Share It**

Share your poster with a partner. Be prepared to answer questions about your ideas. Listen respectfully to your partner's ideas. Did you learn anything new?





# Engage

K-1  
Difference

## Explore Words

# Map and Globe

(to the tune of "Row, Row, Row Your Boat")

Read, read, read the **map**.  
Help me, if you could,  
Find our street,  
And find our school,  
And find our **neighborhood**.



Read, read, read THIS map.  
Start with something small.  
Here's our town,  
and here's our **state**.  
Our **country** holds them all.

Spin, spin, spin the **globe**.  
It's a big round ball.  
It shows the **world**,  
Our planet Earth,  
Home to one and all.

K-1  
Difference



Globe

by Your Boat")

# Know What Your Students Know

## Summative Assessments



25% - 35%





# Know What Your Students Know

Print or Digital



Assess Online

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## Florida Grade 2 Chapter 3 Test



 [Alternativa de texto](#)

- ☐ La escala del mapa está en la parte inferior de la página.
- ☐ La parte este del país se muestra en un mapa físico.
- ☐ El ecuador va de la parte oeste a la parte este del país.

**FLORIDA**  
SOCIAL STUDIES

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# Know What Your Students Know

## Reports that Inform Instruction

McGraw Hill  
Exclusive

Interactive Performance Reports



Assess Online



Activity Performance



Standards Performance

Standards ^

✓ Benchmarks for Excellent Student Thinking Standards

■ 0 - 59% ■ 60 - 69% ■ 70 - 79% ■ 80 - 89% ■ 90 - 100%

ELA.2.R

83%



60

ELA.2.R.2

83%



58



83%



58

ELA.2.R.3

75%



2

**ELA.2.V**

100%

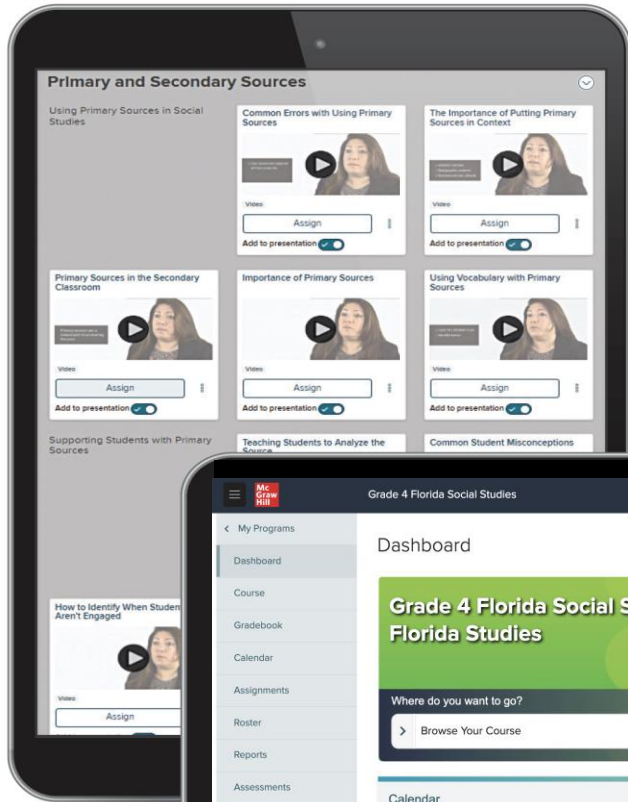


2

610



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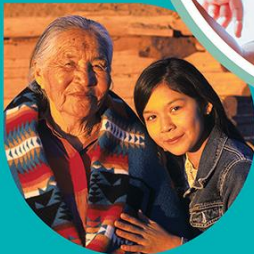
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## Who We Are As Americans



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# FLORIDA

## SOCIAL STUDIES

## Digital Access

[my.mheducation.com](https://my.mheducation.com)

### Public Access

Username: SocialStudies\_FL612

Password: SocialStudies\*612FL



FLORIDA  
SOCIAL STUDIES

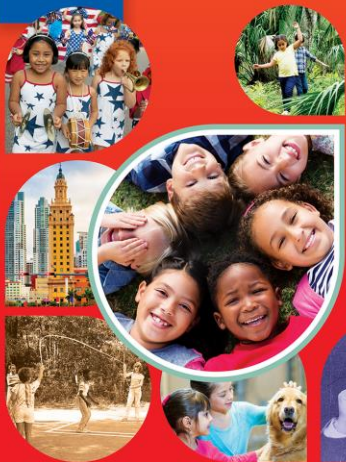
Living, Learning, and  
Working Together



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SOCIAL STUDIES

Our Community  
and Beyond



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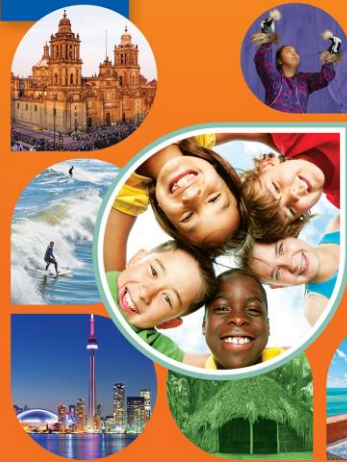
Who We Are As  
Americans



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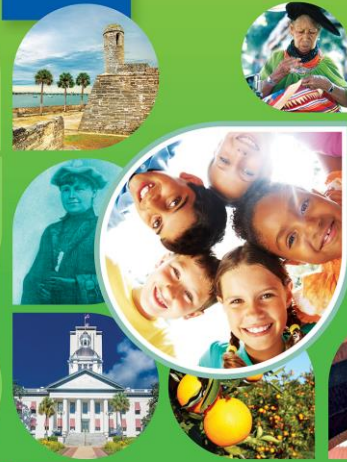
The United States:  
Its Regions and Neighbors



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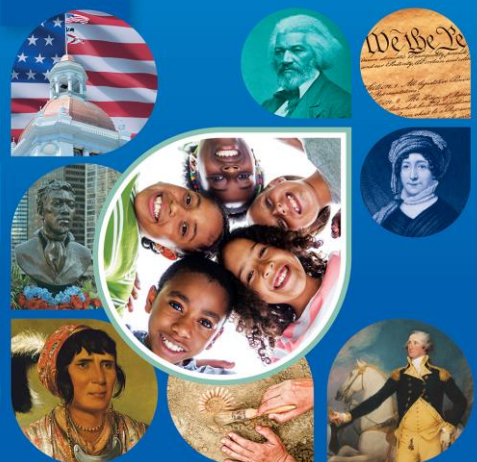
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United States History



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Inquire & Learn | Inspire & Lead

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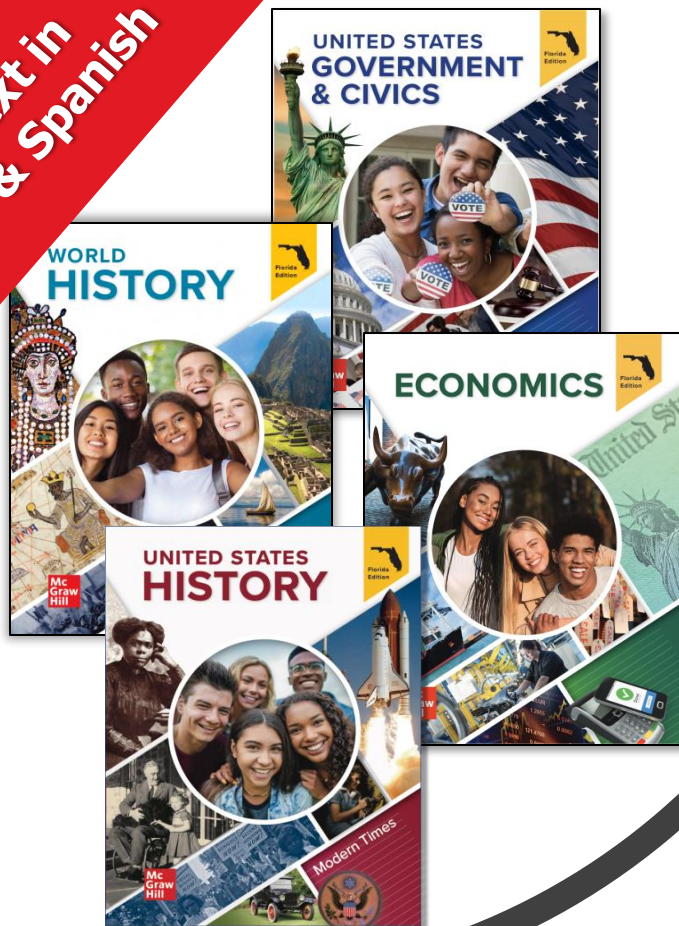


Nardia Corridon, M.S.  
Curriculum Specialist





Print Text in  
English & Spanish



## Digital Resources

- ❖ eBooks - Available in English and can be translated into 133 languages
- ❖ SmartBook- Adaptive & Personalized Study Tool with detailed reports
- ❖ Actively Learn- Ever-growing library of standards aligned resources that grows as history develops
- ❖ Kahoots- Ready-made to introduce chapters and review concepts
- ❖ **AND** Lesson Presentations, Pre-Built editable Assessments, Detailed

Kahoot!

✓ ***Gamification***

✓ **Competitive  
Engagement**

✓ **Aligned to  
each Topic**

Table of Contents ▾



## Lesson 01: Introducing Civic Participation

Present



Assign

> Expand All



### NEW! Civic Participation Kahoot!

**Description:** New for this school year! This Kahoot! can be used to engage student interest in the Topic with a variety of questions. It can be used to learn how much students know about Civic Participation.

Tags: Web Teacher Only

☒ Presentation



### Image: The County Election

**Description:** This image shows an 1852 painting titled The County Election with eligible



## Project-Based Learning



### 1 Needs Improvement

I helped create a draft of the time line, but it contains very few events, and they are not in chronological order so it is not helpful in planning the final time line.

### Step 2: Drafting a Time Line

Using your Student Editor, begin drafting a time line.

### 2 Progressing

I helped create a draft of a time line with sufficient events and details. Some events are in chronological order. The draft includes one or two ideas for annotations and visuals.

3

### Mastery

I helped create a draft of a time line with many events and details and they are in chronological order. I provided ideas for at least three annotations and three visuals.





## Project-Based Learning



### Honors Instruction

#### Hands-On Chapter Project

##### PRINT

##### PRODUCTS FOR SALE!

Students rank options for buying food from least to most expensive. They discuss other factors that influence food prices and then debate the topic of farm subsidies.

This multi-step activity also includes rubrics.



- ✓ Confirmation Inquiry
- ✓ Structured Inquiry
- ✓ Guided Inquiry
- ✓ Open Inquiry

## Exploring the Essential Question Project

### MOVIE THEATER PRICES

**PROJECT GOAL:** To examine one of the chapter's **Essential Question:** *What factors affect prices?*

**SKILLS ADDRESSED:** Chronological and Spatial Thinking; Historical Research, Evidence, and Point of View; Historical Interpretation

**MATERIALS NEEDED:** Access to computers with Internet, video cameras or cell phone cameras, a video editing program

**DURATION:** 1-2 independent work days and 1-2 class days

Chapter 6 discusses the price system and explains how prices help consumers and producers answer the basic economic questions of WHAT, HOW, and FOR WHOM to produce. Students should study the chapter to understand prices as signals, the way supply and demand interact to arrive at an equilibrium price and quantity, why prices change, and the costs and benefits of price controls. This activity will help students understand how businesses set prices for their products and how decisions to change these prices affect demand.

**Step 1.** Tell students they will be making a short video about the economics of movie theaters. Have students work in groups to research the history of movie theaters, the price of movie tickets over time (adjusted for inflation), and why the cost of popcorn, drinks, and other concessions is so high relative to the costs of making the products. **Ask:** *How do theaters decide what to charge? How would a theater know if a price was too high? (Demand begins to diminish when the price reaches a certain point.) Why would it benefit theaters to have more people in the seats at lower ticket prices? Do you think high prices on concessions benefit consumers or the movie theater? (Both; Theaters can charge less for tickets and get more people into the venue to purchase high-priced concessions. Theater-goers who do not purchase concessions pay lower prices for movie tickets.)*

**Step 2.** Have students work in groups to create a storyboard for a video that explains movie



## Pre- Assessment

<input checked="" type="checkbox"/> Show Description		<div> <span>0 - 59%</span> <span>60 - 69%</span> <span>70 - 79%</span> <span>80 - 89%</span> <span>90 - 100%</span> </div>					
Standards	Description	Student Average		Class Average		Questions	
<div> <div>▼</div>           SS.912.A         </div>	American History	71%	<div></div>	83%	<div></div>	7	
<div> <div>▼</div>           SS.912.A.6         </div>	Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.	72%	<div></div>	82%	<div></div>	7	
SS.912.A.6.10	Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).	71%	<div></div>	83%	<div></div>	6	
SS.912.A.6.11	Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.	100%	<div></div>	100%	<div></div>	1	
SS.912.A.6.12	Examine causes, course, and consequences of the Korean War.	67%	<div></div>	72%	<div></div>	2	

# Cold War Foreign Policy

1945–1991

People used their bare hands to pull down barbed wire from the Berlin Wall after the border between East Germany and West Germany opened in November 1989.

1

## INTRODUCTION LESSON

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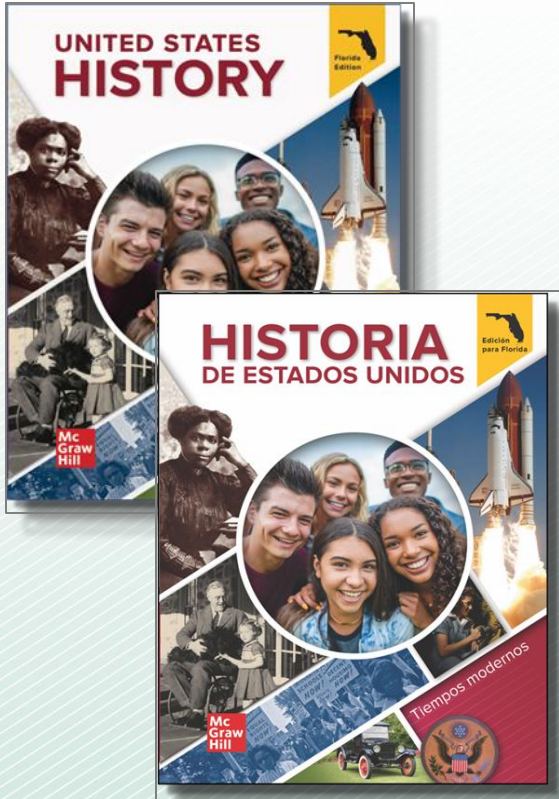
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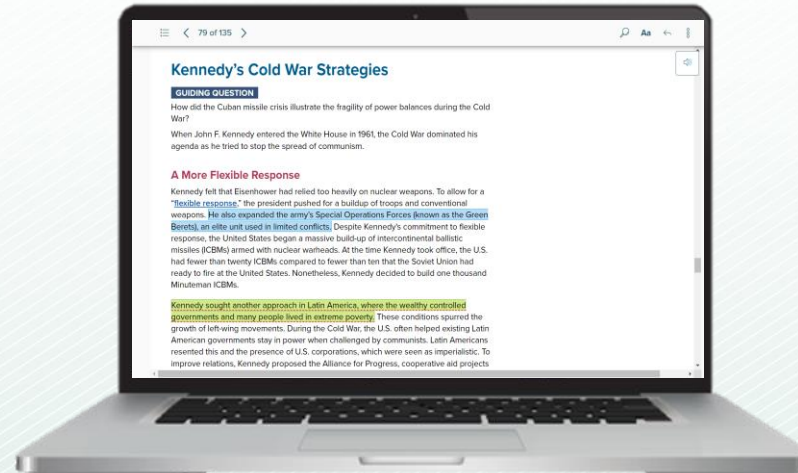
CHAPTER 6 **Assessment**

# Activity-Based & Data-Driven Learning

## Print

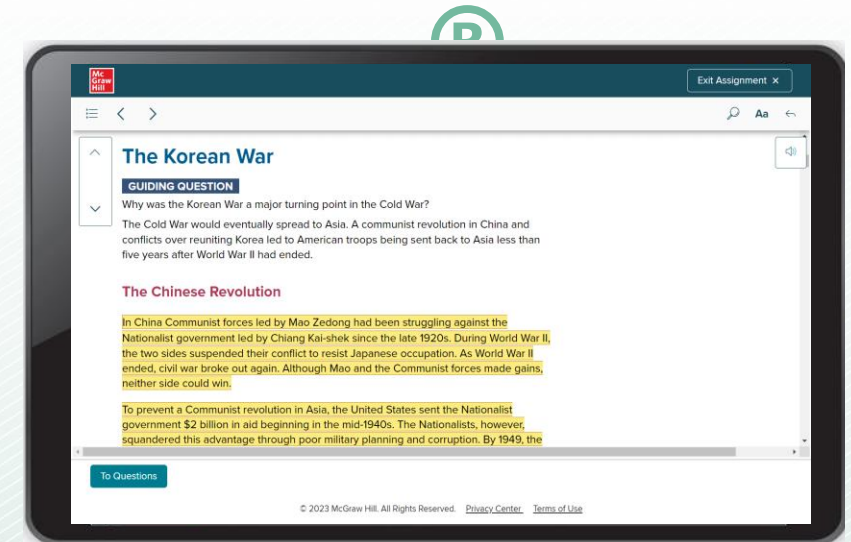


## eBook



**On Grade Level  
Approaching Level - also as a PDF**

## SmartBook



**Adaptive & Personalized Learning  
Main Idea & Supporting Details**



## Print Textbook

- ✓ Consumable Companion Worktext – EOC Prep
- ✓ Language and Reading Support

## \*Digital Support EN/SP

- eBook
- Lexile Text
- Scaffolds
- EOC Prep
- Videos
- Projects
- Rubrics
- Assessments



Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

### Reading and Writing Essentials

#### COLD WAR FOREIGN POLICY

### Lesson 4 | Analyzing Sources: The Cold War in Space

#### COMPELLING QUESTION

How was the space race an extension of the Cold War?

### Background Information

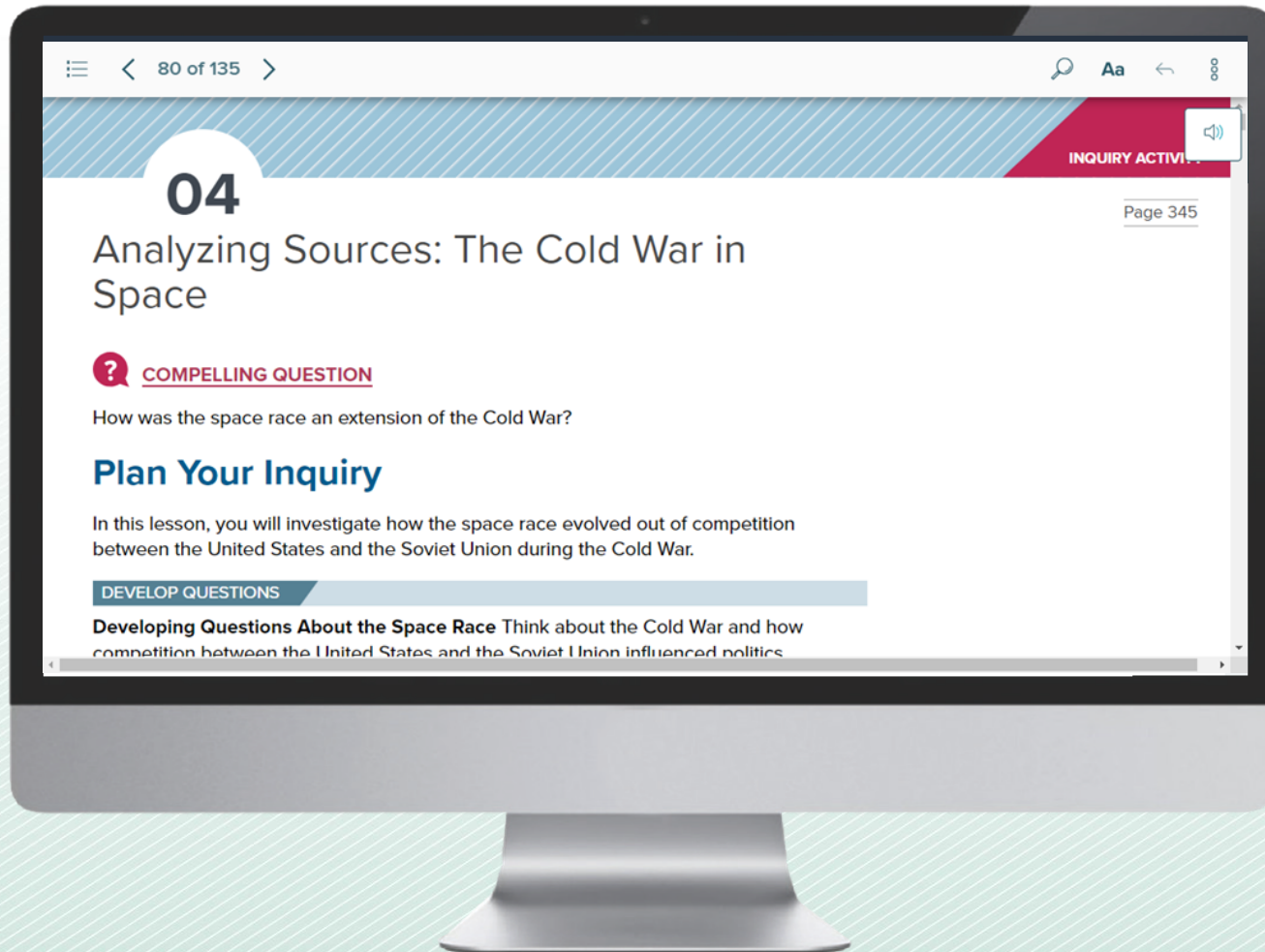
In October and November 1957 the Soviet Union launched two satellites into orbit. These successes stunned the American public and galvanized U.S. investment in space flight and exploration to help catch up with Soviet advancements. The United States made its first launch attempt in December, but the satellite exploded. A second U.S. satellite successfully made orbit on January 31, 1958. President Dwight D. Eisenhower organized an advisory committee to provide guidance on space exploration. Subsequently, he sent a bill to Congress to establish the National Aeronautics and Space Administration (NASA). Congress passed and Eisenhower signed the Space Act, establishing the goals of the new agency.

Then, not long after President John F. Kennedy took office in 1961, the Soviets sent the first human into space. Kennedy and his advisers took this success as a challenge. The space race was on.

By the 1960s, the United States had established itself as a global superpower with unmatched military, technological, and economic might. U.S. officials had no intention of yielding that spot, and they viewed Soviet successes in space as a threat to U.S. influence and possibly a military threat as well. American leaders resolved to stay ahead of the Soviets in every way possible, including developing and demonstrating superior scientific capability.



## eBook



- ✓ Same pagination as the print
- ✓ 2 Reading Levels
- ✓ Annotate
- ✓ Highlight
- ✓ Read Aloud
- ✓ Image Alt Tags
- ✓ Interactive Maps
- ✓ With supporting EL WIDA Scaffolds

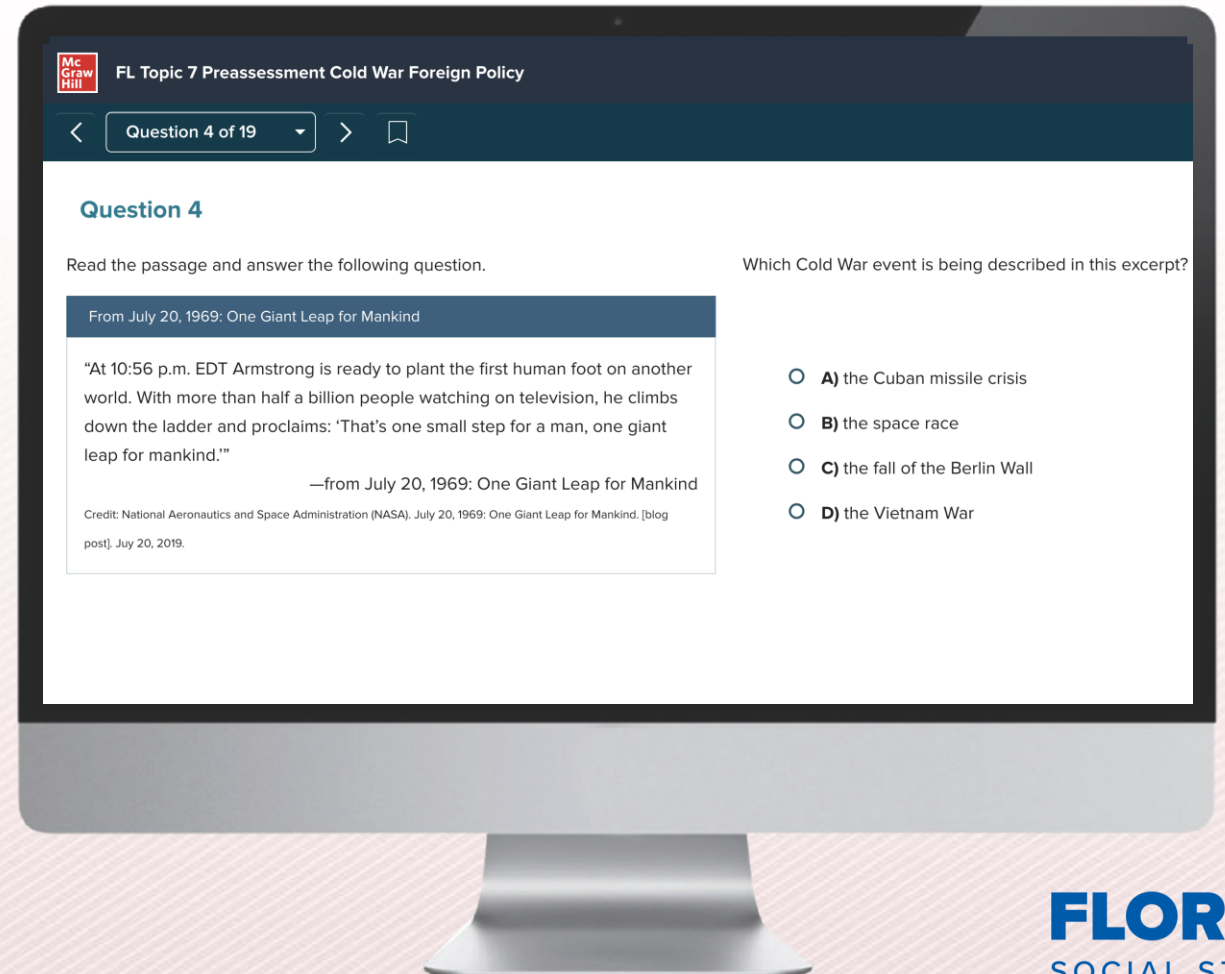
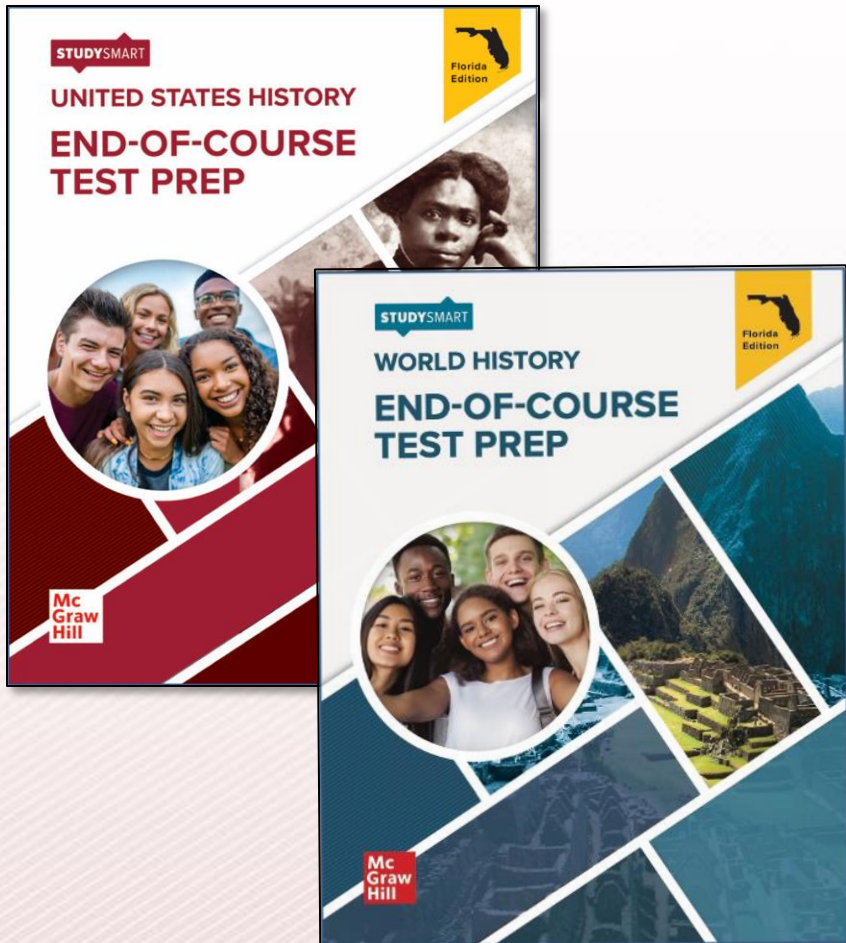


- ✓ **Featured Florida Assignments**
- ✓ **Ever-Growing Library**
- ✓ **Aligned to Standards & Topics**
- ✓ **Differentiation & Enrichment**



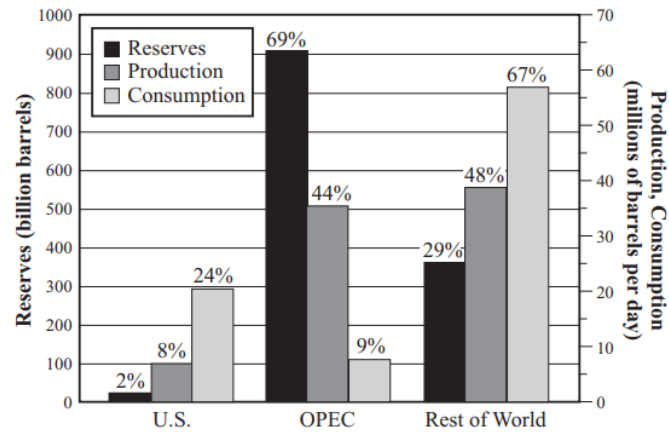


## Consumable Worktext in Print & Digital



Florida Practice Exam – US History

- 6 The graph below provides information about world oil supplies in 2007.



Source: Public Domain / U.S. Department of Energy

How has the relationship between oil reserves, production, and consumption influenced United States foreign policy?

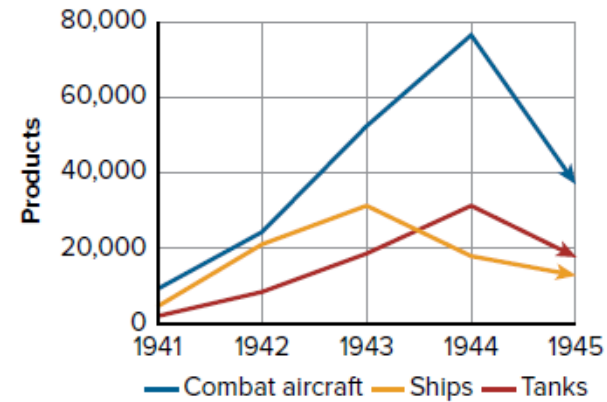
- Ⓐ The United States maintains military bases in Western European countries.
- Ⓑ The United States contributes humanitarian aid to Central African countries.
- Ⓒ The United States is committed to trade relations with Central Asian countries.
- Ⓓ The United States is interested in maintaining stability in Middle Eastern countries.

McGraw Hill's EOC Prep – US History

SS.912.A.6.1, SS.912.A.7.1, MA.K12.MTR.7.1

Examine the graph showing trends in U.S. manufacturing from 1941 to 1945.

Mobilizing Industry



35. What does the graph reflect about changes in the United States' economy?

- Ⓐ World War II caused a decline in the United States' economy.
- Ⓑ World War II transformed and boosted the United States' economy.
- Ⓒ World War II ended the United States' economy's dependence on manufacturing.
- Ⓓ World War II led to a decline in manufacturing's influence on the United States' economy.



## Florida Practice Exam – US History

- 5 The cartoon below depicts a social issue in United States history.



Source: Public Domain / Library of Congress

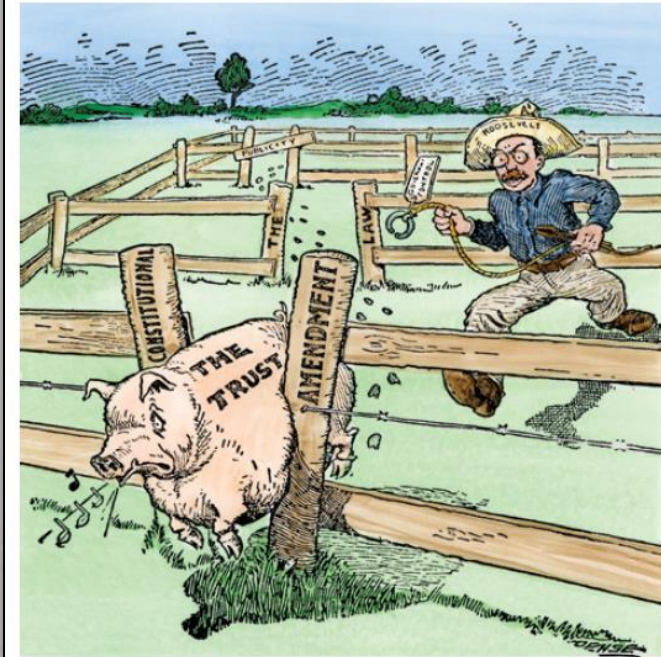
With which social issue is this cartoon associated?

- (A) the power of political machines during the Second Industrial Revolution
- (B) the power of big businesses during the Second Industrial Revolution
- (C) the influence of immigration quotas during the Gilded Age
- (D) the influence of suffrage reformers during the Gilded Age

## McGraw Hill's EOC Prep – US History

SS.912.A.1.4, SS.912.A.3.4, SS.912.A.3.12

Use the image to answer the question.



A GLIMPSE INTO THE FUTURE.—FAST AND TIGHT

15. What issue is being addressed in the political cartoon?

- (A) President Roosevelt's efforts to break up trusts
- (B) the federal government's work with robber barons
- (C) President Roosevelt's work on consumer protections
- (D) the loosening of constitutional protections for businesses



## Florida Practice Exam – US History

- 2 The photograph below shows President Richard Nixon on a 1972 overseas diplomatic trip.



Source: Public Domain / National Archives and Records Administration

What was a long-term consequence of the event shown in the photograph?

- Ⓐ the easing of Cold War tensions
- Ⓑ the easing of Vietnam War protests
- Ⓒ a commitment to preserve historical landmarks
- Ⓓ a commitment to continue humanitarian missions

## McGraw Hill's EOC Prep – US History

SS.912.A.1.4, SS.912.A.3.2, SS.912.A.3.4

Use the map to answer the question.

Growth of the Railroads, 1870–1890

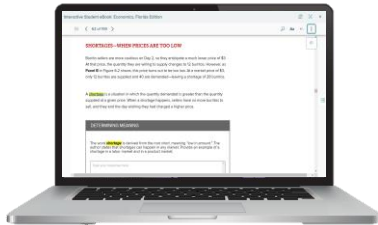
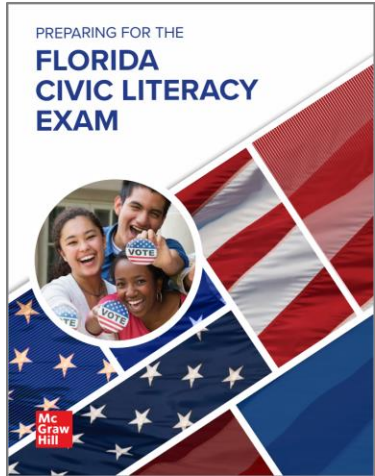


7. According to the map, how did federal land grants to railroads help shape the growth of the nation from 1870 to 1890?
- Ⓐ The land grants made Minnesota and Colorado important centers of commerce and settlement for the nation.
  - Ⓑ The majority of land grants accelerated movement west by helping people and goods move more quickly.
  - Ⓒ Emphasis on transportation corridors moved to the South, where new cities and factories were located.
  - Ⓓ The new railroad lines shifted white populations away from lands belonging to Great Plains Native American groups.

# Prepare Students for Florida Civic Literacy Success

This worktext is developed specifically as practice for the Florida Civic Literacy Examination (FCLE) across the four tested competencies:

- **American Democracy**—An understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government.
- **United States Constitution**—An understanding of the United States Constitution and its application.
- **Founding Documents**—Knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-government.
- **Landmark Impact on Law and Society**—An understanding of landmark Supreme Court cases, landmark legislation, landmark executive actions, and their impact on law and society.



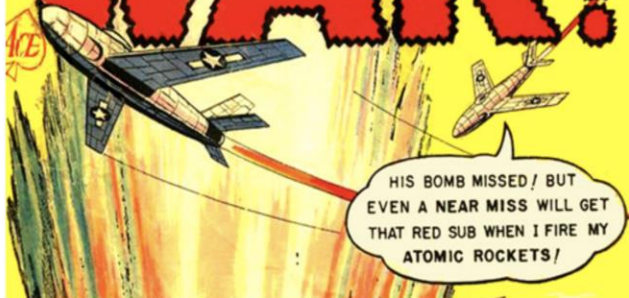


A Comic Book

Use the image below to answer the following question.

**ONLY A STRONG AMERICA CAN PREVENT**

**ATOMIC  
WAR!**



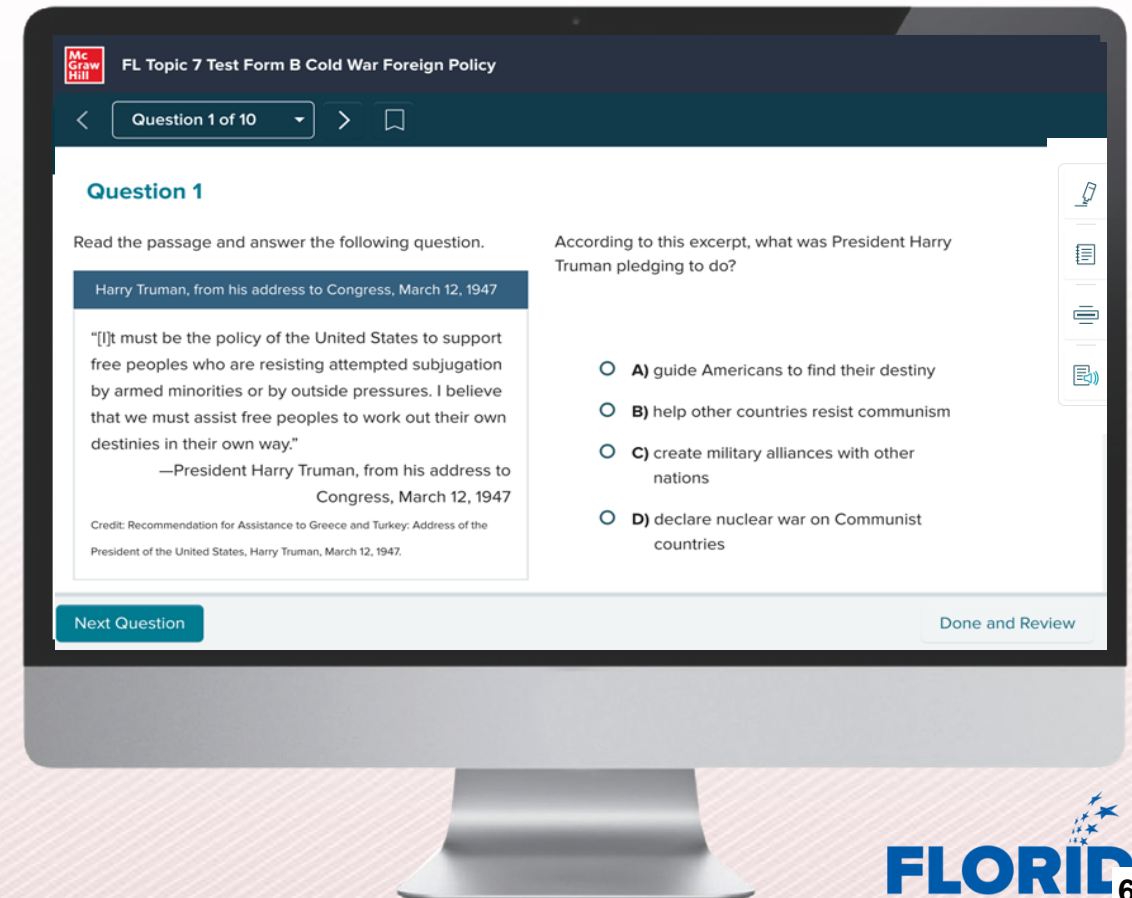
How does this comic book cover reflect American culture in the 1950's?

- **A)** The comic book illustrates the significant fear held by the many Americans surrounding the issues of the Second Red Scare and McCarthyism.
- **B)** The comic book is used as Cold War propaganda raise awareness of the ongoing threat of nuclear war with the Soviets and the superiority of American weaponry.
- **C)** The comic book is used ss an informational tool to help Americans understand how nuclear power works  
In weapons.
- **D)** The comic book wants readers to imagine what the next world war might look with the Soviet Union as an  
enemy.

- ✓ Editable
- ✓ Topic Practice
- ✓ Full EOC Practice
- ✓ Item Analysis
- ✓ Standards Tracking

## 23 Question Types – incl. Audio Response, TEQ, Part A&B

- ✓ Edit
- ✓ Create
- ✓ Share – Class, District, Canvas
- ✓ Date & Time Lock
- ✓ Time Limit
- ✓ Scramble Q&A's
- ✓ Reports – Item Analysis & Standards





# All on 1 Platform with Offline Access





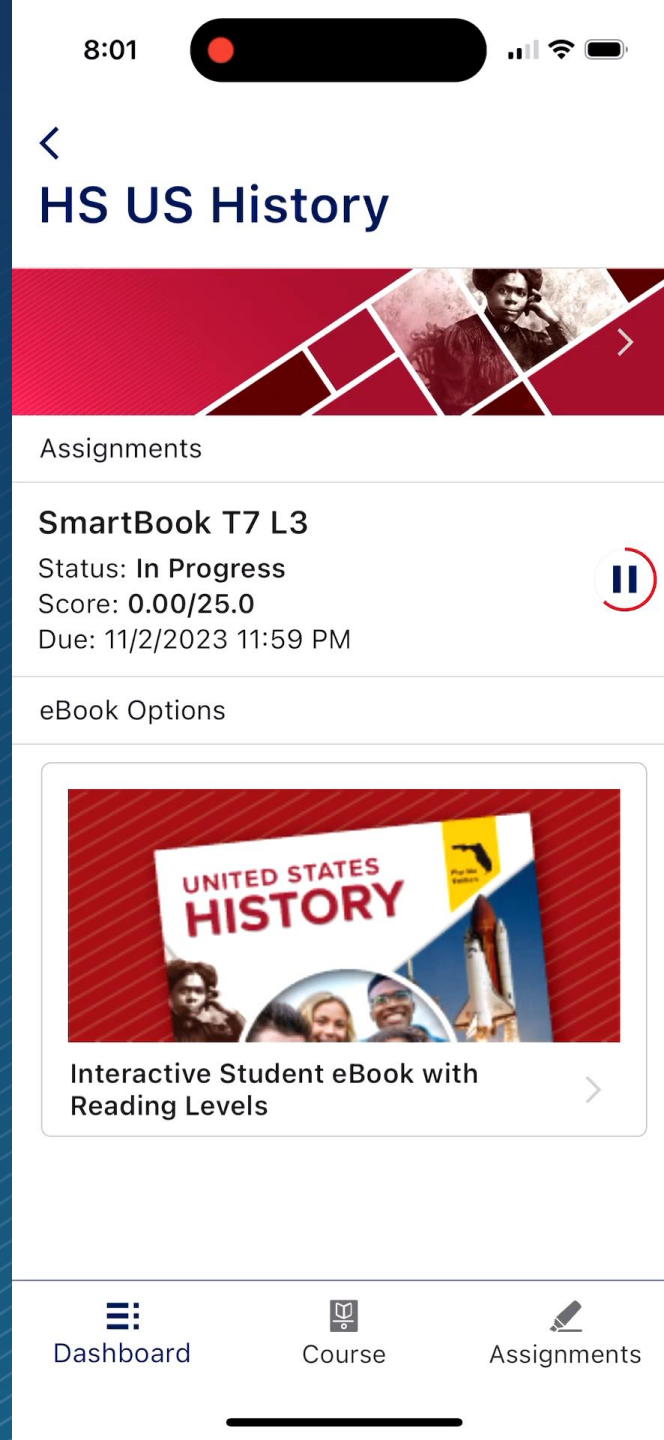
# Complete Integration

- ✓ Assignment Sync
- ✓ Grade Passback



**CANVAS**

- Access Assignments
- Read & Annotate Text Offline
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- Consistent Lesson Format



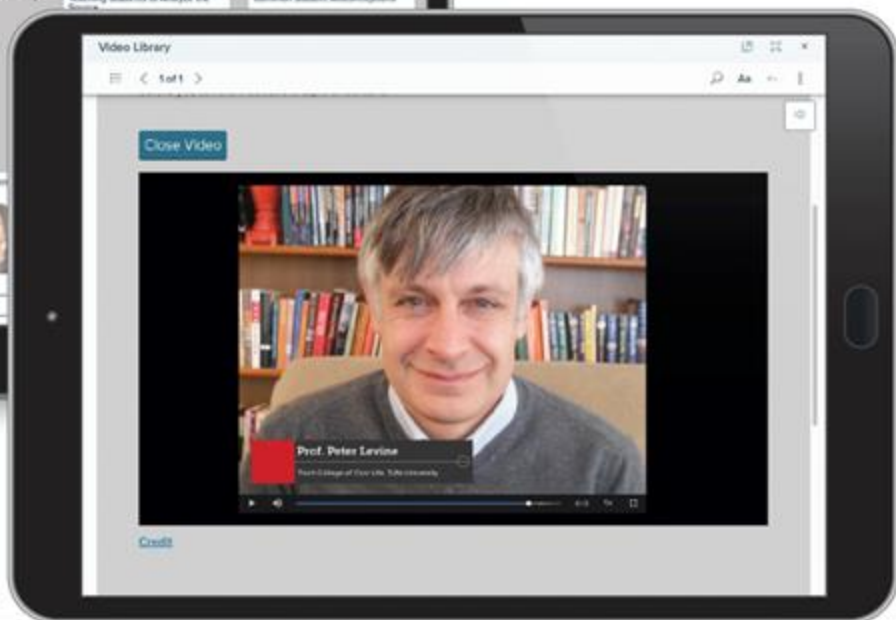
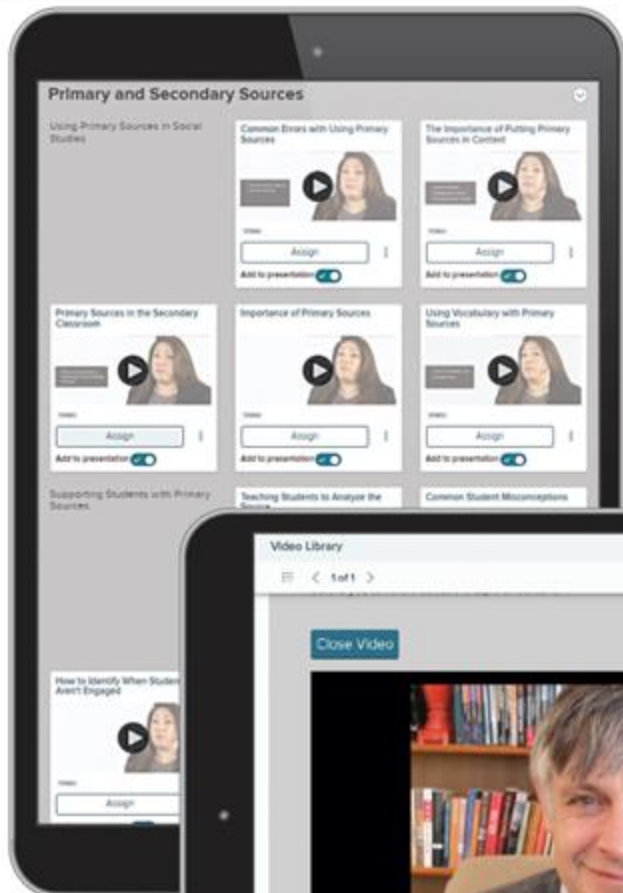
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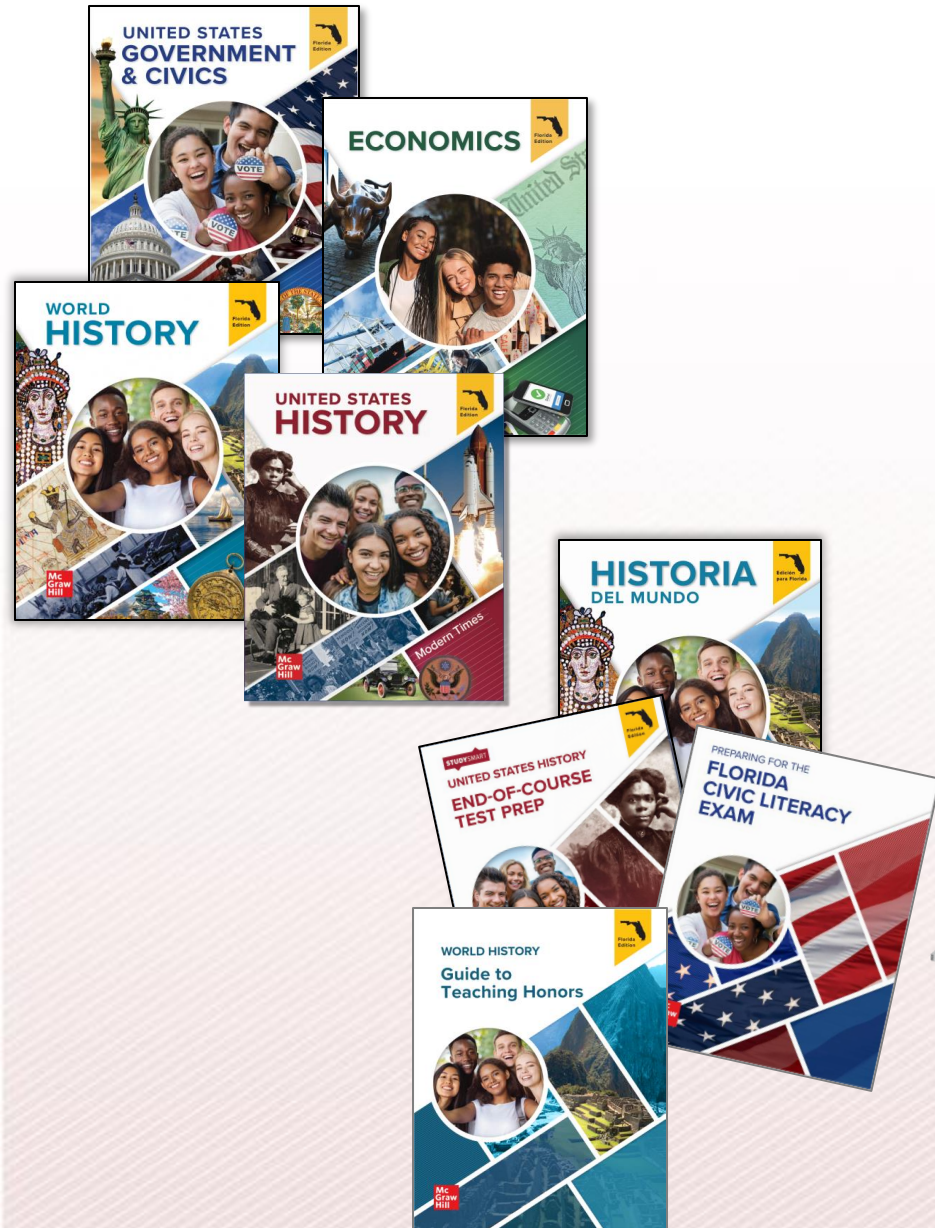
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# ***TCi* Brings Learning Alive!®**



# By Teachers, For Teachers

We are committed to providing Florida teachers with benchmark aligned materials to create the best learning experiences for ALL students.





# Award-Winning Curriculum

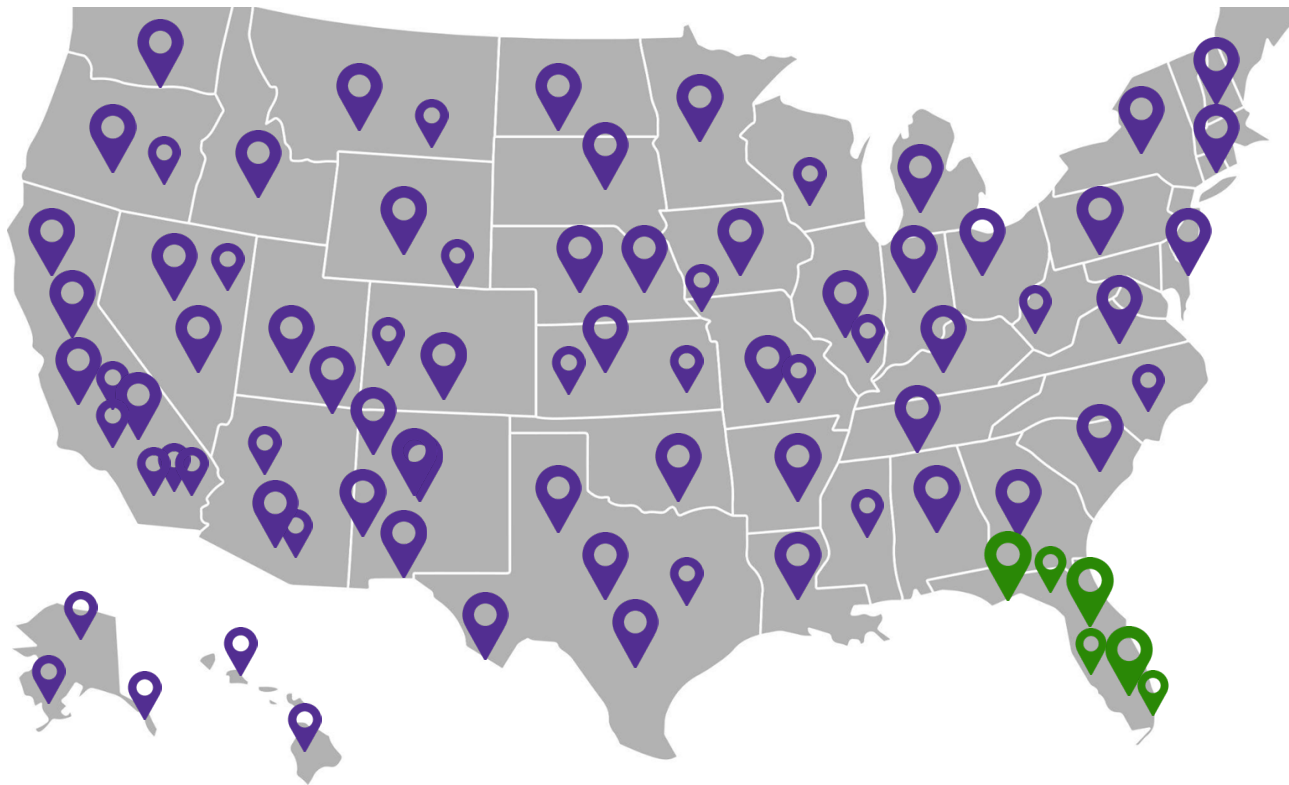




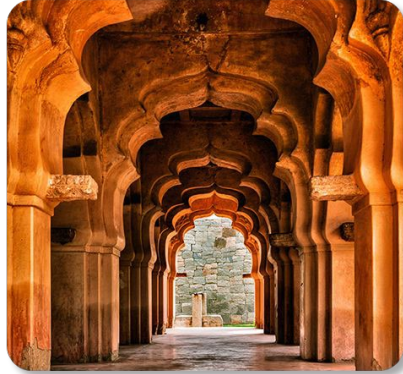
# Our Purpose: To Bring Learning

We are passionate about creating meaningful learning experiences for students everywhere.

## Alive!



# Meet TCI's Middle School Programs for Florida



*History Alive!*  
**The Ancient  
World**



*Civics Alive!*  
**Foundations and  
Functions**



*History Alive!*  
**The United States  
Through Industrialism**

# Reviewers' Resources








Hernando County MS



## Middle School Reviewer Resources



Resource	Description	Link
 Get Access to TCI	Create your TCI Teacher Account in less than a minute. Your Teacher Account contains all the resources you need to plan and teach a lesson, grade and assign assignments, and create and administer assessments.	<a href="#">Click Here</a>
 Rubric with TCI Notes	Core Questions Rubric with notes from TCI to help you find key information about the program.	<a href="#">Visuals with Links Matrix</a>
 Middle School Video	Watch a six-minute video overview of TCI's middle school programs.	<a href="#">Click here</a>
 Student Edition	Click on the links to see how the print Student Edition and Notebook provide a rich knowledge base of historical concepts and <u>guides</u> students through their learning.	<a href="#">MS World</a> <a href="#">MS Civics</a> <a href="#">MS US</a>
 Interactive Student Notebook	Students complete graphically organized notes, develop personalized responses and create processing assignments in their Interactive Student Notebooks. Available as a consumable notebook, reproducible <u>pdf</u> , and digital notebook prompts.	<a href="#">MS World</a> <a href="#">MS Civics</a> <a href="#">MS US</a>

Canva

Civics Primary Sources Video Activities

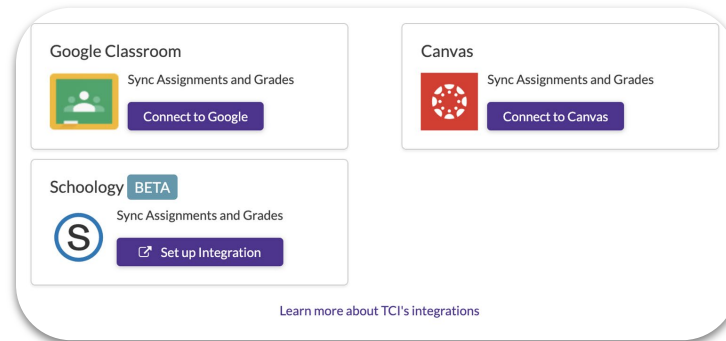
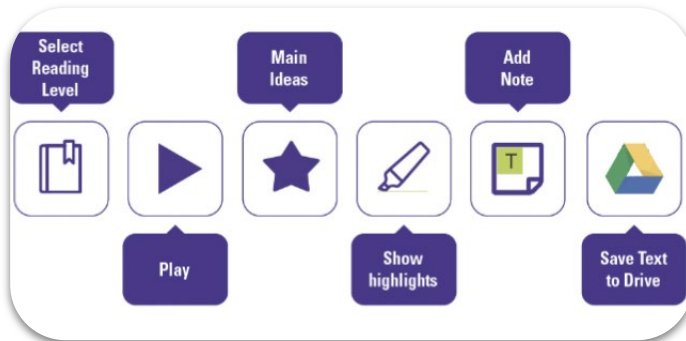
EOC Test Prep Inquiry Projects Benchmarks

**Engagement**  
*...and so  
much more!*

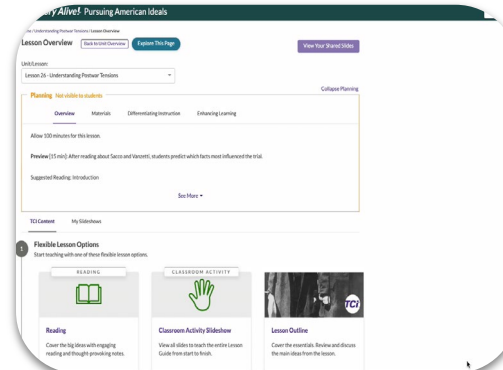
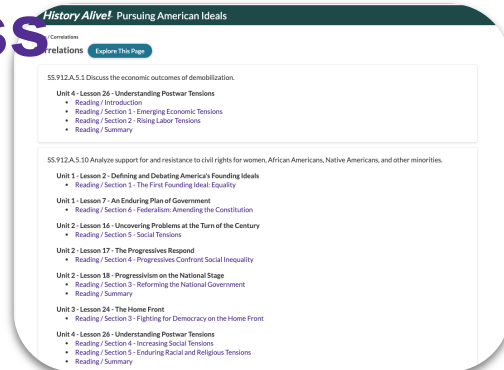


***TCi***<sup>TM</sup>  
**FLORIDA**

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# Setting ALL Teachers and Students up for Success



# Civics Alive! Foundations and Functions [También en Español](#)

Interactive Student Notebook 

Civics Alive! Foundations and Functions  
Interactive Student Notebook

Civics Alive!  
Foundations and Functions  
Teacher's Guide

Teacher's Guide 

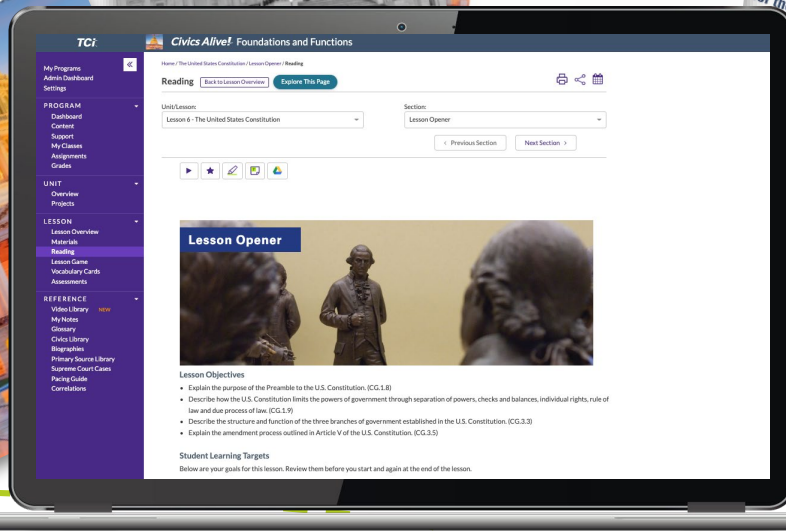
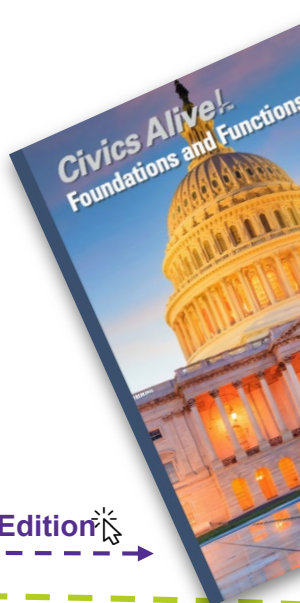
EOC Test  
Prep Booklet 

Civics Alive!  
Foundations and Functions  
Preparing Your Students  
for the Civics Test

Placards 

Online Platform 

Student Edition 












# Meet the Benchmarks & Assess Student Progress



# Built for Florida Benchmarks



**Demo: Civics Alive!** Foundations and Functions

 View FL Benchmarks
 
 M. Coral

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


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Home / Federalism: Local, State, and National Governments / Lesson Opener / Reading

**Reading**
[Back to Lesson Overview](#)
[FL Reviewer Tour](#)






Unit/Lesson:  
 Lesson 7 - Federalism: Local, State, and National Governments


Section:  
 Lesson Opener

[< Previous Section](#)
[Next Section >](#)

Benchmarks: SS.7.CG.3.13, SS.7.CG.3.12, SS.7.CG.3.4

Lesson Opener



# Built for Florida Benchmarks

## The Ancient Egyptian Pharaohs Test

### Mastering the Content

Select the letter next to the best answer.



1. Why is King Tut one of the most well-known pharaohs?



- ☐ A. Tut lived and ruled for more than 70 years.
- ☐ B. Amazing artifacts were found in Tut's tomb.
- ☐ C. Tut was the first woman to claim power over Egypt.
- ☐ D. Trade expeditions helped Tut learn about faraway lands.

Benchmarks: SS.6.G.4.3, SS.6.W.2.5, SS.6.W.2.6

2. Why did the ancient Egyptians make mummies?



- ☐ A. to decorate palaces of the pharaohs
- ☐ B. to preserve dead bodies of the pharaohs
- ☐ C. to transport goods up and down the Nile
- ☐ D. to educate and protect the royal children

Benchmark: SS.6.W.2.5

3. What was a major purpose for building the pyramids?



- ☐ A. temples for religious worship
- ☐ B. storehouses for reserves of grain
- ☐ C. homes for the pharaohs' servants
- ☐ D. tombs for pharaohs when they died

Benchmarks: SS.6.W.2.4, SS.6.W.2.5



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Glossary  
Biographies  
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Primary Source Library  
Supreme Court Cases  
Pacing Guide



Get Started with Grading x

Home / Studying History Through Inquiry / Grades / Student Benchmark Report

## Student Benchmark Report

[Back to Grades](#)

Class:

Select... ▾



80%-100%



60%-79%



0-59%

[Export to CSV](#)

Students	SS.8.A.3.15	SS.8.A.3.16	SS.8.A.3.2	SS.8.A.3.3	SS.8.A.3.4	SS.8.A.3.5	SS.8.A.3.6	SS.8.A.3.7	SS.8.A.3.8	SS.8.A.3.9	SS.8.A.4.1	SS.8.A.4.10	SS.8.A.4.11
Adam Woo-Jin	80%	100%	-	65%	-	80%	-	-	-	-	-	-	-
Ninotchka Ladislava	50%	100%	-	65%	-	100%	100%	-	-	-	-	-	-
Emily Rakesh	30%	65%	-	60%	-	85%	100%	-	-	-	-	-	-
Gisela Adams	70%	20%	-	95%	-	85%	-	-	-	-	-	-	-
Sanjeev Grover	0%	0%	-	65%	-	100%	100%	-	-	-	-	-	-
Luciana Gomez	30%	75%	-	65%	-	-	100%	-	-	-	-	-	-
Yeong-Suk Lee	65%	100%	-	100%	-	90%	0%	-	-	-	-	-	-

# Preparing Students for the Civics EOC Assessment

## What's in This Booklet

Prepare your students for Florida's 7th Grade Civics End-of-Course (EOC) Assessment. This Booklet includes an overview of embedded teaching and learning tools, a parent letter to send home with students, checklists of Florida's Civics and Government benchmarks, and a realistic full-length practice test.



### Support from Start to Finish

Before students engage with the text, see how the benchmarks are addressed at the beginning and end of every lesson.



### Letter to Parent or Guardian

Start by sending families a letter informing them about the EOC assessment and how this program prepares students for the exam. A sample letter is provided.



### Civics Benchmark Checklists for Teachers and Students

Make sure students stay on track with the standards checklist. The checklist points you toward lessons where civics benchmarks are covered so you can review materials.



### Full Practice Test

Set students up for success with a practice test. This full-length test mimics the EOC assessment and familiarizes students with the test structure and question types.

© Teachers' Curriculum Institute

2

Preparing Your Students for the Civics Test

## Benchmark Coverage by Lesson

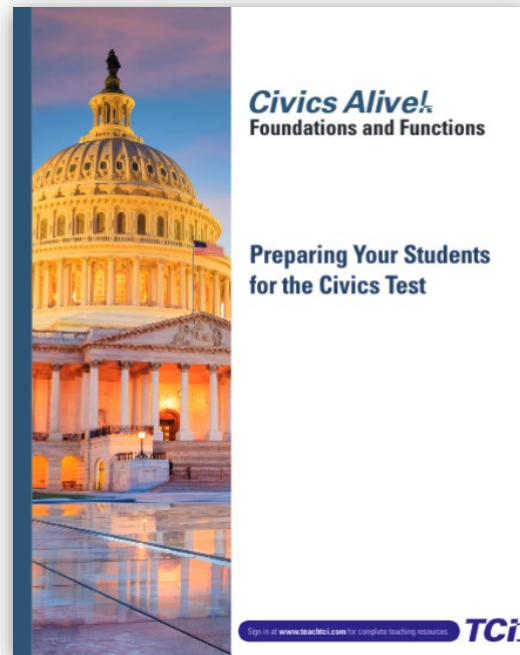
Each lesson is directly correlated with the benchmarks. These benchmarks are clearly called out at the beginning and end of each lesson.

Civics Alive! Lesson	Lesson Title	Benchmarks
1	Citizenship and the Rule of Law	SS.7.CS.1.11 SS.7.CS.2.1 SS.7.CS.2.2
2	Comparing Forms of Government	SS.7.CS.3.1 SS.7.CS.3.2 SS.7.CS.3.15 SS.8.HS.1.1
3	The Roots of American Government	SS.7.CS.1.1 SS.7.CS.1.2 SS.7.CS.1.4
4	Moving Toward Independence	SS.7.CS.1.3 SS.7.CS.1.5 SS.7.CS.1.6
5	Creating the Constitution	SS.7.CS.1.7 SS.7.CS.1.10
6	The United States Constitution	SS.7.CS.1.8 SS.7.CS.1.9 SS.7.CS.3.3 SS.7.CS.3.5
7	Federalism: Local, State, and National Governments	SS.7.CS.3.4 SS.7.CS.3.12 SS.7.CS.3.13
8	The Legislative Branch	SS.7.CS.3.7
9	The Executive Branch	SS.7.CS.3.8

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3

Preparing Your Students for the Civics Test



## Benchmark Coverage by Lesson

Each lesson is directly correlated with the benchmarks. These benchmarks are clearly called out at the beginning and end of each lesson.

<i>Civics Alive!</i> Lesson	Lesson Title	Benchmarks
1	Citizenship and the Rule of Law	SS.7.CG.1.11 SS.7.CG.2.1 SS.7.CG.2.2
2	Comparing Forms of Government	SS.7.CG.3.1 SS.7.CG.3.2 SS.7.CG.3.15 SS.68.HE.1.1
3	The Roots of American Government	SS.7.CG.1.1 SS.7.CG.1.2 SS.7.CG.1.4
4	Moving Toward Independence	SS.7.CG.1.3 SS.7.CG.1.5 SS.7.CG.1.6
5	Creating the Constitution	SS.7.CG.1.7 SS.7.CG.1.10
6	The United States Constitution	SS.7.CG.1.8 SS.7.CG.1.9 SS.7.CG.3.3 SS.7.CG.3.5
7	Federalism: Local, State, and National Governments	SS.7.CG.3.4 SS.7.CG.3.12 SS.7.CG.3.13
8	The Legislative Branch	SS.7.CG.3.7
9	The Executive Branch	SS.7.CG.3.8

10	The Judicial Branch	SS.7.CG.2.5 SS.7.CG.3.9
11	The Bill of Rights and Civil Liberties	SS.7.CG.2.3 SS.7.CG.2.4
12	Law, Liberty, and Interpreting the U.S. Constitution	SS.7.CG.3.10 SS.7.CG.3.11
13	Citizen Participation	SS.7.CG.2.10 SS.7.CG.3.6
14	Parties, Interest Groups, and Public Policy	SS.7.CG.2.6 SS.7.CG.2.8
15	Political Campaigns and Elections	SS.7.CG.2.6 SS.7.CG.2.7 SS.7.CG.3.14
16	Public Opinion and the Media	SS.7.CG.2.8 SS.7.CG.2.9 SS.68.HE.1.1
17	Creating American Foreign Policy	SS.7.CG.4.1 SS.7.CG.4.3
18	Global Issues and the United States	SS.7.CG.4.2 SS.7.CG.4.3
19	The Geography of North America	SS.7.G.1 SS.7.G.2 SS.7.G.3 SS.7.G.4 SS.7.G.5 SS.7.G.6
20	Understanding Economics	SS.7.E.1 SS.7.E.2 SS.7.E.3

# Civics Benchmark Checklist

Use this checklist to ensure that you have covered all the benchmarks for the EOC assessment

For Teachers



Introduced	Fully Taught	Benchmark	Benchmark Text	Civics Alive! Lesson
		SS.7.CG.1.1	Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.	3
		SS.7.CG.1.2	Trace the principles underlying America's founding ideas on law and government.	3
		SS.7.CG.1.3	Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.	4
		SS.7.CG.1.4	Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.	3
		SS.7.CG.1.5	Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.	4
		SS.7.CG.1.6	Analyze the ideas and grievances set forth in the Declaration of Independence.	4
		SS.7.CG.1.7	Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.	5
		SS.7.CG.1.8	Explain the purpose of the Preamble to the U.S. Constitution.	6
		SS.7.CG.1.9	Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.	6
		SS.7.CG.1.10	Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.	5
		SS.7.CG.1.11	Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.	1
		SS.7.CG.2.1	Define the term "citizen," and explain the constitutional means of becoming a U.S. citizen.	1
		SS.7.CG.2.2	Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.	1
		SS.7.CG.2.3	Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.	11
		SS.7.CG.2.4	Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.	11
		SS.7.CG.2.5	Describe the trial process and the role of juries in the administration of justice at the state and federal levels.	10
		SS.7.CG.2.6	Examine the election and voting process at the local, state and national levels.	14 & 15
		SS.7.CG.2.7	Identify the constitutional qualifications required to hold state and national office.	15
		SS.7.CG.2.8	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.	14 & 16
		SS.7.CG.2.9	Analyze media and political communications and identify examples of bias, symbolism and propaganda.	16

Introduced	Fully Taught	Benchmark	Benchmark Text	Civics Alive! Lesson
		SS.7.CG.2.10	Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.	3
		SS.7.CG.3.1	Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.	2
		SS.7.CG.3.2	Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.	2
		SS.7.CG.3.3	Describe the structure and function of the three branches of government established in the U.S. Constitution.	6
		SS.7.CG.3.4	Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.	7
		SS.7.CG.3.5	Explain the amendment process outlined in Article V of the U.S. Constitution.	6
		SS.7.CG.3.6	Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.	13
		SS.7.CG.3.7	Explain the structure, functions and processes of the legislative branch of government.	8
		SS.7.CG.3.8	Explain the structure, functions and processes of the executive branch of government.	9
		SS.7.CG.3.9	Explain the structure, functions and processes of the judicial branch of government.	10
		SS.7.CG.3.10	Identify sources and types of law.	12
		SS.7.CG.3.11	Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.	12
		SS.7.CG.3.12	Compare the U.S. and Florida constitutions.	7
		SS.7.CG.3.13	Explain government obligations to its citizens and the services provided at the local, state and national levels.	7
		SS.7.CG.3.14	Explain the purpose and function of the Electoral College in electing the President of the United States.	15
		SS.7.CG.3.15	Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.	2
		SS.7.CG.4.1	Explain the relationship between U.S. foreign and domestic policy.	17
		SS.7.CG.4.2	Describe the United States' and citizen participation in international organizations.	18
		SS.7.CG.4.3	Describe examples of the United States' actions and reactions in international conflicts.	17 & 18



# Civics Benchmark Checklist

Use this checklist to make sure that you know everything you need for the EOC assessment.

For Students



New to Me	Learning	Got It!	Benchmark	Benchmark Text	Civics Alive! Lesson
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# EOC Practice Test

## Full-Length Practice Test

This test is also available for students to take online.

1. This is a real-life scenario relating to the rule of law.

CG.1.11

A senator was pulled over for speeding and the police officer noticed visible damage on her car. After questioning, the senator admitted she had hit a car earlier in the evening, but drove away. She is temporarily jailed.

Because of the transparency of institutions principle under the rule of law, what would occur in the next few days?

- A. Her arrest will be made public if the media requests information.
- B. She will be released from jail due to her position in Congress.
- C. A judge and jury will provide her sentence immediately.
- D. She will be fired by the Senate because of her actions.

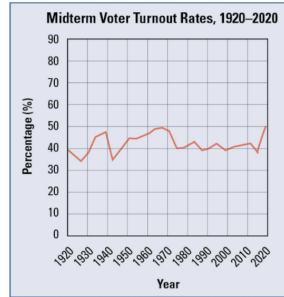
2. How does becoming a permanent resident affect an immigrant?

CG.2.1

- A. They become equal to U.S. citizens in the eyes of the law.
- B. They become U.S. citizens after another ten years.
- C. They gain the legal right to live and work in the United States.
- D. They gain the right to become U.S. citizens immediately.

3. The graph below shows voting rates in midterm elections.

CG.2.2



Source: FairVote.org

What is a possible outcome of the levels of voter participation shown in the graph?

- A. More citizens may decide to vote by mail.
- B. There may be fewer people available to perform jury duty.
- C. It may be easier for elected officials to abuse their power.
- D. Laws may be enacted that most citizens do not agree with.

4. Which answer *best* describes a government that:

- uses violence to maintain power
- fiercely suppresses opposition
- harbors hostility to religion and human rights

- A. capitalism
- B. autocracy
- C. socialism
- D. federalism

CG.3.1

5. The scenario below describes a government in a fictitious country.

CG.3.2

Country A's constitution grants power to the central government, which then creates regional governments. Those regional governments have leaders appointed by the national government and their sole purpose is to carry out national policies.

What type of government does Country A have?

- A. federal
- B. confederal
- C. unitary
- D. authoritarian

6. What is an advantage that a nation with a capitalist economy would enjoy?

CG.3.15

- A. farming collectivization to share food
- B. government control of power plants
- C. income equality
- D. private property rights

7. How is democracy in the United States influenced by that practiced in ancient Greece?

CG.1.1

- A. policy determined by the people
- B. the right to vote for property-owning citizens
- C. the existence of two major political parties
- D. a legislature consisting of two chambers



# EOC Practice Test

8. Below is an excerpt from Article IV of the U.S. Constitution.

CG.1.2

"The Senators and Representatives before mentioned and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation to support this Constitution."

Source: Public domain/National Archives

What founding principle is best described in this excerpt?

- A. equality of mankind
- B. limited government
- C. religious liberty
- D. rule of law

9. Below is an excerpt from the *Second Treatise of Government*.

CG.1.4

"As if when men, quitting the state of Nature, entered into society, they agreed that all of them but one should be under the restraint of laws; but that he should still retain all the liberty of the state of Nature, increased with power."

Source: Public Domain/Project Gutenberg

Which Enlightenment idea is described in the excerpt?

- A. the creation of checks and balances
- B. the formation of a legislative branch
- C. the idea of separation of powers
- D. the theory of a social contract

10. The quote below is one of the 63 clauses in the Magna Carta.

CG.1.3

No free man shall be seized, imprisoned, dispossessed, outlawed, exiled, or ruined in any way, nor in any way proceeded against, except by the lawful judgment of his peers and the law of the land.

Source: Public Domain/The British Library

What is the importance of this clause?

- A. This law confirmed the right to a jury trial in all civil and criminal matters.
- B. This law prevented noblemen and the monarch from being imprisoned or exiled.
- C. This law established the right to due process and a jury trial.
- D. This law confirmed the king's absolute power but with some limits.

11. The drawing below shows colonists learning that the Stamp Act has been passed.

CG.1.5



RECEIVING THE STAMP ACT IN KING STREET, OPPOSITE THE GREAT MARTIN.

Source: Public Domain/National Parks Service

Why did colonists believe that the Stamp Act was illegal?

- A. The Stamp Act required colonists to pay more than the British people in taxes.
- B. The Magna Carta prevented the king from levying taxes without the consent of Parliament.
- C. The Mayflower Compact gave the colonies the right to self-government.
- D. The English Bill of Rights granted citizens a voice in government, which the colonists lacked.

12. This is an excerpt from the Preamble of the Declaration of Independence.

CG.1.6

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. —That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

Source: Public Domain/National Archives

How do the principles listed in the excerpt support the idea of limited government?

- A. by demanding that governments be created and made up of men only
- B. by explaining that citizens' unalienable rights were given by their creator
- C. by emphasizing that the role of government is to protect the rights of citizens
- D. by listing citizens' unalienable rights as life, liberty, and the pursuit of happiness

13. Below is the text of the Preamble to the Constitution.

CG.1.8

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Source: Public Domain/National Archives

Why did the framers include the Preamble to the U.S. Constitution?

- A. The framers wanted to introduce the document and state its purpose.
- B. The framers wanted to create additional powers for the new government.
- C. The framers wanted to list specific restrictions on the national government.
- D. The framers wanted to resolve disagreements among themselves.



# Engage All Learners

# TCI's Unit Resources

## UNIT 3 ANCIENT EGYPT AND THE MIDDLE EAST

## UNIT OVERVIEW

### Unit Opener

**Geography Challenge** Watch a video to explore how geography and the environment influenced the civilizations of ancient Egypt and the Middle East. Then use the maps and reading to answer the Geography Challenge questions in your notebook.

**Inquiry Project** Explore the unit's compelling question: *How did ancient civilizations affect each other?* Then complete a Guided Inquiry. Gather evidence throughout the activities, reading, and additional research to write an argument that answers the question by the end of the unit.

### Lessons

**11 Geography and the Early Settlement of Egypt, Kush, and Canaan** Use your body to model the physical geography of ancient Egypt, Kush, and Canaan to see how environmental factors influence settlement.

**Key Skills:** Map Skills, Comparing and Contrasting, Analyzing Cause and Effect, Framing Questions to Research

**12 The Ancient Egyptian Pharaohs** "Visit" monuments along the Nile River to learn about four ancient Egyptian pharaohs and their important accomplishments.

**Exploring the Social Sciences** – The Egyptian Mummy Project

**Key Skills:** Creating a Timeline, Making Predictions, Selecting Useful Information

**13 Daily Life in Ancient Egypt** Create and perform dramatizations to learn about the social structure of ancient Egypt and daily life for members of each social class.

**Investigating Primary Sources** – What Was It Like to Be a Scribe in Ancient Egypt?

**Key Skills:** Sequencing Events, Selecting Credible Sources: Primary Sources, Drawing Sound Conclusions

**14 The Kingdoms of Kush and Egypt** Choose and bring to life images representing four key periods in the history of ancient Egypt and Kush.

**Key Skills:** Selecting Credible Sources: Secondary Sources, Map Skills

**15 The Origins of Judaism** Create scrolls illustrating information about key figures in the history of the ancient Israelites and in the development of Judaism.

**Key Skills:** Analyzing Cause and Effect, Drawing Sound Conclusions, Framing Questions to Research

**16 Learning About World Religions: Judaism** Make a timeline of the key events in the Jewish Diaspora to explain how Jews were able to preserve their teachings.

**Key Skills:** Comparing and Contrasting, Sequencing Events, Creating a Timeline

### Unit Closer

**Studying Sources** Use these readings as further sources for your Inquiry Project and to deepen your understanding of the content:

- Explore – Comparing the Written Languages of Egypt and Mesopotamia
- Explore – Something Borrowed: Kush Transforms Egyptian Ideas
- Primary Source – Through the Eyes of a Historian: Herodotus Writes About Kush

Then look for additional sources online, including Explore, Primary Source, Literature, and Biography readings.

**Timeline Challenge** Review the key events from this unit by sequencing events on a timeline. Then add your own events that you consider to be important in history.

### VIDEOS ONLINE

[www.teachtc.org](http://www.teachtc.org)

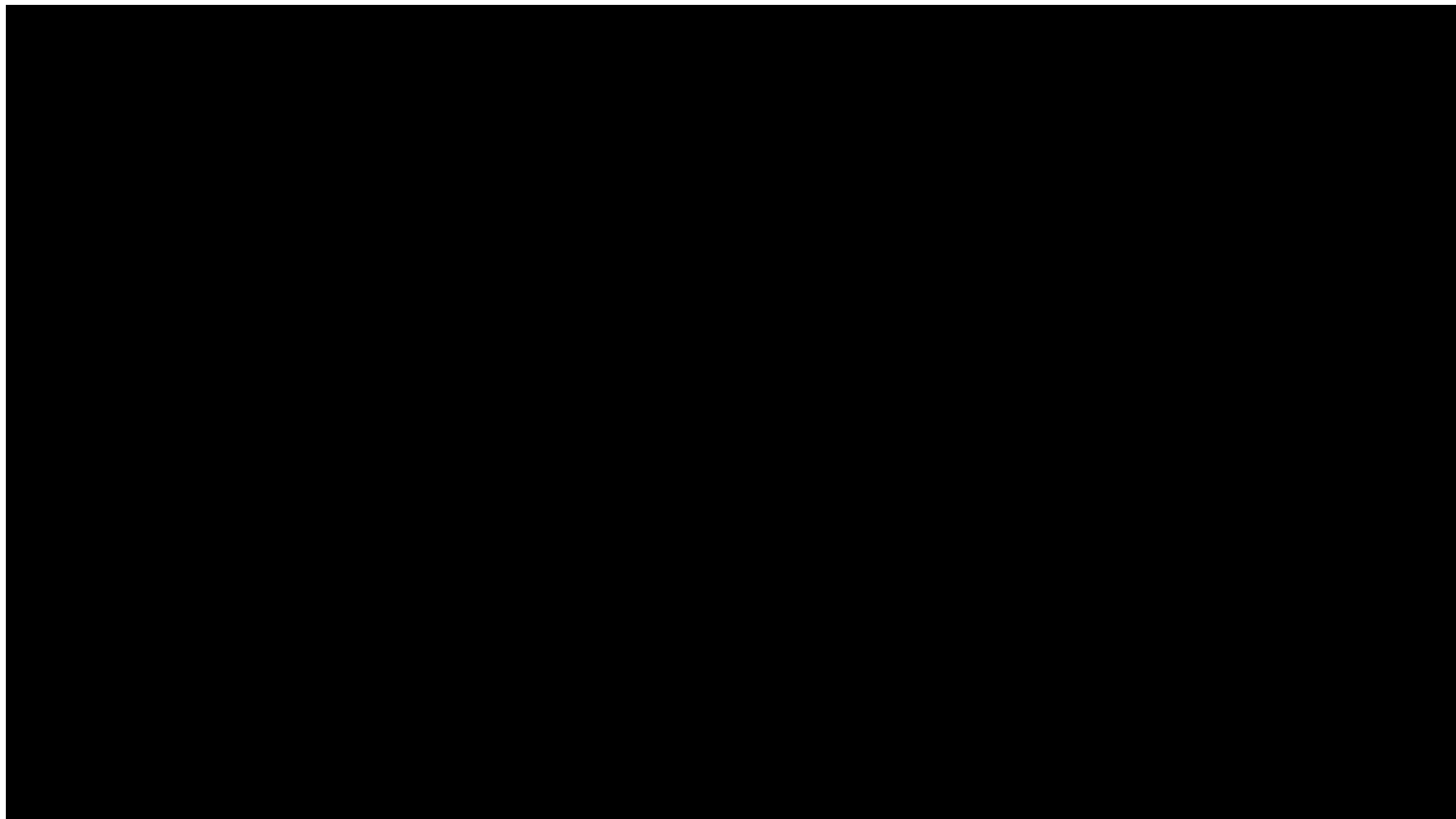
Click on the link to access a video-based Geography Challenge and Video Activities that explore the main ideas of the text with meaningful visuals.

WH  
p. 170

CIV  
p. 114

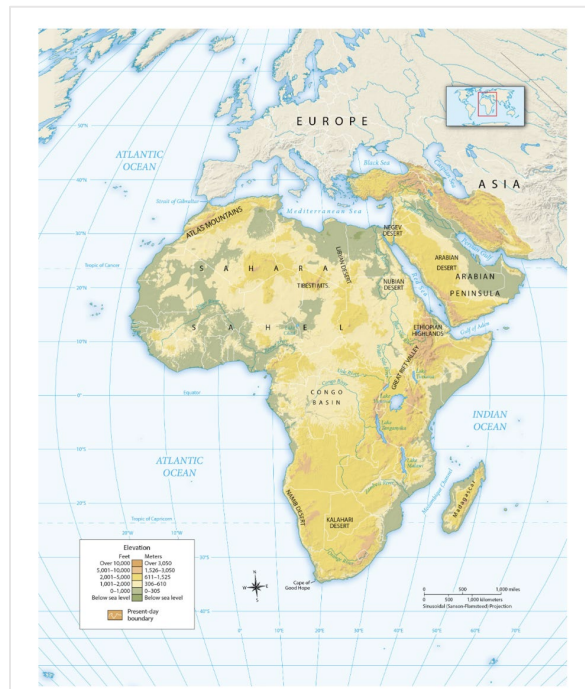
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# Unit 3: Geography Challenge Video





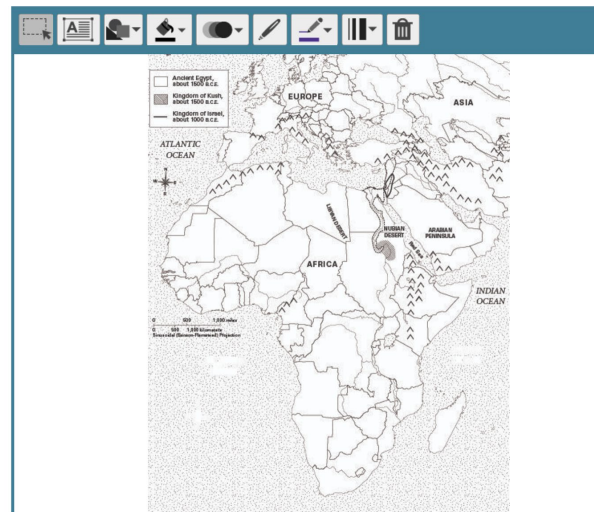
# Unit 3: Geography Challenge



## Creating a Map

Use the maps in the Geography Challenge reading to label your map.

1. Locate the Arabian Peninsula on the map. Draw a **blue** box around it.
2. Locate the Nile River and Nile River delta. Label them.
3. Label the Kingdom of Israel and outline it in **purple**.
4. Locate the Kingdom of Kush. Label it and circle it in **red**.



## Unit 3 Geography Challenge

### GEOGRAPHY CHALLENGE

#### Creating a Map

Use the maps in the Geography Challenge reading to label your map.

1. Locate the Arabian Peninsula on the map. Draw a blue box around it.
2. Locate the Nile River and Nile River delta. Label them.
3. Label the Kingdom of Israel and outline it in purple.
4. Locate the Kingdom of Kush. Label it and circle it in red.

#### Applying Geography Skills

Using the map you have created, answer the following questions.

5. The Arabian Peninsula is part of which continent?
6. What are the two major vegetation zones in northern Africa and the Middle East?
7. What do the boundaries of ancient Kush tell about its size compared with that of ancient Egypt? Compared with that of ancient Israel?

# Unit Opener: Inquiry Project

Providing a comprehensive inquiry pathway for teachers.

## Types of Inquiry

- Structured
- Embedded Action
- Guided
- Student-Directed

UNIT 3 ANCIENT EGYPT AND THE MIDDLE EAST
UNIT INQUIRY PROJECT

**STEP 1**  
Developing Questions

**Compelling Question**  
*How did ancient civilizations affect each other?*

**Staging the Question**  
Find a picture of a pyramid from ancient Egypt. Find a picture of a pyramid from ancient Kush. Discuss: What is similar about the pyramids? What is different? Why might two different civilizations both build pyramids? How might they have interacted with each other?

**STEP 2**  
Using Disciplinary Sources to Build Arguments

**Supporting Question 1**  
*What do we know about ancient Egypt?*

*Lesson: The Ancient Egyptian Pharaohs*

Activity	Sources	Formative Task
"Visit" monuments along the Nile River to learn about four ancient Egyptian pharaohs and their important accomplishments. (Classroom Activity)	<b>Source A:</b> "Ancient Egypt and Its Rulers" (Reading - Section 1) <b>Source B:</b> "The Egyptian Mummy Project" (Reading - Exploring the Social Sciences) <b>Source C:</b> "Analyzing Images of Pharaohs" (Online Reading - Explore)	List three facts that historians think we know about Egypt. Then explain how archaeological techniques have changed over time.

**Supporting Question 2**  
*How did Egypt influence Kush? How did Kush influence Egypt?*

*Lesson: The Kingdom of Kush*

Activity	Sources	Formative Task
Analyze and bring to life images representing four key periods in the history of the Kingdom of Kush. (Classroom Activity)	<b>Source A:</b> "Kush's Early Interactions with Egypt" (Reading - Section 1) <b>Source B:</b> "Through the Eyes of a Historian: Herodotus Writes About Kush" (Online Reading - Primary Source) <b>Source C:</b> "Something Borrowed: Kush Transforms Egyptian Ideas" (Online Reading - Explore)	Write two paragraphs. In the first, explain the main ways that Egypt influenced Kush. In the second, explain the main ways that Kush influenced Egypt.

**Supporting Question 3**  
*How did other civilizations in North Africa and the Middle East influence each other?*

Activity	Sources	Formative Task
Choose another ancient civilization in North Africa or the Middle East. Some groups to consider: Israelites, Babylonians, Hittites, Carthaginians, or Persians. Research the civilization, finding at least three reliable primary or secondary sources about it.	Select relevant sources from your research.	Create a T-chart that explains how the civilization you researched interacted with its neighbors. <ul style="list-style-type: none"> <li>List two ways that the civilizations influenced other groups around them.</li> <li>List two ways that these civilizations were influenced by other groups around them.</li> </ul>

**STEP 3**  
Communicating Conclusions with Evidence

**Summative Task**

Argument	Extension
Construct an argument with evidence that addresses the compelling question: <i>How did ancient civilizations affect each other?</i>	Choose two of the civilizations that you learned about in this unit or that you researched on your own. Create a Venn diagram comparing and contrasting the two societies. Include at least three unique aspects of each society and two overlapping aspects they both had in common. Then write a sentence explaining how these two civilizations influenced each other.

**STEP 4**  
Taking Informed Action

**Taking Informed Action**

Understand	Assess	Act
Societies today also influence each other. Research how the United States has affected another nation around the world. Then research how that nation has affected the United States.	What is an important way that societies influence each other today? Write a paragraph that presents a claim supported by evidence from your research.	Did the influence that you wrote about in your argument have a negative or positive effect? If it was positive, brainstorm how you could further promote that influence. If it was negative, brainstorm how you could address that influence. Share your proposal with the class.

**ACTIVITY ONLINE** www.teachtc.com

**Inquiry Project:** Go online to complete the activities, readings, and tasks. Fill out the corresponding prompts for each step in your print or online notebook.

## Providing a comprehensive inquiry pathway for teachers

Follow the steps below to complete the Inquiry Project. Reference the reading for additional guidance.

### STEP 1: Developing Questions

Review the Compelling Question for this unit: *How did ancient civilizations affect each other?*

Brainstorm anything related to this topic that you think you already know.  
List other questions you have.

Know	Questions

## STEP 2: Using Disciplinary Sources to Build Arguments

For each supporting question, list sources from the activities, readings, and outside research. Explain the evidence they provide that will help you answer the question.

**Supporting Question 1:** *What do we know about ancient Egypt?*

Source	Evidence

Source	Evidence

**Supporting Question 3:** How did other civilizations in North Africa and the Middle East influence each other?

Source	Evidence

### Summative Argument Task

Construct an argument with evidence that addresses the compelling question:  
*How did ancient civilizations affect each other?*

### Extension


Choose two of the civilizations that you learned about in this unit or that you researched on your own. Create a Venn diagram comparing and contrasting the two societies. Include at least three unique aspects of each society and two overlapping aspects they both had in common. Then write a sentence explaining how these two civilizations influenced each other.

If instructed by your teacher, complete one or more of these tasks.

<p><b>Understand</b></p> <p>Societies today also influence each other.</p> <p>Research how the United States has affected another nation around the world.</p> <p>Then research how that nation has affected the United States.</p>	
<p><b>Assess</b></p> <p>What is an important way that societies influence each other today? Write a paragraph that presents a claim supported by evidence from your research.</p>	
<p><b>Act</b></p> <p>Did the influence that you wrote about in your argument have a negative or positive effect? If it was positive, brainstorm how you could further promote that influence. If it was negative, brainstorm how you could address that influence. Share your proposal with the class.</p>	

# Unit 3: Inquiry Project

TCI


**Demo: History Alive! The Ancient World**

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Unit Projects

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Explore This Page

Unit/Lesson:

Unit 3 - Ancient Egypt and the Middle East

Expand Sections

Present Slides

Teacher Helper

Geography Challenge

Watch a video to explore how geography and the environment influenced the civilizations of ancient Egypt and the Middle East. Then use the maps and reading to answer the Geography Challenge questions in your notebook.

Benchmarks: SS.6.W.2.5, SS.6.W.2.4, SS.6.W.2.3, SS.6.W.2.10 [See more](#)

Inquiry Project

Explore the unit's compelling question: How did ancient civilizations affect each other? Then complete a Guided Inquiry. Gather evidence throughout the activities, reading, and additional research to write an argument that answers the question by the end of the unit.

Benchmarks: SS.6.W.2.4, SS.6.W.2.3, SS.6.W.2.10, SS.6.W.2.5 [See more](#)

Timeline Challenge

Review the key events from this unit by sequencing events on a timeline. Then add your own events that you consider to be important in history.

Benchmarks: SS.6.W.2.4, SS.6.W.2.3, SS.6.W.2.10, SS.6.W.2.6 [See more](#)

Applying Themes Through Writing

Review how the themes of history apply to what you've learned, then demonstrate your knowledge in a writing assignment.

45 min  
Benchmarks: SS.6.W.2.3, SS.6.W.2.10, SS.6.W.2.5, SS.6.W.2.4 [See more](#)

Jump to Section



# TCI's Lesson Structure

Use the comprehensive Lesson Overview page to see and plan lessons at a glance.

- Flexible Lesson Options**

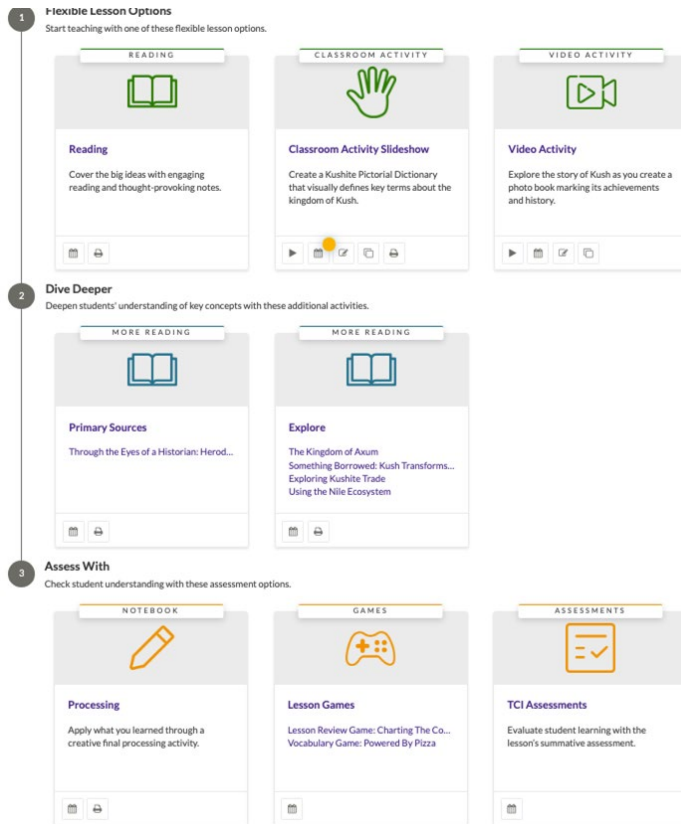
Use these options to teach based on *your* classroom needs.

- Dive Deeper**

Deepen understanding of content with these optional materials.

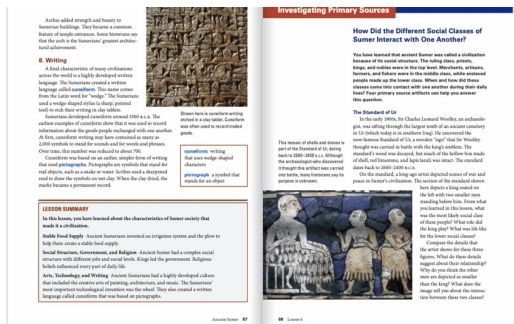
- Assess With**

Check student understanding using these assessment options.



# Flexible Learning Options

Each lesson has flexible teaching options to let you pick the engagement style that works for you



## Investigating the Past Through Inquiry

Discover how different social scientists use a variety of tools to study and interpret the past.



Reading Activities



Classroom Activities



Video Activities

# Reading Activity

Support all learners with considerate text, built-in reading support, and graphic notetaking.

1

## Flexible Lesson Options

Start teaching with one of these flexible lesson options.

### READING



#### Reading

Cover the big ideas with engaging reading and thought-provoking notes.



### CLASSROOM ACTIVITY



#### Classroom Activity Slideshow

Create a Kushite Pictorial Dictionary that visually defines key terms about the kingdom of Kush.



### VIDEO ACTIVITY



#### Video Activity

Explore the story of Kush as you create a photo book marking its achievements and history.



# Reading Activity






## Reading Support

- Changing the Lexile Levels
- Text-to-Speech
- Main Ideas
- Highlighting
- Student Notes
- Spanish Translation

Reading

Back to Lesson Overview







Explore This Page

Unit/Lesson:
Lesson 5 - The Rise of Sumerian City-States

Section:
Introduction

Previous Section
Next Section


## The Rise of Sumerian City-States

*How did geographic challenges lead to the rise of city-states in Mesopotamia?*

### Introduction

Early people who lived in the Fertile Crescent began farming and living in small villages. But over time, small Neolithic villages grew into large, complex cities.

These villages were located in a land of rolling hills and low plains called Mesopotamia (meh-suh-puh-TAY-mee-uh), in modern-day Iraq. *Mesopotamia* is a Greek word that means the "land between the rivers." The two main rivers of the Fertile Crescent are the Tigris (TIE-GRIS) and the Euphrates (YU-FRAY-TEES).



# Reading Activity

Graphic notetaking.

## INTERACTIVE STUDENT NOTEBOOK

### The Rise of Sumerian City-States

*How did geographic challenges lead to the rise of city-states in Mesopotamia?*

#### PREVIEW

Think of a recent problem or challenge that you faced, and what you did to solve it. In the "Problem" box in the flowchart below, draw a simple illustration of the problem or challenge. Also in that box, write a one-sentence summary of the problem. In the "Solution" box, draw a simple illustration to show how you solved the problem. Also write one sentence describing the solution.

Problem	Solution

#### READING NOTES

##### Social Studies Vocabulary

As you complete the Reading Notes, use these terms in your answers.

Mesopotamia	Euphrates River	irrigation	silt
Tigris River	Sumar	levee	city-state

## INTERACTIVE STUDENT NOTEBOOK

### Section 1

List five words or phrases that characterize the geography of Mesopotamia. Circle the one characteristic that might pose the biggest challenge to people living there. In a complete sentence, explain why you chose this characteristic.

### Section 2

1. What were some advantages of living in the foothills of the Zagros Mountains?

2. In the "Problem" box, draw and label a simple picture showing the problem that occurred around 5000 B.C.E. Also in that box, write a one sentence summary of the problem.

In the "Solution" box, draw a simple illustration to show how the farmers in the foothills solved the problem. Also write one sentence describing the solution.

Problem	Solution

3. Who were the Sumerians?

## INTERACTIVE STUDENT NOTEBOOK

### Section 6

To complete the flowchart, summarize how geography led to the rise of Sumerian city-states. In the appropriate boxes below, list each problem and its solution, as described in the reading.

How did geographic challenges lead to the rise of city-states in Mesopotamia?	Problem 1 Food shortage in the foothills	Solution 1
Problem 3	Solution 2	Problem 2
Solution 3	Problem 4	Solution 4

#### PROCESSING

On a separate sheet of paper, create a real estate advertisement to encourage people to move to one of the Sumerian city-states. Include the following:

- A clever title for the advertisement, to catch the reader's eye. Be sure it includes the words *Sumerian City-State*.
- At least three illustrations representing the ideas the Sumerians came up with to solve key problems.
- A caption for each visual that describes the solution and why it helped make this Sumerian city-state a desirable place to live.

# Classroom Activity

Support for all teachers with ready-to-go slideshows—or edit to customize for your class.

1

## Flexible Lesson Options

Start teaching with one of these flexible lesson options.

### READING



#### Reading

Cover the big ideas with engaging reading and thought-provoking notes.



### CLASSROOM ACTIVITY



#### Classroom Activity Slideshow

Create a Kushite Pictorial Dictionary that visually defines key terms about the kingdom of Kush.



### VIDEO ACTIVITY



#### Video Activity

Explore the story of Kush as you create a photo book marking its achievements and history.



# Classroom Activities



Unit 2 - The Origins and Purposes of  
Government  
Lesson 5 - Creating the Constitution

## Let's Start

Use the arrows to navigate, or  
click the links to jump ahead.

[Back to Lesson Overview](#)

Jump to:

- [Lesson Opener](#)
- [Vocabulary](#)
- [Preview](#)
- [Activity](#)
- [Processing](#)
- [Lesson Closer](#)



# Classroom Activities

You will now take on the roles of American colonists who held different viewpoints on the U.S. Constitution.

Your group will consist of the following:

- a **Federalist** who supports ratifying the U.S. Constitution
- an **Anti-Federalist** who opposes ratifying the U.S. Constitution
- an **Undecided Citizen** who has not decided whether to support ratification





# Classroom Activities

## Learn About the Constitution

Watch this video about the creation of the U.S. Constitution. Then discuss:

1. Based on what you learned from the Preview, in which movie genre would you categorize this video?  
+
2. Why was the U.S. Constitution created? +
3. What is a federal system? +









[Go Live](#)

# Classroom Activities

Reading [Back to Lesson Overview](#) [FL Reviewer Tour](#)

Unit/Lesson:  
Lesson 5 - Creating the Constitution

## Creating the Constitution

**What challenges did the United States overcome to create and ratify the Constitution?**

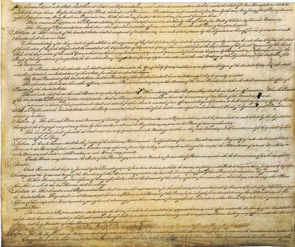
### Introduction

After the American Revolution ended, the new United States still faced challenges. One of the most pressing of those challenges was [debt](#). During the war, many soldiers were not paid. They returned home and found themselves facing large debts and overdue taxes they could not pay. Debt collectors seized property and land, and, in some cases, imprisoned people. This treatment especially angered veterans. Among them was a former army officer named Daniel Shays.

Shays settled in Massachusetts after leaving the army. There, he found himself swept up in the unrest and protests in support of those who had their property taken as payment for debts and taxes. Shays led a group who called themselves "Regulators." They protested at courthouses and stopped debt collectors from doing their work. George Washington could see the danger this put the new government in, writing, "commotions of this sort, like snowballs, gather strength as they roll, if there is no opposition in the way to divide and crumble them."

Because the new nation's government laid out in the Articles of Confederation was weak, it had little power to get involved or stop the rebellion. This led Massachusetts Governor Bowdoin to hire a militia. The rebellion ended in January 1787 when an army of more than 1,000 protesters led by Shays stormed the federal arsenal in

Section:  
Introduction  
Lesson Opener  
Introduction  
Section 1 - Creating a New Government During Wartime  
Section 2 - Convening the Constitutional Convention  
Section 3 - Reaching a Compromise on Representation  
Section 4 - Compromises on Slavery and Commerce  
Section 5 - Creating the Executive Branch: One Head or Many?  
Section 6 - Ratifying the Constitution  
Section 7 - Adding the Bill of Rights  
Summary  
Lesson Closer



The original Constitution of the United States is printed on four large parchment sheets and is signed by nearly all the delegates present at the Constitutional Convention.

**Social Studies Vocabulary**  
[Anti-Federalists](#)  
[Articles of Confederation](#)  
[constitutionalism](#)

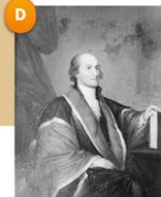
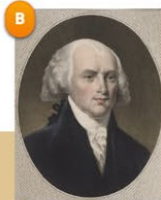
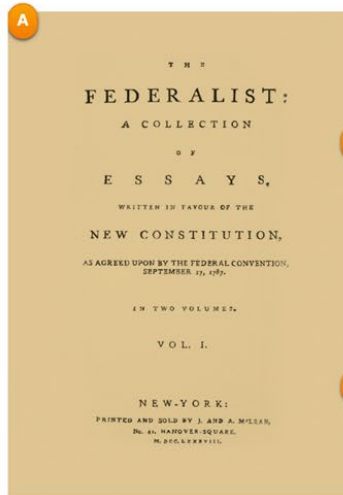


# Classroom Activities

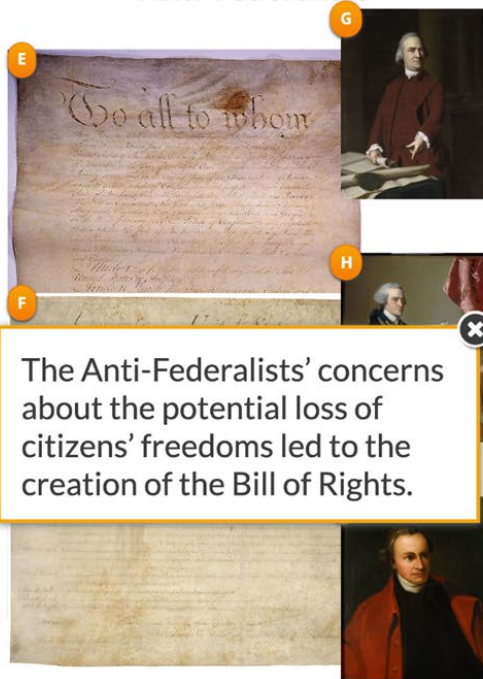
Once you are in your group you will need to:

- Click on the images to learn about the people and documents important to the creating of the U.S. Constitution.
- Receive a copy of [Handout B: Position Points for Constitutional Debates](#) and [Handout C: Note-Taking Chart for Constitutional Debates](#).
- Read over the Federalist and Anti-Federalist position points from Handout B. Take notes on each position on Handout C.

## Federalists



## Anti-Federalists



Compare the viewpoints of the Federalists and Anti-Federalists regarding the ratification of the U.S. Constitution and the inclusion of a bill of rights. Take notes during your reading of these position points as well as during the debates on the back side of the Handout.

## Note-Taking Chart for Constitutional Debates

Take notes for each of the three debates in the table below by writing down position points for each perspectives. Undecided Citizens should include notes and tally marks for both the Federalists and the Anti-Federalists.

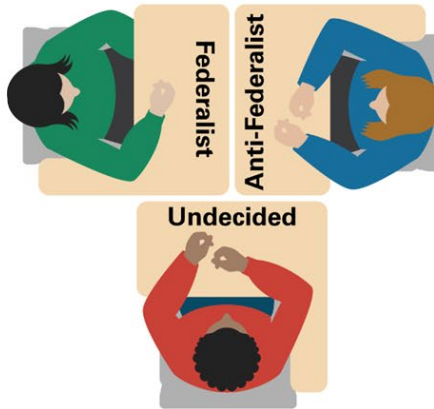
Federalists	Anti-Federalists	Undecided Citizens	
		Federalists	Anti-Federalists

# Classroom Activities

## Constitutional Debate #1

Here is your first debate topic:

*What should be the role and purpose of our new national government?*



Federalists: We want a strong central government that shares power with the states!

Anti-Federalists: A strong national government will become too powerful!

Federalists: I disagree because...



# Classroom Activities



# Classroom Activities

## Debrief

Think back on what you learned during this activity and discuss the following questions as a class:

1. How did the debates help you learn more about the compromises involved with the creation of the U.S. Constitution?
2. What were the differences in viewpoints between the Federalists and Anti-Federalists about the ratification of the U.S. Constitution?
3. Why was the Bill of Rights included in the U.S. Constitution?



# Video Activity

Captivate students with engaging storylines and vivid imagery. Test student knowledge with interactive assessments.

1

## Flexible Lesson Options

Start teaching with one of these flexible lesson options.

### READING



#### Reading

Cover the big ideas with engaging reading and thought-provoking notes.



### CLASSROOM ACTIVITY



#### Classroom Activity Slideshow

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### VIDEO ACTIVITY



#### Video Activity

Explore the story of Kush as you create a photo book marking its achievements and history.





# Video Activities

## The American Revolution

Learn about key dates and events from the American Revolution by analyzing fictional headlines.



Watch the videos and read to learn more about the American Revolution.

Then answer questions about a series of fictional headlines that reflect actual events and important dates that occurred during the war.

Finally, match headlines to the British or American perspective during the American Revolution.



[Go Live](#)

U.S.

# Vocabulary

Drag each term to its correct definition.

## Word Bank

Anti-Federalists

Articles of  
Confederation

constitutionalism

Federalists

majority rule

Check My Answers

Reset

1. the belief that governments should operate according to an agreed set of principles, which are usually spelled out in a written constitution

2. the idea that decisions approved by more than half of the people in a group or society will be accepted and observed by all of the people

3. opponents of ratifying the U.S. Constitution. They favored the loose association of states established under the Articles of Confederation

4. the first written plan of government for the United States; ratified in 1781

5. supporters of ratifying the U.S. Constitution. They favored the creation of a strong federal government that shared power with the states.

infantry

Flip card

# Dive Deeper

TCI's high-interest readings provide a variety of ways to think critically about the past and make connections to today.

2

## Dive Deeper

Deepen students' understanding of key concepts with these additional activities.

MORE READING



### Exploring Biographies

"George Washington: A Single-minded ...



MORE READING



### Biography

Naval Heroes of the American Revoluti...



MORE READING



### Explore

The Global Context of the American Re...  
Changing Views of the Past  
Perspectives on the Revolutionary Ho...



# Dive Deeper

## Investigating primary sources.

Arches added strength and beauty to Sumerian buildings. They became a common feature of temple entrances. Some historians say that the arch is the Sumerians' greatest architectural achievement.

### 8. Writing

A final characteristic of many civilizations across the world is a highly developed written language. The Sumerians created a written language called **cuneiform**. This name comes from the Latin word for "wedge." The Sumerians used a wedge-shaped stylus (a sharp, pointed tool) to etch their writing in clay tablets.

Sumerians developed cuneiform around 3300 B.C.E. The earliest examples of cuneiform show that it was used to record information about the goods people exchanged with one another. At first, cuneiform writing may have contained as many as 2,000 symbols to stand for sounds and for words and phrases. Over time, this number was reduced to about 700.

Cuneiform was based on an earlier, simpler form of writing that used **pictographs**. Pictographs are symbols that stand for real objects, such as a snake or water. Scribes used a sharpened reed to draw the symbols on wet clay. When the clay dried, the marks became a permanent record.



Shown here is cuneiform writing etched in a clay tablet. Cuneiform was often used to record traded goods.

**cuneiform** writing that uses wedge-shaped characters  
**pictograph** a symbol that stands for an object

### LESSON SUMMARY

In this lesson, you have learned about the characteristics of Sumer society that made it a civilization.

**Stable Food Supply** Ancient Sumerians invented an irrigation system and the plow to help them create a stable food supply.

**Social Structure, Government, and Religion** Ancient Sumer had a complex social structure with different jobs and social levels. Kings led the government. Religious beliefs influenced every part of daily life.

**Arts, Technology, and Writing** Ancient Sumerians had a highly developed culture that included the creative arts of painting, architecture, and music. The Sumerians' most important technological invention was the wheel. They also created a written language called cuneiform that was based on pictographs.

## Investigating Primary Sources

### How Did the Different Social Classes of Sumer Interact with One Another?

You have learned that ancient Sumer was called a civilization because of its social structure. The ruling class, priests, kings, and nobles were in the top level. Merchants, artisans, farmers, and fishers were in the middle class, while enslaved people made up the lower class. When and how did these classes come into contact with one another during their daily lives? Four primary source artifacts can help you answer this question.

#### The Standard of Ur

In the early 1900s, Sir Charles Leonard Woolley, an archaeologist, was sifting through the largest tomb of an ancient cemetery in Ur (which today is in southern Iraq). He uncovered the now-famous Standard of Ur, a wooden "sign" that Sir Woolley thought was carried in battle with the king's emblem. The standard's wood was decayed, but much of the hollow box made of shell, red limestone, and lapis lazuli was intact. The standard dates back to 2600–2400 B.C.E.

On the standard, a long-age artist depicted scenes of war and peace in Sumer's civilization. The section of the standard shown

This mosaic of shells and stones is part of the Standard of Ur, dating back to 2600–2400 B.C.E. Although the archaeologist who discovered it thought this artifact was carried into battle, many historians say its purpose is unknown.



here depicts a king seated on the left with two smaller men standing before him. From what you learned in this lesson, what was the most likely social class of these people? What role did the king play? What was life like for the lower social classes?

Compare the details that the artist shows for these three figures. What do these details suggest about their relationship? Why do you think the other men are depicted as smaller than the king? What does the image tell you about the interaction between these two classes?

## INTERACTIVE STUDENT NOTEBOOK

### INVESTIGATING PRIMARY SOURCES

#### Identifying and Evaluating Evidence

Use the reading to create a claim to answer this question: *How did the different social classes of Sumer interact with one another?*

Claim:

What evidence from the primary sources documents support your claim? Fill out the chart below. Circle the two strongest pieces of evidence.

Source	Evidence	How does this support the claim?

You can use this evidence to

## INTERACTIVE STUDENT NOTEBOOK

### Constructing an Argument

Create an argument to answer the question: *How did the different social classes of Sumer interact with one another? Your argument should:*

- clearly state your claim.
- include evidence from multiple sources.
- provide explanations for how the sources support the claim.

Use this rubric to evaluate your argument. Make changes as needed.

Score	Description
3	The claim clearly answers the question. The argument uses evidence from two or more primary sources that strongly support the claim. The explanations connect to the evidence and claim.
2	The claim answers the question. The argument uses evidence from one or two primary sources that support the claim. Some of the explanations connect to the evidence and claim.
1	The claim fails to answer the question. The argument lacks evidence from primary sources. Explanations are missing or are unrelated to the evidence and claim.

# Dive Deeper

## Investigating primary sources

### UNIT 2 THE RISE OF CIVILIZATION

Gather evidence by studying these sources—along with the other sources listed in the Unit Inquiry Project—as you prepare to write an argument answering the unit’s compelling question.

#### Literature – Enheduanna: The First Poet

Historians do not know for certain when literature began or the true identity of the first writer to ever exist. However, recent findings suggest that the first named poet in history was a priestess from the Sumerian city-state of Ur named Enheduanna. She was the daughter of the king of the Mesopotamian city Akkad, and is said to have been alive around 2300 B.C.E. As priestess of the Sumerian moon god Nanna, Enheduanna is said to be mentioned in temple hymns dedicated to the moon god. Some historians believe that this could be evidence of Enheduanna’s authorship of the hymns. Below is a translated excerpt from “The exaltation of Inanna” in which Enheduanna asks the great goddess for help after political exile.

#### The Exaltation of Inanna

I, En-hedu-ana, will recite a prayer to you. To you, holy Inana, I shall give free vent to my tears like sweet beer! I shall say to her “Your decision!” Do not be anxious about Akimabbar. In connection with the purification rites of holy An, Lugal-ane has altered everything of his, and has stripped An of the E-ana. He has not stood in awe of the greatest deity. He has turned that temple, whose attractions were inexhaustible, whose beauty was endless, into a destroyed temple. While he entered before me as if he was a partner, really he approached out of envy. . . .

Most precious lady, beloved by An, your holy heart is great; may it be assuaged on my behalf! Beloved spouse of Urcungal-ana, you are the great lady of the horizon and zenith of the heavens. The Anuna have submitted to you. From birth you were the junior queen; how supreme you are now over the Anuna, the great gods! The Anuna kiss the ground with their lips before you. . . . My lady beloved of An, may your heart be calmed towards me, the brilliant ex-priestess of Nannal.

It must be known! It must be known! Nanna has not yet spoken out! He has said, “He is yours!” Be it known that you are lofty as the heavens! Be it known that you are broad as the earth! Be it known that you destroy the rebel lands! Be it known that you roar at the foreign lands! Be it known that you crush heads! Be it known that you devour corpses like a dog! Be it known that your gaze is terrible! Be it known that you lift your terrible gaze! Be it known that you have flashing eyes! Be it known that you are unshakable and unyielding! Be it known that you always stand triumphant! . . .

The powerful lady, respected in the gathering of rulers, has accepted her offerings from her. Inanna’s holy heart has been assuaged. The light was sweet for her, delight extended over her, she was full of fairest beauty. Like the light of the rising moon, she exuded delight. Nanna came out to gaze at her properly, and her mother Ningal blessed her. The door posts greeted her. Everyone’s speech to the mistress is exalted. Praise be to the destroyer of foreign lands, endowed with divine powers by An, to my lady enveloped in beauty, to Inana!

Source: The Electronic Text Corpus of Sumerian Literature. Entire Selection: <https://etcl.net/>

WH  
p. 164

CIV  
p. 512

### STUDYING SOURCES

#### Primary Source – What Is Justice? A View from the Code of Hammurabi

King Hammurabi of Babylonia created a code of laws to keep order in his empire. He wanted to make sure he brought justice to all of his people. He brought together existing laws from each Mesopotamian city-state he conquered. He displayed the code publicly in a temple and appointed royal judges to decide cases. A person was innocent until proven guilty. Once found guilty, a person was punished according to the code. The punishments ranged from fines to death.

Below are selections from the Code of Hammurabi. Notice especially Number 196, “eye for an eye,” and Number 200, “tooth for a tooth.” These are the most well-known of the laws. As you read the excerpts, think about these questions: What other crimes are identified? What are some of the punishments used? Are the punishments the same for everybody?

#### Excerpts from the Code of Hammurabi

2. If any one bring an accusation against a man, and the accused go to the river and leap into the river, if he sink in the river his accuser shall take possession of the house. But if the river prove that the accused is not guilty, and he escape unhurt, then he who had brought the accusation shall be put to death, while he who leaped into the river shall take possession of the house that had belonged to his accuser.

3. If any one bring an accusation of any crime before the elders, and does not prove what he has charged, he shall, if it be a capital offense [punishable by death], . . . be put to death.

5. If a judge try a case, reach a decision and present his judgment in writing; if later error shall appear in his decision, and it be through his own fault, then he shall pay twelve times the fine set by him in the case, and he shall be publicly removed from the judge’s bench, and never again shall he sit there to render judgment.

6. If any one steal the property of a temple or of a court, he shall be put to death, and also the one who receives the stolen thing from him shall be put to death.

14. If any one steal the minor son of another, he shall be put to death.

22. If any one is committing a robbery and is caught, then he shall be put to death.

55. If any one open his ditches to water his crop, but is careless, and the water flood the field of his neighbor, then he shall pay his neighbor corn for his loss.

195. If a son strike his father, his hands shall be hewn [chopped] off.

196. If a man put out the eye of another man, his eye shall be put out.

200. If a man knock out the teeth of his equal, his teeth shall be knocked out.

202. If any one strike the body of a man higher in rank than he, he shall receive sixty blows with an ox-hide whip in public.

203. If a free born man strike the body of another free born man of equal rank, he shall pay one gold mina [a weight of 1.25 pounds].

205. If the slave of a freed man strike the body of a freed man, his ear shall be cut off.

Code of Hammurabi: King of Babylon (About 2250 B.C.). Parts I, II, and III in The Independent. Pt. I Vol. LV, No. 2823, p. 87; Pt. II, Vol. LV, No. 2824, p. 127; Pt. III, Vol. LV, No. 2825, p. 132. Entire Selection: <https://books.google.com/books?id=yrPAAAMAAJ&pg=PA67&dq>

U.S.  
p. 252

- Primary Sources
- Literature
- Biographies
- Explore

# Assessments

TCI's online assessment options and grading tools make tracking student progress easy.

3

## Assess With

Check student understanding with these assessment options.

### NOTEBOOK



#### Processing

Apply what you learned through a creative final processing activity.



### GAMES



#### Lesson Games

Lesson Review Game: Crack the Code  
Vocabulary Game: Community Cleanup



### ASSESSMENTS



#### TCI Assessments

Evaluate student learning with the lesson's summative assessment.





# Assessments

Check For Understanding

How did living along major rivers help the Plateau people?

- Fish became an important part of their diet.
- They could collect driftwood for starting fires.
- They used the river for drinking water.
- They could built floating homes in the river.

Check My Answers

## Check for Understanding

Processing

Look at this example of an annotated diagram of the Northwest Coast region.

Create an annotated diagram showing how the indigenous groups in one cultural region adapted to their environment.

- at least two examples of the land and climate.
- at least three adaptations made by indigenous groups to their environment.
- at least five labels describing the land, climate, and adaptations.

Show Answer Key

## Processing Assignments

History Alive! The United States Through Industrialism

Lesson Game

Unit/Lesson: Lesson 1 - Studying History Through Inquiry

Accessability Mode

AROUND THE WORLD

Score: 0.0

## Lesson Games

History Alive! The United States Through Industrialism

Lesson 10 - Creating the Constitution

Assessment: Creating the Constitution

Mastering the Content

Select the letter next to the best answer.

- In the period after independence, what did Congress fear about a strong central government?
  - A. states would have too much power
  - B. rights for which people fought would be lost
  - C. another war would occur between Great Britain and America
  - D. laws would be passed to prevent people from colonizing new territories
- One weakness of the Articles of Confederation was that Congress could not
  - A. declare war.
  - B. impose taxes.
  - C. set up a postal system.
  - D. create an army and navy.
- What was the long-term effect of the Northwest Ordinance of 1787?
  - A. Territories eventually became states.
  - B. The farmers of Massachusetts rebelled.
  - C. George Washington was elected president.
  - D. Slavery was expanded in the United States.

## Summative Assessments

# Processing



## Lesson 5

### PROCESSING

On the next page, create a poster that might have been used to encourage people to support ratification of the Constitution. Use this page to plan your poster. Your poster must have:

- a catchy slogan
- three reasons why states should ratify the Constitution
- an illustration to accompany each reason
- creative touches to make your poster visually appealing, such as a decorative border
- writing that uses correct spelling and grammar


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Processing

Processing

Create a poster that might have been used to encourage people to support ratification of the Constitution. Your poster must have:

- a catchy slogan
- three reasons why states should ratify the Constitution
- an illustration to accompany each reason
- creative touches to make your poster visually appealing, such as a decorative border
- writing that uses correct spelling and grammar

Show Answer Key





# Lesson Games

Track student benchmark progress with autograded games.

TCI

History Alive! The Ancient World

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Home / From Hunters and Gatherers to Farmers / Lesson Game

Lesson Game

Back to Lesson Overview

Unit/Lesson:

Lesson 4 - From Hunters and Gatherers to Farmers

Accessibility Mode

Restart

1

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3

4

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18

19

20



CHARTING THE COURSE


Answer the questions to reveal a final question.



GAME INSTRUCTIONS

SCORE: 0.0

# Class Trends



**Civics Alive!** Foundations and Functions

 View FL Benchmarks



 N. Customer

[Home](#) / [The United States Constitution / Grades](#) / [Lesson Game Trends](#)

## Lesson Game Trends

[Back to Grades](#)
[View this Lesson Game](#)

Total Points Possible: 21  
 In Progress Lesson Games: 1  
 Completed Lesson Games: 0  
 Average Score: 0

☐ Less than 50% of students answered correctly

Question	Correct Answer	Percent Correct on First Attempt
1. Why did the framers of the Constitution write the words "We the People" so much larger than the rest of the Preamble?	They wanted to make clear that the power of our national government comes from the people.	100%
2. What does the phrase "insure domestic Tranquility" mean?	The government would establish peace and order in the nation.	100%
3. What was the purpose of the Preamble to the Constitution?	to set out the goals of the national government formed by the Constitution	0%
4. Which branch of government does Article I explain?	legislative	0%
5. What did the framers intend the Constitution to do?	give broad statements that allow for political leaders to work out the specific details of governing	100%
6. What is the most common way an amendment is proposed and ratified?	an amendment is proposed by a two-thirds vote in both houses of Congress, then ratified by three-fourths of the state legislatures	0%
7. Which of the following is NOT a guiding principle of the Constitution?	judicial review	0%
8. The principle that power resides in the will of the people is known as	popular sovereignty	100%
9. Which provisions allow for an independent judiciary?	Lifetime tenure and a secure salary insulate federal judges from political pressure.	0%
10. Which of the following is a legislative check on the judicial branch?	can remove judges through impeachment	0%

# TCI Tests

Ready-made tests to track benchmark progress.


## Civics EOC Pre-Test

Benchmark: SS.7.CG.1.11

1. Which scenario implies that a country does not have a strong rule of law? 

- ☐ A. There are special police forces, each of which has a different purpose.
- ☐ B. All citizens are punished harshly for minor offenses.
- ☐ C. Charges may be dropped depending on the accused person's status.
- ☐ D. Individuals found guilty can appeal their case to a higher court.

Benchmark: SS.7.CG.2.1

2. What is the status of a person who was not born in the United States, but now has all the same legal rights and obligations as a person who was born in the United States? 

- ☐ A. naturalized citizen
- ☐ B. permanent resident
- ☐ C. temporary resident
- ☐ D. documented immigrant

Benchmark: SS.7.CG.2.2


3. This chart lists the responsibilities of U.S. citizenship. 


- vote
- attend civic meetings
- volunteer in the community
- petition the government
- run for office




What would be the **most likely** outcome if only a small portion of citizens fulfilled these obligations?

- ☐ A. There would be fewer political disagreements since people are not arguing.
- ☐ B. Services such as Social Security and Medicare would need to be cut.
- ☐ C. The government would weaken and anarchy would result.
- ☐ D. There may be little progress made and few positive changes.

# Customizable Assessments




**Demo: Civics Alive!** Foundations and Functions

 View FL Benchmarks
 
 M. Coral

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Home / Creating the Constitution / Assessments / Test Builder

**Test Builder**

Done

Title:  
 Creating the Constitution Test

Insert Question
 + All Questions
 + TCI Only
 + My District Only
 + Other Teachers Only
 + My Questions Only

Create Question
 i Prompt Only
 ☰ Multiple Choice
 ✎ Writing
 📊 Table
 🖼 Drawing
 ? Fill in the Blank
 🗪 Image Multiple Choice
 ➕ Drag and Drop

To begin, insert questions from a question bank or create your own



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Pacing Guide



Get Started with Grading



Home / Studying History Through Inquiry / Grades / Student Benchmark Report

## Student Benchmark Report

[Back to Grades](#)

Class:

Select...



80%-100%



60%-79%



0-59%

[Export to CSV](#)

Students	SS.8.A.3.15	SS.8.A.3.16	SS.8.A.3.2	SS.8.A.3.3	SS.8.A.3.4	SS.8.A.3.5	SS.8.A.3.6	SS.8.A.3.7	SS.8.A.3.8	SS.8.A.3.9	SS.8.A.4.1	SS.8.A.4.10	SS.8.A.4.11
Adam Woo-Jin	80%	100%	-	65%	-	80%	-	-	-	-	-	-	-
Ninotchka Ladislava	50%	100%	-	65%	-	100%	100%	-	-	-	-	-	-
Emily Rakesh	30%	65%	-	60%	-	85%	100%	-	-	-	-	-	-
Gisela Adams	70%	20%	-	95%	-	85%	-	-	-	-	-	-	-
Sanjeev Grover	0%	0%	-	65%	-	100%	100%	-	-	-	-	-	-
Luciana Gomez	30%	75%	-	65%	-	-	100%	-	-	-	-	-	-
Yeong-Suk Lee	65%	100%	-	100%	-	90%	0%	-	-	-	-	-	-





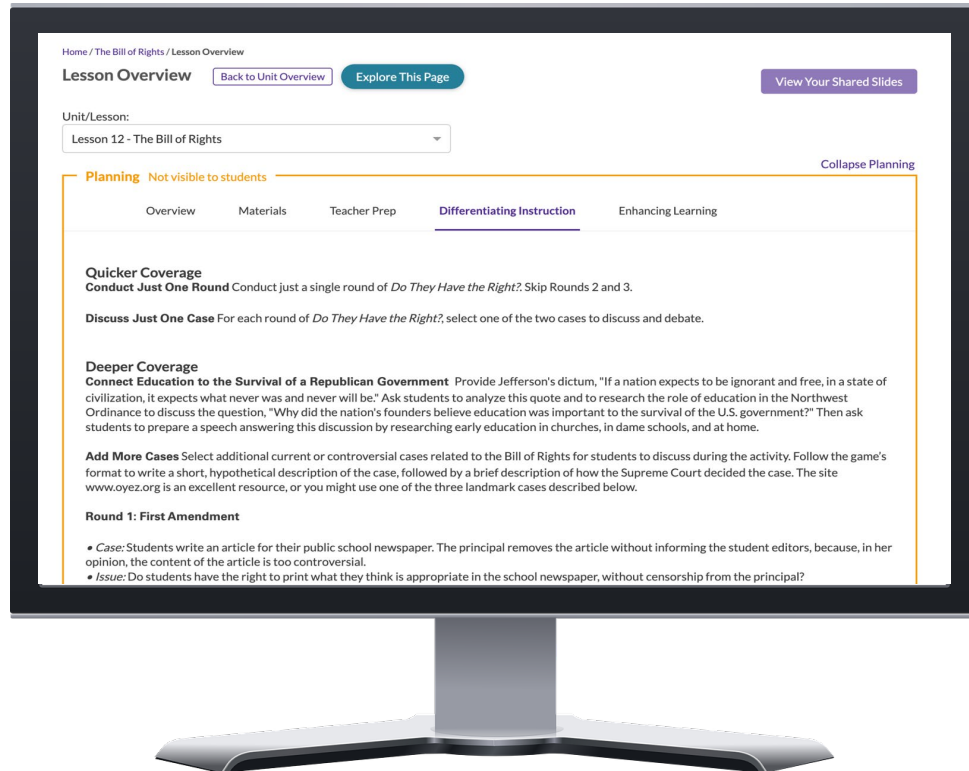
# Support All Teachers

# Print Teacher's Guide

TEACHER'S GUIDE		TEACHER'S GUIDE	
<b>Unit 1 Foundations of History</b>		<b>Unit 6 An Expanding Nation</b>	
Unit Opener.....	1	Unit Opener.....	311
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Lesson 9: The American Revolution.....	155	Lesson 25: The Reconstruction Era.....	473
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<b>Unit 4 Forming a New Nation</b>		<b>Unit 9 Migration and Industry</b>	
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Lesson 16: The Rise of Jacksonian Democracy.....	291	Unit Closer.....	605
Unit Closer.....	305	<b>Credits.....</b>	
		<b>611</b>	

- Planning Resources
- Answer Keys
- Lesson Support
- Differentiation
- Social Studies and ELA Objectives

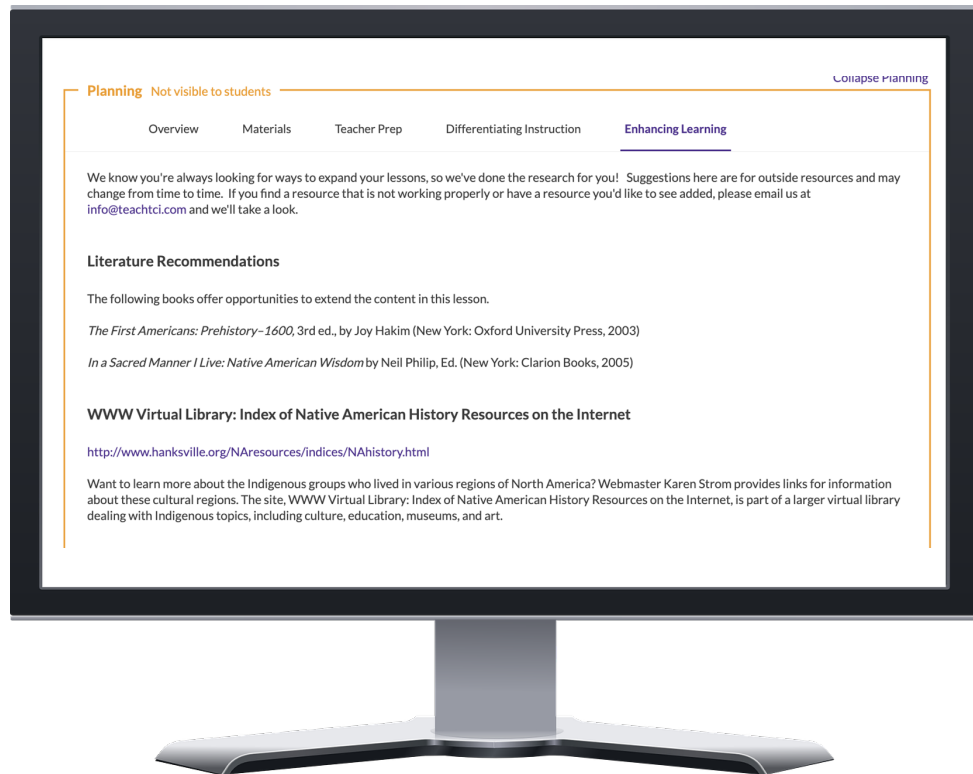
# Differentiated Instruction



- English Learners
- Learners with Special Education Needs
- Learners Reading and Writing Below Grade Level
- Advanced Learners
- Access Points for Differentiation



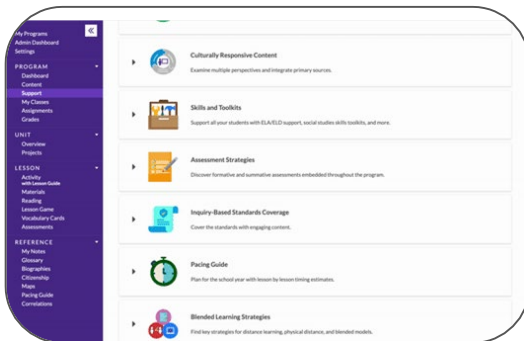
# Enhancing Learning



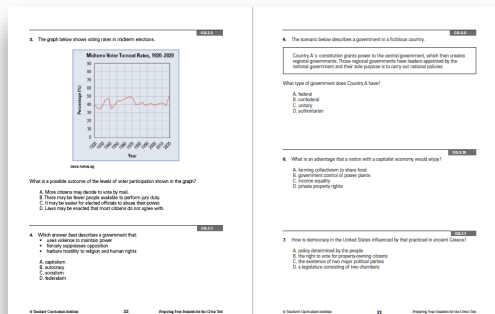
## Recommendations for:

- Literature
- Multimedia
- Videos
- Virtual Field Trips
- Lesson Extension Websites

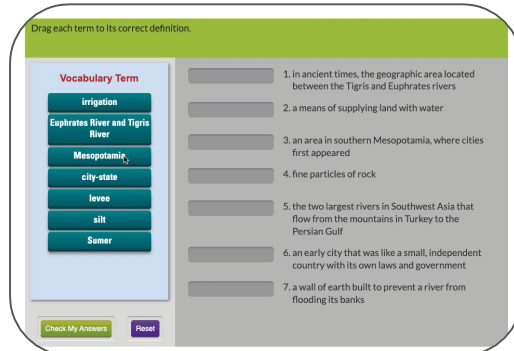
# Support Resources



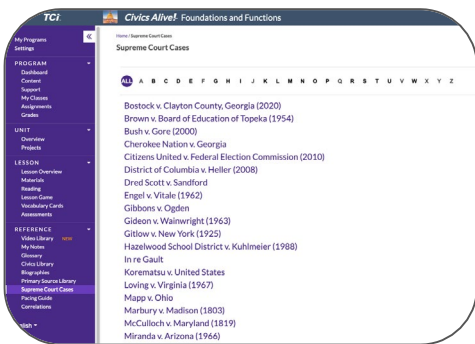
## Skills and Toolkits



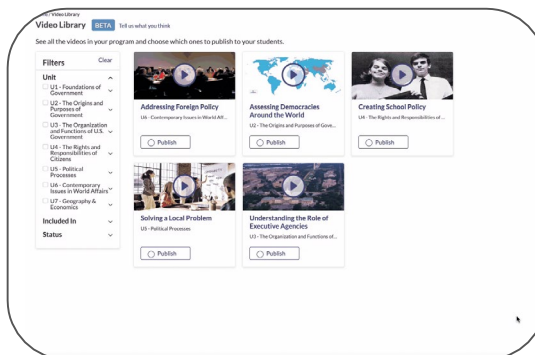
## Civics EOC Practice Test



## Vocabulary Self-Assessments



## Supreme Court Cases



## Video Library



## Pacing Guides

**Video Library** Tell us what you think

---

All the videos in your program and choose which ones to play for students.

**Filters** Clear

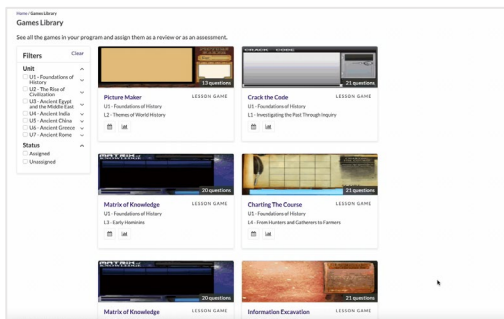
**Unit**

- ☒ U1: Foundations of History
- ☐ U2: The Rise of the Roman Empire
- ☐ U3: Ancient Egypt and the Middle East
- ☐ U4: Ancient India
- ☐ U5: Ancient China
- ☐ U6: Ancient Greece
- ☐ U7: Ancient Rome

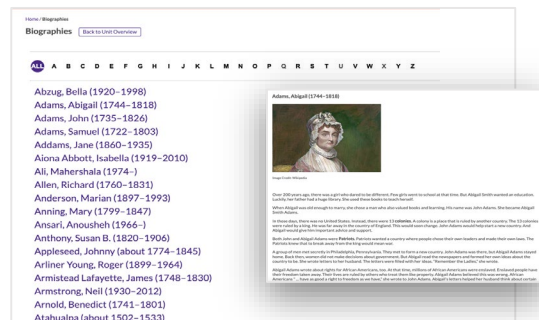
**Included In**

- Saves

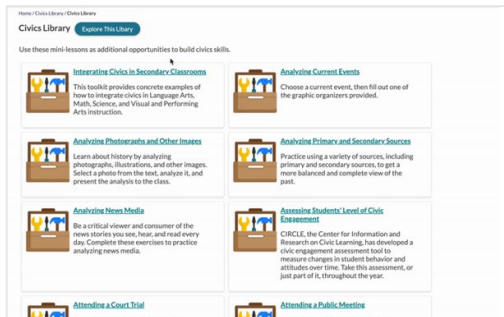
 <b>Ancient China</b> U5: Ancient China Included in Unit Overview <a href="#">CP</a> <input type="button" value="Publish"/>	 <b>Ancient Egypt and the Middle East</b> U3: Ancient Egypt and the Middle East Included in Unit Overview <a href="#">CP</a> <input type="button" value="Publish"/>	 <b>Ancient Greece</b> U6: AncientGreece Included in Unit Overview <a href="#">CP</a> <input type="button" value="Publish"/>
 <b>Ancient India</b> U4: Ancient India Included in Unit Overview <a href="#">CP</a> <input type="button" value="Publish"/>	 <b>Ancient Language</b> U5: Ancient Egypt and the Middle East U3: The English and ancient Included in Reading <a href="#">CP</a> <input type="button" value="Publish"/>	 <b>Ancient Rome</b> U7: AncientRome Included in Unit Overview <a href="#">CP</a> <input type="button" value="Publish"/>
 <b>Ancient Structures</b>	 <b>Ancient Writing on Stone</b>	 <b>Clouds Roll Over Hills</b>



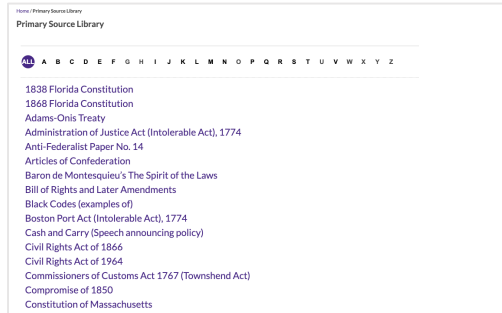
## Games



## Biographies



## Civics











## Primary Sources

# Civics Library

Build civics skills with engaging mini lessons

Civics Library
[Explore This Library](#)

Use these mini-lessons as additional opportunities to build civics skills.

 <p><a href="#">Integrating Civics in Secondary Classrooms</a></p> <p>This toolkit provides concrete examples of how to integrate civics in Language Arts, Math, Science, and Visual and Performing Arts instruction.</p>	 <p><a href="#">Analyzing Current Events</a></p> <p>Choose a current event, then fill out one of the graphic organizers provided.</p>
 <p><a href="#">Analyzing Photographs and Other Images</a></p> <p>Learn about history by analyzing photographs, illustrations, and other images. Select a photo from the text, analyze it, and present the analysis to the class.</p>	 <p><a href="#">Analyzing Primary and Secondary Sources</a></p> <p>Practice using a variety of sources, including primary and secondary sources, to get a more balanced and complete view of the past.</p>
 <p><a href="#">Analyzing News Media</a></p> <p>Be a critical viewer and consumer of the news stories you see, hear, and read every day. Complete these exercises to practice analyzing news media.</p>	 <p><a href="#">Assessing Students' Level of Civic Engagement</a></p> <p>CIRCLE, the Center for Information and Research on Civic Learning, has developed a civic engagement assessment tool to measure changes in student behavior and attitudes over time. Take this assessment, or just part of it, throughout the year.</p>
 <p><a href="#">Attending a Court Trial</a></p> <p>Attend a court trial and observe the proceedings. Summarize what is at issue in the trial and to describe what occurred during the trial.</p>	 <p><a href="#">Attending a Public Meeting</a></p> <p>Learn about public meetings, such as meetings for school boards, state legislatures, and Congress. Attend a meeting and use the observation log to analyze the meeting process, participants, and issues.</p>

# Games Library: Vocab

Home / Games Library

## Games Library

See What's New

See all the games in your program and assign them as a review or as an assessment.

### Filters

Clear

#### Unit

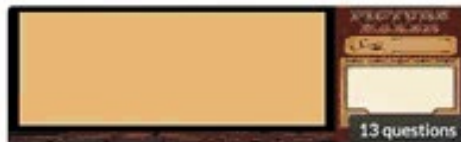
- ☐ U1 - Foundations of History
- ☐ U2 - The Rise of Civilization
- ☐ U3 - Ancient Egypt and the Middle East
- ☐ U4 - Ancient India
- ☐ U5 - Ancient China
- ☐ U6 - Ancient Greece
- ☐ U7 - Ancient Rome

#### Category

- ☐ Lesson Review Game
- ☐ Vocabulary Game
- ☐ Geography Game

#### Status

- ☐ Assigned
- ☐ Unassigned



### Picture Maker

LESSON REVIEW GAME

U1 - Foundations of History  
L2 - Themes of World History



### Powered By Pizza

VOCABULARY GAME

U1 - Foundations of History  
L2 - Themes of World History



### Crack the Code

LESSON REVIEW GAME

U1 - Foundations of History  
L1 - Investigating the Past Through Inquiry



### Matrix of Knowledge

LESSON REVIEW GAME

U1 - Foundations of History  
L3 - Early Hominins



# Biography Library: Videos

Look for the video icon  next to names in the Biography Library.

Home / Biographies
[See What's New](#)

Biographies
[Back to Unit Overview](#)

ALL A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Abzug, Bella (1920–1998)

Adams, Abigail (1744–1818)

Adams, John (1735–1826)

Adams, Samuel (1722–1803)

Addams, Jane (1860–1935)

Aiona Abbott, Isabella (1919–2010)

Ali, Mahershala (1974–)


Allen, Richard (1760–1831)

Amo, Anton (1703–1759)

Anderson, Marian (1897–1993)


Anning, Mary (1799–1847)

Ansari, Anousheh (1966–)

Anthony, Susan B. (1820–1906) 

Appleseed, Johnny (about 1774–1845)


Arliner Young, Roger (1899–1964)

Armistead Lafayette, James (1748–1830) 

Armstrong, Neil (1930–2012)

Arnold, Benedict (1741–1801)

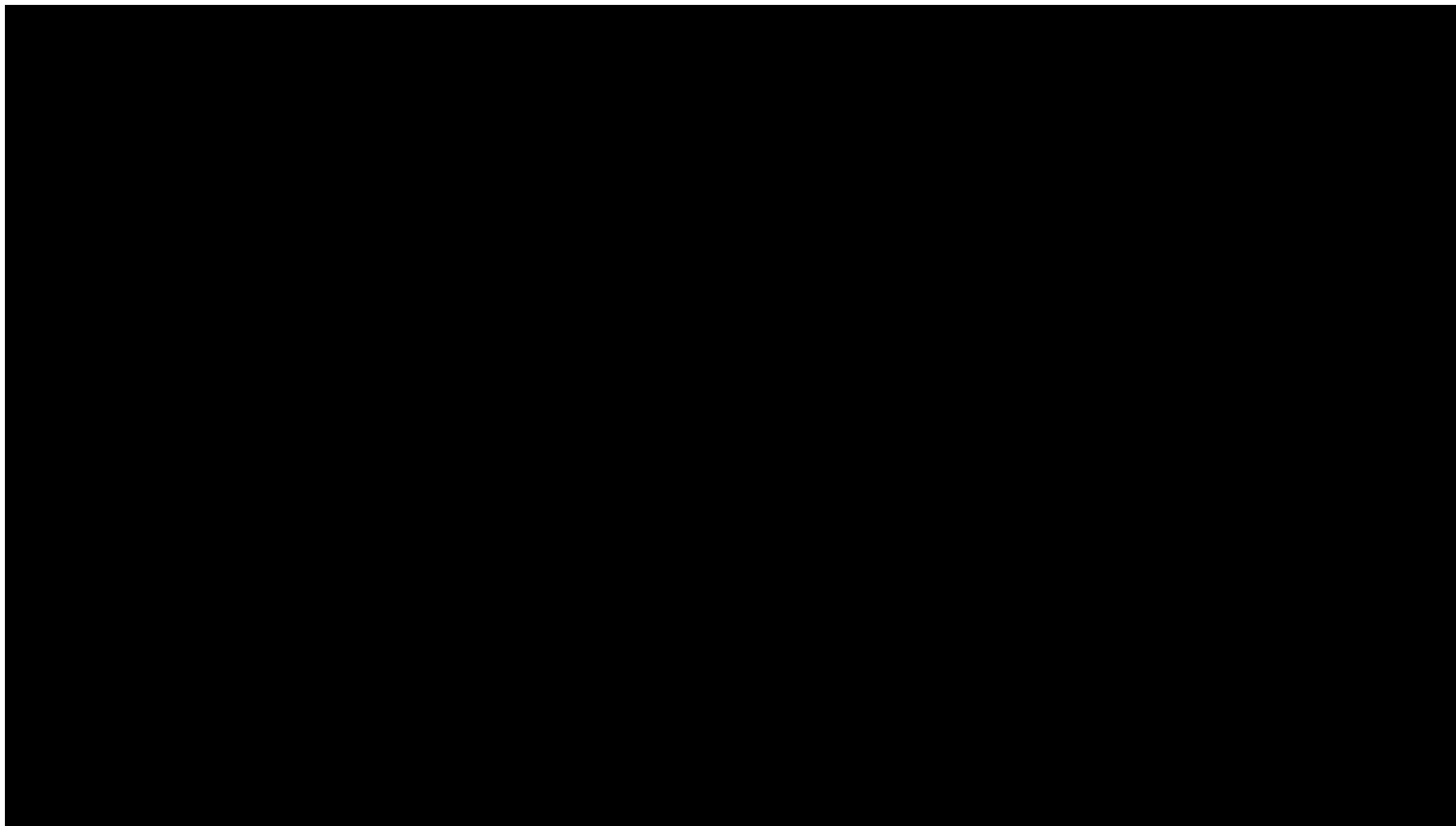
Atahualpa (about 1502–1533)


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[See Video Online](#)

# Biography Library: Videos



# Benchmark Support

Aligned with the Florida Benchmarks and Standards, our curriculum is perfect for your classroom.


**Demo: History Alive!** The United States Through Industrialism
 

 View FL Benchmarks
 

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Reading
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Unit/Lesson:
 

Lesson 7 - Toward Independence

Section:
 

Section 3 - The Townshend Acts

[< Previous Section](#)
[Next Section >](#)








Benchmarks: SS.8.A.3.1, SS.8.A.3.6, SS.8.A.3.2, SS.8.A.2.4 [See more](#)

### 3. The Townshend Acts

The next British leader to face the challenge of taxing the colonies was Charles Townshend, who oversaw the British Treasury. Townshend believed that the colonists' protests made it even more important to keep an army in the British colonies. Once asked in Parliament whether he would dare to make the colonists pay for the army, Townshend shouted, "I will, I will!"

Townshend kept his promise, and in 1767, he persuaded Parliament to pass the Townshend Acts. The new laws placed a duty, or tax, on certain goods the colonies imported from Great Britain, including such popular items as glass, paint, paper, and tea.

**A Boycott of British Goods** To many colonists, the Townshend duties were unacceptable. Once again, colonists were determined not to pay taxes that their assemblies had not voted on.

A Boston Patriot named Samuel Adams led the opposition to the Townshend Acts. Adams was gifted at stirring up dissent through his



In 1768, the British government sent soldiers to Boston to enforce the Townshend Acts. This colorized engraving, originally made by Paul Revere, shows the troops landing.



# Preparing Your Students for the Civics EOC Assessment

## What's in This Booklet

Prepare your students for Florida's 7th Grade Civics End-of-Course (EOC) Assessment. This Booklet includes an overview of embedded teaching and learning tools, a parent letter to send home with students, checklists of Florida's Civics and Government benchmarks, and a realistic full-length practice test.



### Support from Start to Finish

Before students engage with the text, see how the benchmarks are addressed at the beginning and end of every lesson.



### Letter to Parent or Guardian

Start by sending families a letter informing them about the EOC assessment and how this program prepares students for the exam. A sample letter is provided.



### Civics Benchmark Checklists for Teachers and Students

Make sure students stay on track with the standards checklist. The checklist points you toward lessons where civics benchmarks are covered so you can review materials.



### Full Practice Test

Set students up for success with a practice test. This full-length test mimics the EOC assessment and familiarizes students with the test structure and question types.

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2

Preparing Your Students for the Civics Test

## Benchmark Coverage by Lesson

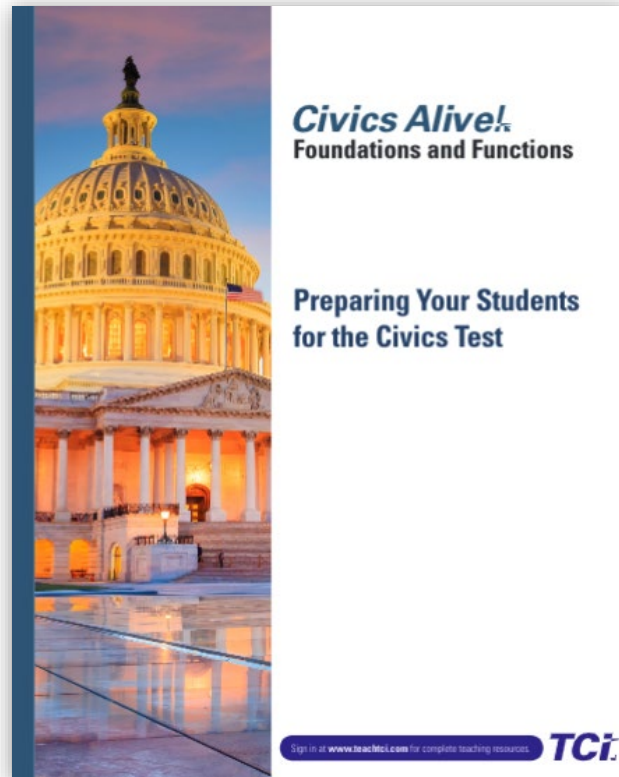
Each lesson is directly correlated with the benchmarks. These benchmarks are clearly called out at the beginning and end of each lesson.

Civics Alive! Lesson	Lesson Title	Benchmarks
1	Citizenship and the Rule of Law	SS.7.CS.1.11 SS.7.CS.2.1 SS.7.CS.2.2
2	Comparing Forms of Government	SS.7.CS.3.1 SS.7.CS.3.2 SS.7.CS.3.15 SS.8.HS.1.1
3	The Roots of American Government	SS.7.CS.1.1 SS.7.CS.1.2 SS.7.CS.1.4
4	Moving Toward Independence	SS.7.CS.1.3 SS.7.CS.1.5 SS.7.CS.1.6
5	Creating the Constitution	SS.7.CS.1.7 SS.7.CS.1.10
6	The United States Constitution	SS.7.CS.1.8 SS.7.CS.1.9 SS.7.CS.3.3 SS.7.CS.3.5
7	Federalism: Local, State, and National Governments	SS.7.CS.3.4 SS.7.CS.3.12 SS.7.CS.3.13
8	The Legislative Branch	SS.7.CS.3.7
9	The Executive Branch	SS.7.CS.3.8

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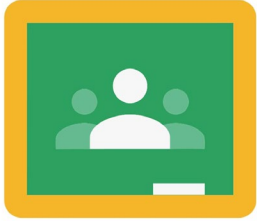
3

Preparing Your Students for the Civics Test





# Rostering and Single Sign-On



Google Classroom



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BY INSTRUCTURE



schoolology®



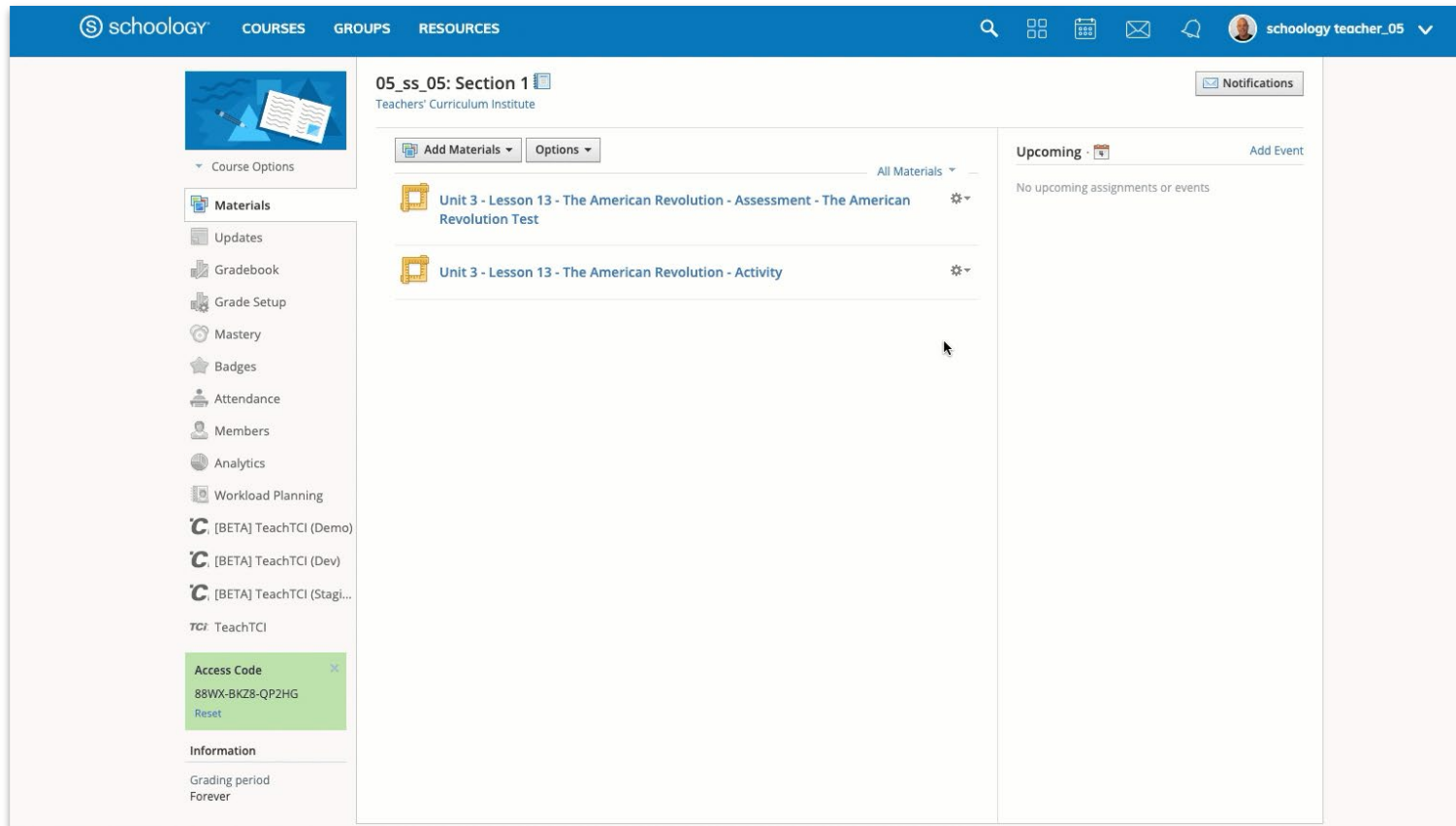
ClassLink



IMS GLOBAL®  
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Clever

# Schoology Integrates with all TCI Tools




The screenshot displays the Schoology user interface for a teacher. The top navigation bar includes the Schoology logo, tabs for COURSES, GROUPS, and RESOURCES, a search icon, and a user profile for 'schoology teacher\_05'. The left sidebar contains a 'Course Options' section with a list of tools: Updates, Gradebook, Grade Setup, Mastery, Badges, Attendance, Members, Analytics, Workload Planning, and three instances of '[BETA] TeachTCI' (Demo, Dev, and Stagi...). Below this is an 'Access Code' section showing the code '88WX-BKZ8-QP2HG' and a 'Reset' link. The main content area is titled '05\_ss\_05: Section 1' and 'Teachers' Curriculum Institute'. It features an 'Add Materials' button and a list of materials: 'Unit 3 - Lesson 13 - The American Revolution - Assessment - The American Revolution Test' and 'Unit 3 - Lesson 13 - The American Revolution - Activity'. On the right, there is an 'Upcoming' section with the text 'No upcoming assignments or events' and an 'Add Event' button.

# Canvas Integrates with all TCI Tools

- Account
- Dashboard
- Courses
- Calendar
- Inbox
- History
- Help

HS > Modules > Unit 1 Est...  
 > Defining and Debating America's Founding Ideals - Introduction - - Text - Student

- Home
- Announcements
- Assignments
- Discussions
- Grades
- People
- Pages
- Files
- Syllabus
- Outcomes
- Rubrics
- Quizzes
- Modules
- BigBlueButton
- TeachTCI
- Collaborations
- Settings


History Alive! Pursuing American Ideals

M. Moorman

Home / Defining and Debating America's Founding Ideals / Introduction / Text

Text

Unit/Lesson: 2 - Defining and Debating America's Founding Ideals

Section: Introduction (p. 9)

< Previous Section

Next Section >

## Defining and Debating America's Founding Ideals

What are America's founding ideals, and why are they important?

Vocabulary


Vocabulary Cards

Glossary

democracy equality liberty opportunity rights

### Introduction

On a June day in 1776, Thomas Jefferson set to work in a rented room in Philadelphia to draft a document that would explain to the world why Great Britain's 13 American colonies were declaring themselves to be "free and independent states." The Second



711

# Google Classroom Integrates with all TCI

TCI

History Alive! Pursuing American Ideals

B. Thomas

My Programs

Settings

PROGRAM

Dashboard

Content

Support

My Classes

Assignments

Grades

UNIT

Overview

Projects

LESSON

Lesson Overview

Materials

Reading

Lesson Game

Vocabulary Cards

Assessments

REFERENCE

Video Library

Games Library

My Notes

Glossary

Biographies

Civics Library

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Primary Source Library

Supreme Court Cases

Pacing Guide

Correlations

Index

English

2022 TCI

Home / The Causes of the Great Depression / Introduction / Reading

Reading

Back to Lesson Overview

Explore This Page

Unit/Lesson:

Lesson 30 - The Causes of the Great Depression

Section:

Introduction (p. 335)

< Previous Section

Next Section >

## The Causes of the Great Depression

*What caused the most severe economic crisis in American history?*

Vocabulary

Vocabulary Cards

Glossary

Black Tuesday

buying on margin

Hawley-Smoot Tariff Act


overproduction

stock market crash

underconsumption

Introduction

A wealthy, famous actor named Groucho Marx was breathless as he threw open the hotel room door. From the doorway, Groucho shouted the news to his sleepy-eyed brother Harpo, relaying a hot stock tip he had just received: shares of Union Carbide were guaranteed to go up in price. They had to act fast, Groucho said, before others heard the same tip. Still in his bathrobe, Harpo asked his brother to wait while he got dressed. "Are you crazy?" Groucho growled. "If we wait until you get your clothes on, the stock market's gone to sleep!" That day, Harpo Marx



# In-App Professional Development

Personalized, hands-on experience at your own pace.



**Challenge 3**  
**Flexible Lesson Options**

- 3.1 - Reading
- 3.2 - Classroom Activity
- 3.3 - Video Activity

**Flexible Lesson Options**  
Read, watch, or interact with content to learn at your own pace.

**Reading**

Learn the key concepts with engaging, hands-on activities and reading tools.

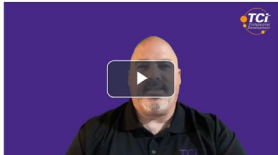
**Classroom Activity**


Plan, teach, and assess your unit with hands-on activities and reading tools.

**Video Activity**

Watch the video and learn at your own pace.

This challenge will take you about 90 minutes to complete. Your work will be saved automatically.





**Course Name:** **Getting Started with TCI**

You will learn how to:

- navigate your program.
- plan a unit from start to finish.
- teach a lesson using videos, hands-on activities, and reading tools.
- use formative and summative assessment tools.

**Pacing:** 90-120 Minutes  
**Level:** 100 - Become TCI Certified!

[Get Started](#)

Not what you're looking for? [Explore](#) additional courses.





How has TCI set *YOU* and your *STUDENTS* up for  
**SUCCESS?**







# Questions?

Thank you!

41 responses submitted

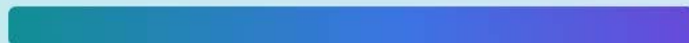
Please select your choice for textbook adoption for the course Economics.

Savvas



41%

McGraw Hill



58%

Treemap

Bar



4 of 4



41 responses submitted

Please select your choice for textbook adoption for the course US History.

Cengage/National Geographic



41%

McGraw Hill



58%

Treemap

Bar



1 of 4







# The eDL Difference

How we can  
support you with a  
comprehensive  
solution for  
Economics &  
Personal Finance

1

Engaging resource

2

Research-based instructional design

3

Teaching support



# Allie Vincent

Regional Vice President, Partnerships

Allie.Vincent@edynamiclearning.com

703.209.4653

# Today's Agenda

1

Introductions

2

eDynamic Learning Intro

3

Personal Psychology 1

4

Features & Benefits to Support You

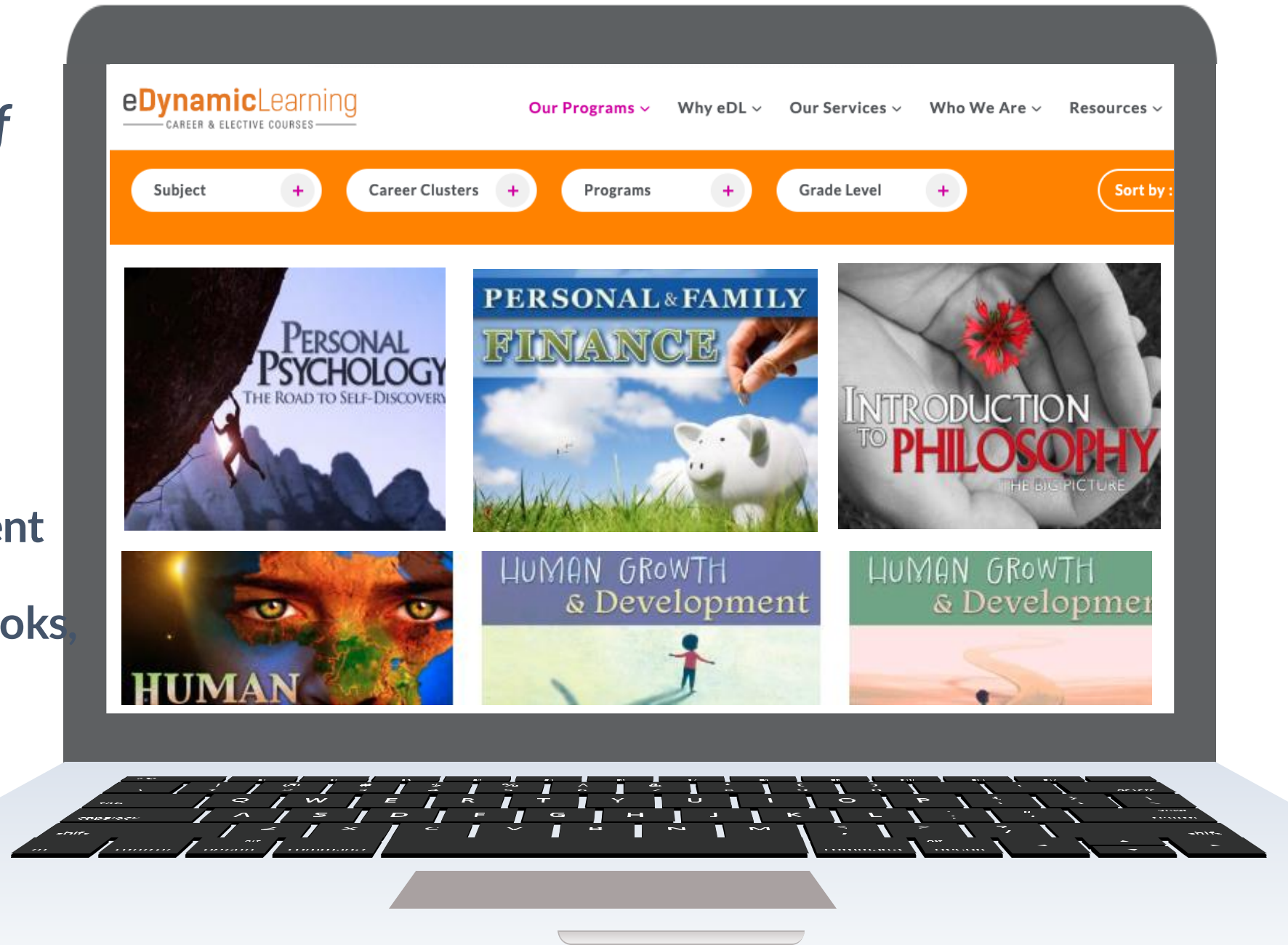
5

Next Steps



# Largest Publisher of Electives & Career Courses

- ✓ Grades 6-12
- ✓ Online Courses
- ✓ Textbook Replacement
- ✓ Works on Chromebooks, Laptops, Tablets
- ✓ Continually Updated

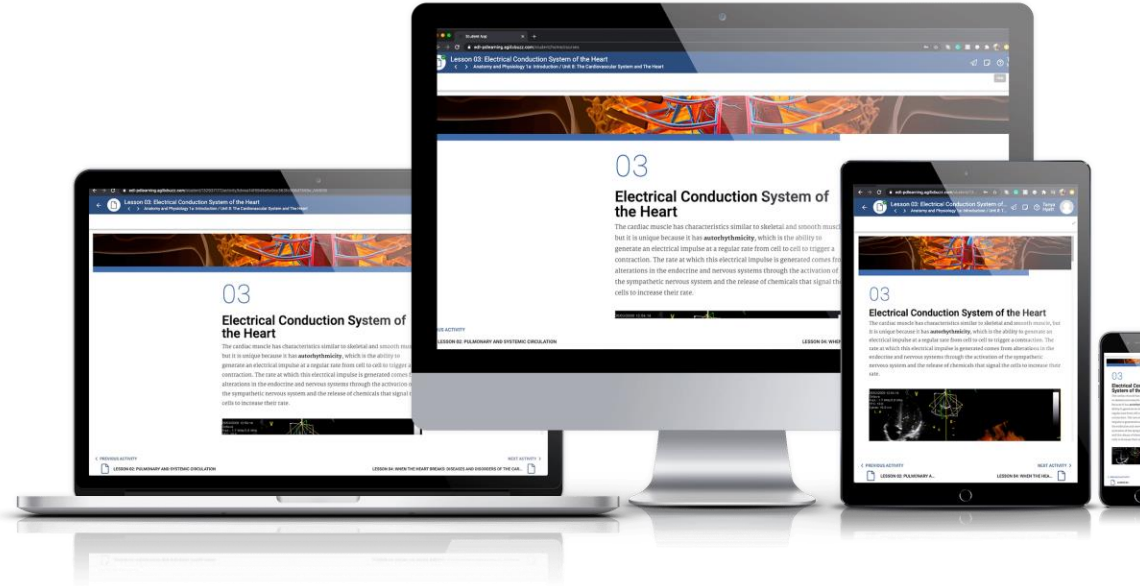




# Platform Flexibility

Device  
agnostic

Browser  
agnostic



Integrates with  
most LMS



Elements work with  
Google Classroom

moodle

schoology

AGILIX Buzz

canvas

D2L | Brightspace

Blackboard

# Flexible Implementation Models

Curriculum that allows for the most teaching and learning options



In  
Class



Blended/  
Hybrid



Virtual

# Award-Winning Curriculum

**//CODiE//**  
2021 SIIA CODiE WINNER

**//CODiE//**  
2022 SIIA CODiE WINNER

**//CODiE//**  
2023 SIIA CODiE AWARDS

Best Elective  
Curriculum Solution



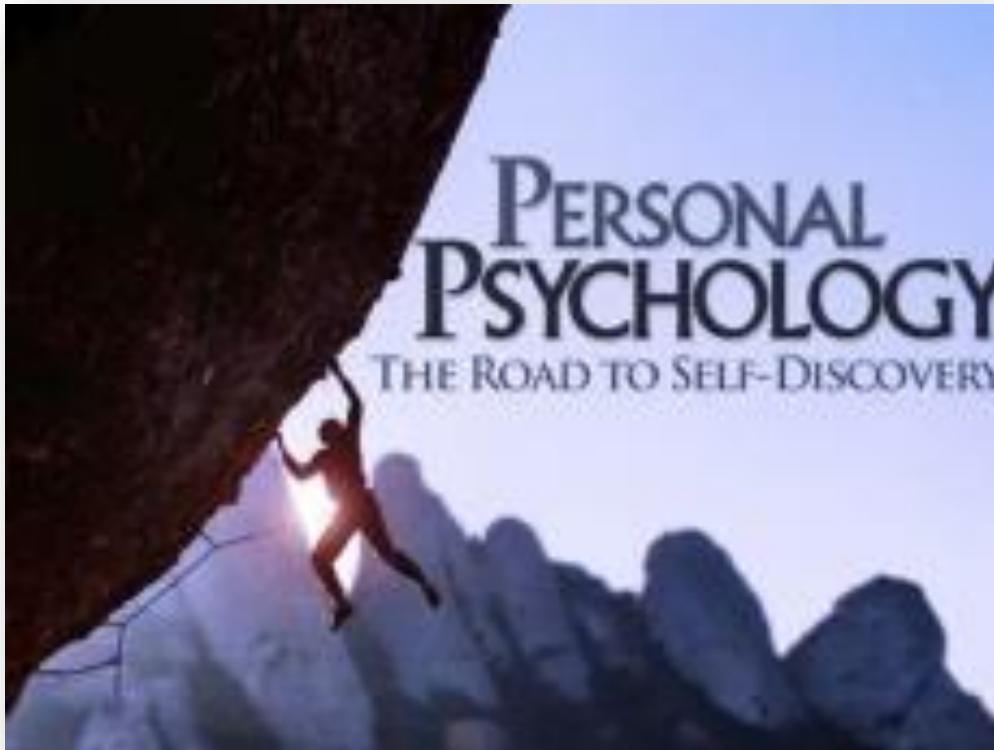
Best College & Career Solution



College & Career  
Readiness

# Student Rating


Students rate Personal Psychology highly



4.4 out of 5 stars

# Course Standards

Aligns to 2107300 Psychology 1 standards

<div>  <b>eDynamic Learning</b>  <small>CAREER &amp; ELECTIVE COURSES</small> </div> <div> <b>Course Title: Personal Psychology 1</b>   <b>State: FL</b>  <b>State Course Title: Psychology 1</b>  <b>State Course Code: 2107300</b>  <b>State Standards:</b>  <b>Date of Standards: 2022</b>   <b>Percentage of Course Aligned: 100%</b> </div>						
Standards	Unit Name(s)	Lesson(s) Numbers	How Standard is Taught	How Standard is Assessed	Comments	Standard Rating (Fully Met / Partially Met / Not Met)
SS.912.P.1.1: Define psychology as a discipline and identify its goals as a science.	Unit 2: Searching for Answers	Lesson 1	Defining and explaining the main goals of psychology, such as describing, predicting, changing, and more and how psychology differs from other social sciences	Critical Thinking 3		Fully Met
SS.912.P.1.2: Describe the emergence of psychology as a scientific discipline.	Unit 2: Searching for Answers	Lesson 1	Exploring the roots of psychology, including Seneca, Lao Tzu, Aristotle, and others, and then the emergence of it as a field of study in the 19th century	Activity 2		Fully Met
SS.912.P.1.3: Describe perspectives employed to understand behavior and mental processes.	Unit 2: Searching for Answers	Lesson 1	Tracing psychological theories from Descartes dualism to Wundt's use of scientific lab studies up to the theories of Freud, James, Dweck and more	Activity 2		Fully Met
SS.912.P.1.4: Discuss the value of both basic and applied psychological research with human and non-human animals.	Unit 2: Searching for Answers	Lesson 5	Understanding the processes and ethics of research on humans and other animals	Critical Thinking 1, 5		Fully Met
SS.912.P.1.5: Describe the major subfields of psychology.	Unit 2: Searching for Answers	Lesson 3	Examining and comparing different fields of psychology, such as clinical, community, counseling, developmental, educational, forensic, and more	Discussion 1		Fully Met
SS.912.P.6.1: Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.	Unit 3: The Biology of Behavior	Lesson 1	Exploring the role of the brain in the biology of behavior, for example examining neurons, synapses and communication, brain regions and roles, and recent studies in neuroscience	Activity 2		Fully Met
SS.912.P.6.2: Explain issues of continuity/discontinuity and stability/change.	Unit 6: Development Over the Lifespan	Lesson 1	Taking a look at the ideologies of continuity in patterns of development, such as with Bandura and Vygotsky, and discontinuity, or more staggered development as seen in the theories of Freud and Piaget	Activity 3		Fully Met
SS.912.P.6.3: Distinguish methods used to study development.	Unit 6: Development Over the Lifespan	Lesson 1	Evaluating different methods used in the study of development, including cross-sectional and longitudinal research	Activity 1, Discussion 2		Fully Met



# Personal Psychology 1: The Road to Self-Discovery

## Writing Team



**Shalyce Cluff, MS, M.Ed.**

- Lead Author

**Carl Neblett, MA**

- Author

# Personal Psychology 1

## Units at a Glance

Unit 1: Why Did She Do That? The Question of Psychology

Unit 2: Searching for Answers

Unit 3: The Biology of Behavior

Unit 4: How You Learn

Unit 5: Language and Intelligence

Unit 6: Development Over the Lifespan

Unit 7: Stress, Coping, and Mental Health

Unit 8: Psychological Disorders

# Personal Psychology 1: The Road to Self Discovery

Current course topics

## **Biology**

- States of consciousness
- Dream theory
- Meditation, hypnosis, flow

## **Memory**

- Traumatic brain injuries, Alzheimer's Parkinson's

## **Cognition and Intelligence**

- Confirmation bias, overconfidence
- Conflict resolution

## **Stress**

- Social media & mental health
- Resilience





Lessons



Hands-on activities



Videos



Low stakes assessment



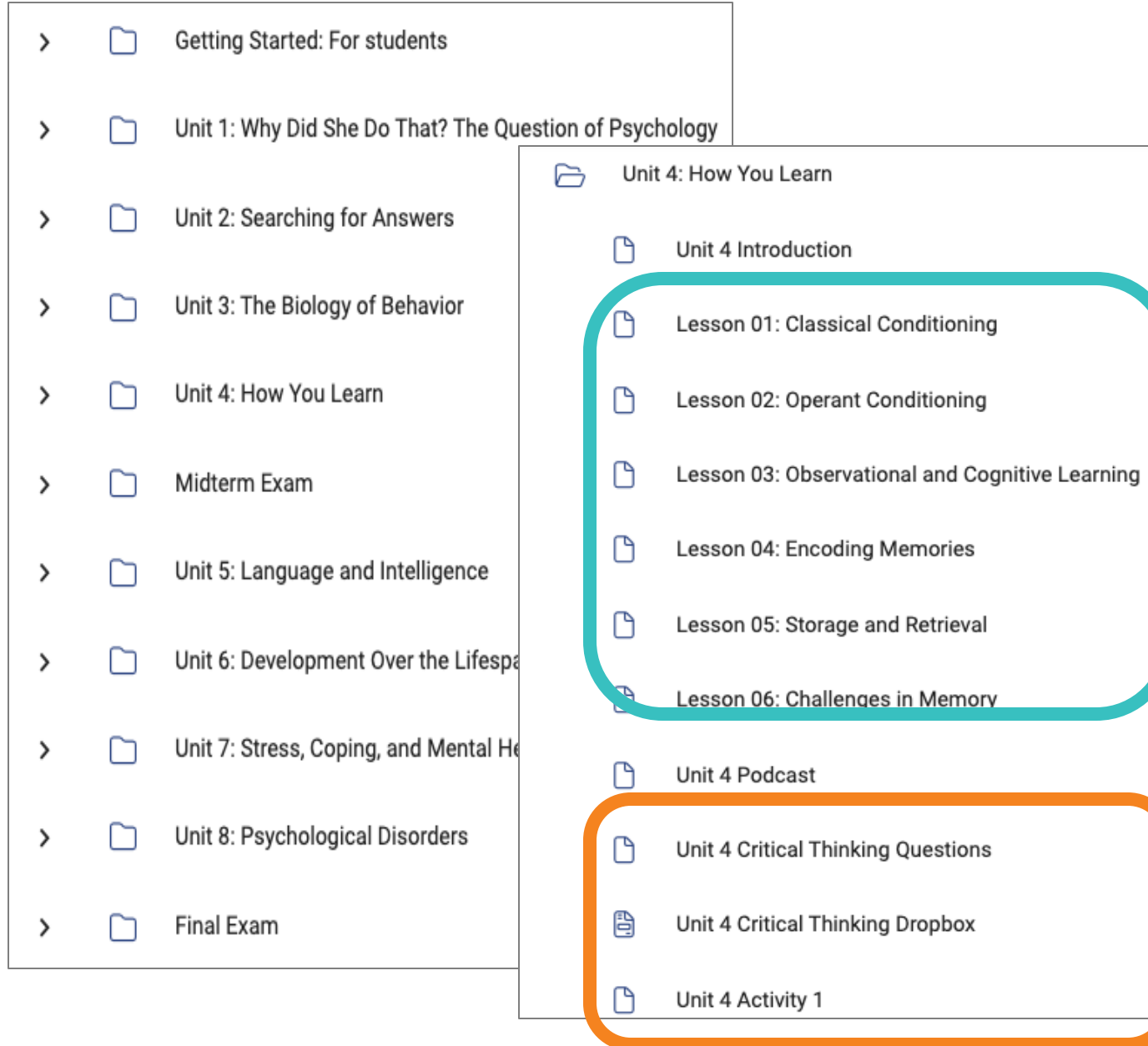
High stakes assessment



Feedback from the  
Teacher

# Course Structure

Courses organized by units, which include lessons & assessments

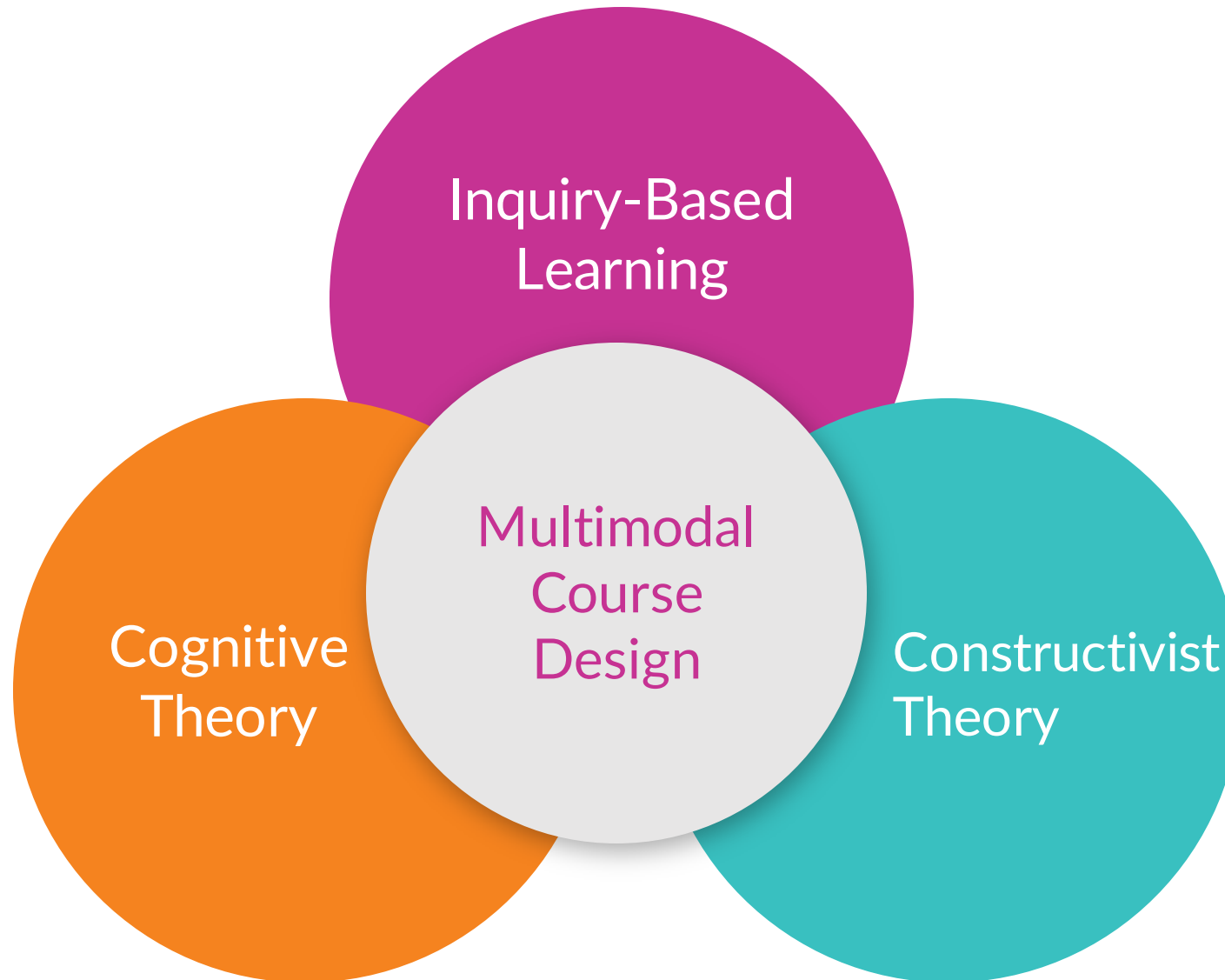


← Lessons teach standards

Assessment opportunities ←

# Research-Based Course Design

incorporates learning theories



# Design Highlights

## Facilitates Cognitive Processing of Information

### Chunking

#### Decision-Making in Action

Take a look at some of the following scenarios and indicate what you think the likely outcome of the situation will be:

Consider the following questions:

- What is the correct course of action?
- What are the potential consequences of that course of action?
- What barriers

#### Scenario One:

*You are grounded, but your friend is meeting up with someone she's never met before and doesn't want to do it alone. You committed to going with her.*

#### Scenario Two:

*There is a huge party this weekend. Everyone who is anyone will be there. You feel privileged to be included; however, you know there is a high likelihood drugs and alcohol will be present. If your parents know the details, they will not be okay with you attending.*

#### Improving Memory

Mnemonics can be used to aid in encoding, storing, and retrieving information as it moves memories into elaborate processing. Mnemonics create deeper associations with the information.

Solomon Shereshevsky was a Russian journalist turned mnemonist who lived in the early 1900s. He became known for his amazing memory recall. Upon research and study of his process, it was found that Shereshevsky used synesthesia, an elaborate mental process and mnemonic device in which information is paired with each of the five senses, creating unforgettable information. Unlike most of us, it seemed to come quite naturally to Shereshevsky.

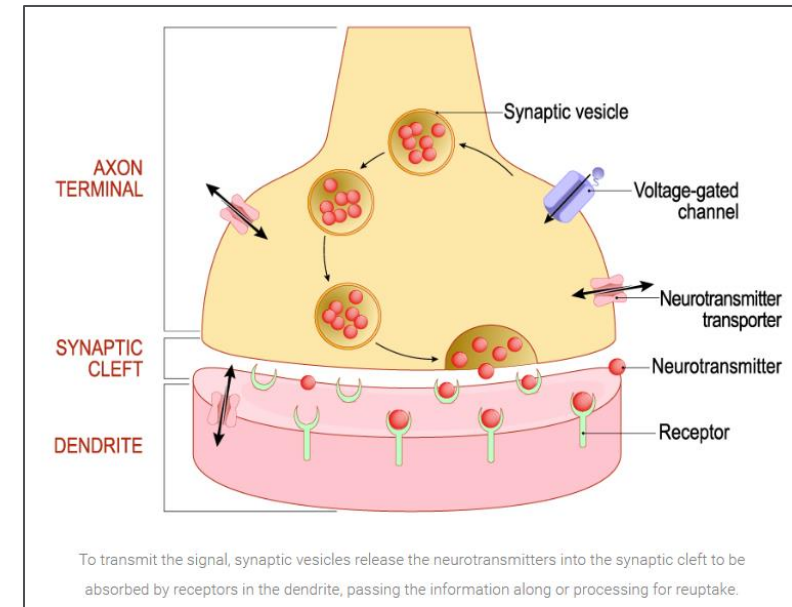
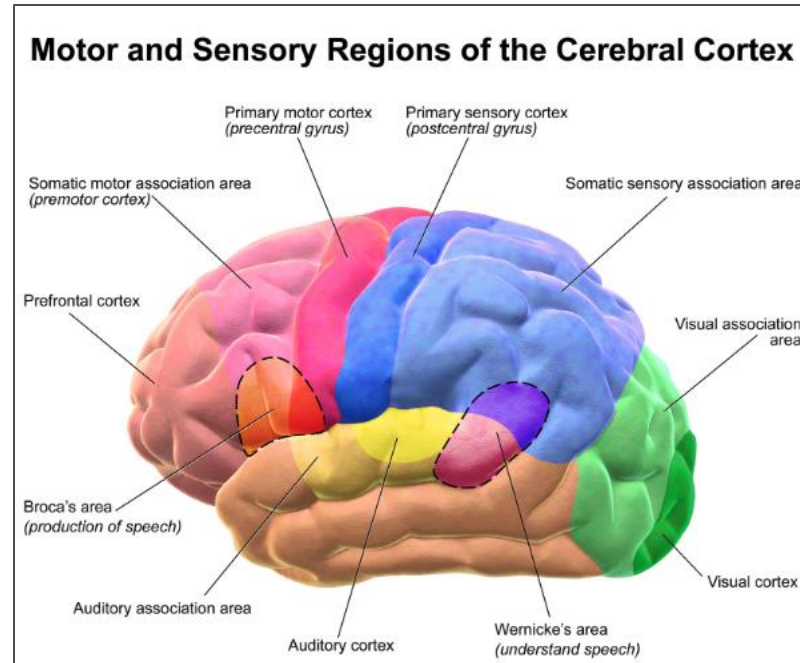
Here are a few not quite so elaborate techniques that you can use:

- > Chunking
- > Rhyming
- > Acrostics or Acronyms

# Design Highlights

Facilitates Cognitive Processing of Information

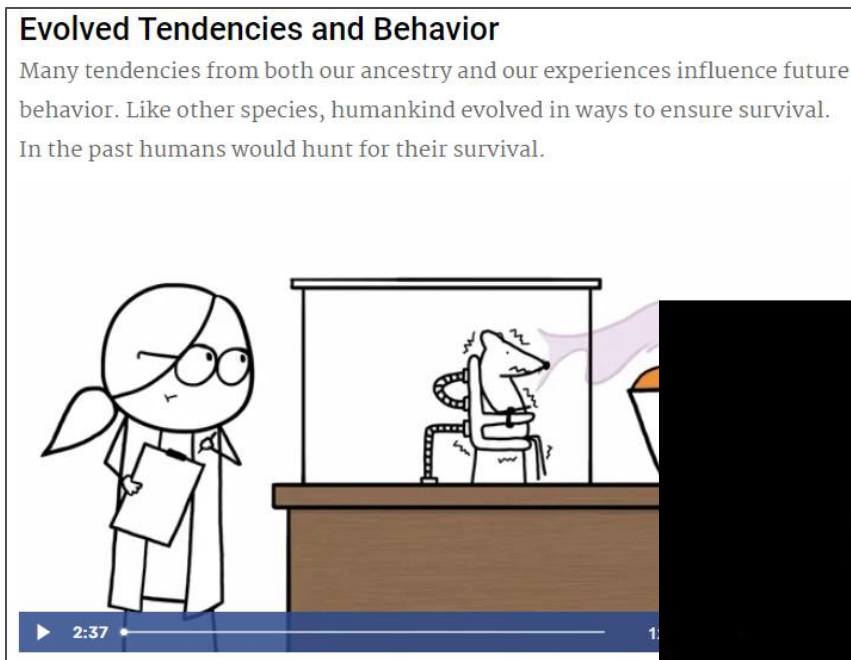
Compelling  
visuals



# Design Highlights

Features that support cognitive processing of information

Videos bring content to life and include closed captioning



# Design Highlights

Features that engage learners and provide agency



## Interactive Elements

### Memories Lost to Disease

Several common disorders have memory loss as a significant symptom with components of dementia and amnesia.

- ▶ Alzheimer's
- ▶ Huntington's Disease
- ▶ Parkinson's Disease
- ▶ Encephalopathy
- ▶ Traumatic Brain Injury

- ▶ Alzheimer's
- ▶ Huntington's Disease
- ▼ A disorder of the nervous system causing impaired movement

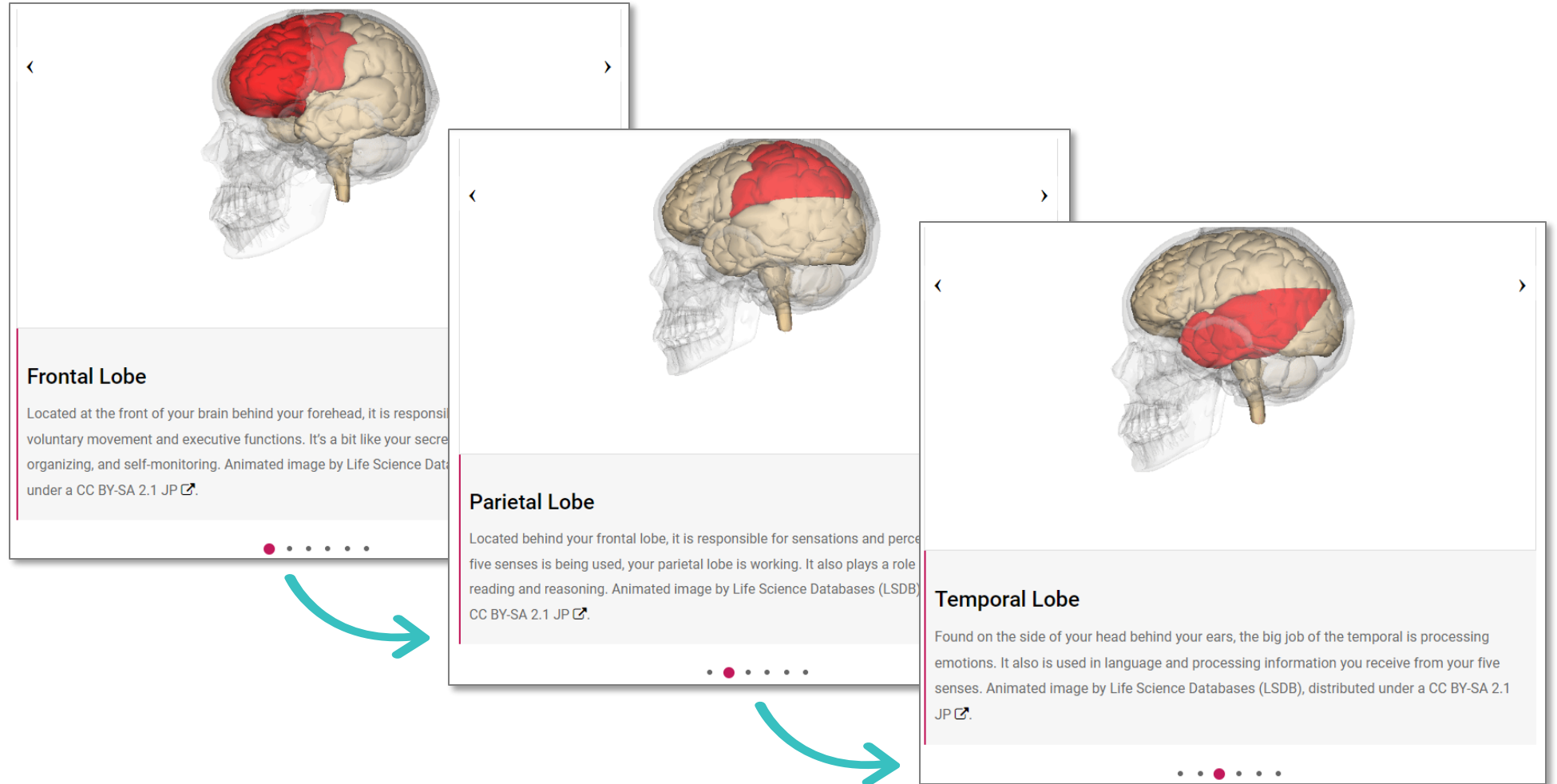
Initial symptoms begin with difficulties in normal movement. As the disease progresses, individuals become forgetful and cannot concentrate. Dementia develops in the later stages.

- ▶ Encephalopathy
- ▶ Traumatic Brain Injury

# Design Highlights

Features that engage learners and provide agency

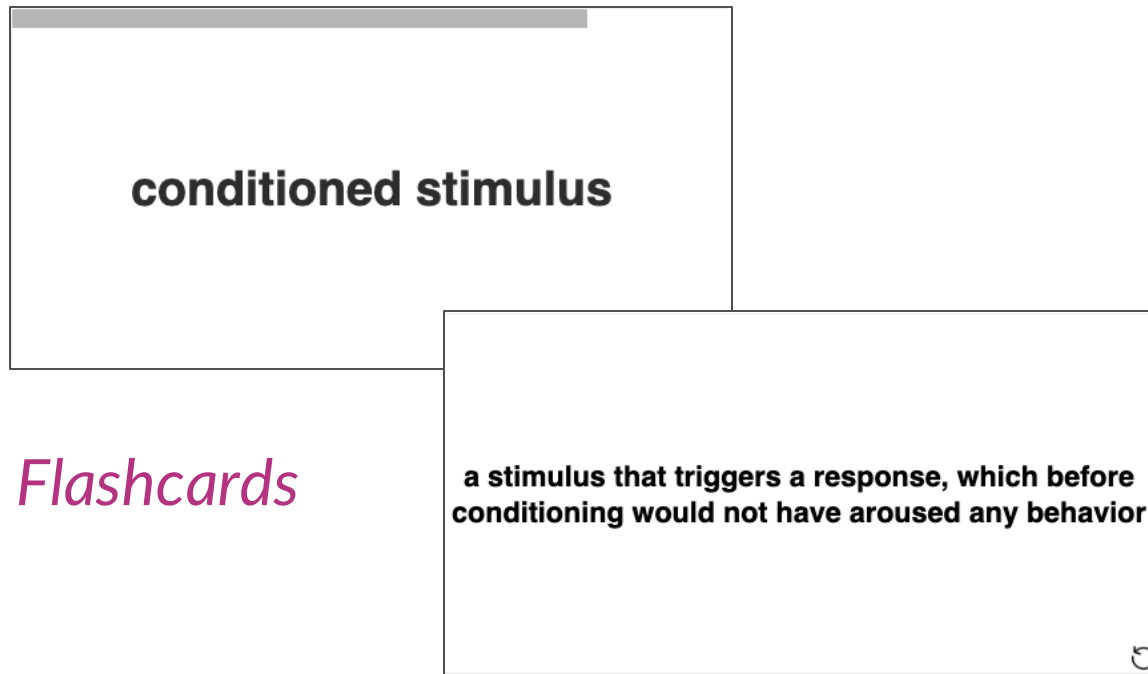
## Interactive Elements





# Design Highlights

Assists with Cognitive Processing



## Unit 4 Podcast

### HOW YOU LEARN

This podcast is an audio narration of this unit's lessons.



[Download MP3](#) [Popup Player](#)

## *Podcasts*

# Assessment Opportunities

Various assessment opportunities facilitate demonstration of knowledge

Critical  
Thinking  
Questions

Five (5) in  
every Unit

Teacher Resources  
provide Suggested  
Answers



## UNIT 3 CRITICAL THINKING QUESTIONS

### Critical Thinking Questions

1. Describe a time when you were in a flow state. This can be while you were playing a sport, making art, singing, dancing, or working on a school project. How did the flow state differ from your normal state of consciousness? What do you think you could do to create more flow states in your life?
2. In your own words, describe the anatomy of the central nervous system, and the endocrine system. How do these three systems work together to affect a person's development and behavior?
3. "It's going to be amazing when humans go to Mars," a classmate says. "They will be able to see and hear and feel everything. There will be no limits to what humans can sense and perceive and what they aren't able to." Give at least three examples of each. Use the term "absolute threshold."
4. "I've been afraid of heights my whole life, and that's never going to change." "That is just how my brain is wired." Explain to this relative (in your own words) and how it affects humans.
5. "Why do people have to go to sleep?" asks a seven-year-old. In terms that a young child would understand, explain why. Scientists have suggested that humans need sleep.

### Critical Thinking Questions

1. Describe a time when you were in a flow state. This can be while you were playing a sport, making art, singing, dancing, or working on a school project. How did the flow state differ from your normal state of consciousness? What do you think you could do to create more flow states in your life?

Answers will vary but should include:

- A description of a flow state the student experienced. Example: "I was so busy working on my app that I didn't even notice when the bell rang and my classmates left."
- A suggestion of how to create more flow states. Example: "I could set aside time early on Saturday mornings to paint. Nobody will bother me then."

2. In your own words, describe the anatomy of the central nervous system, the peripheral nervous system, and the endocrine system. How do these three systems work together to affect a person's development and behavior?

Answers will vary but should include:

- Central nervous system definition in the student's own words. For reference, the unit definition is: The central nervous system (CNS) consists of your brain and spinal cord and is responsible for gathering and responding to information.
- Peripheral nervous system definition in the student's own words. For reference, the unit definition is: The peripheral nervous system (PNS) branches out all over your body and serves as a communication system between your brain, spinal cord, and the rest of your body.
- Endocrine system definition in the student's own words. For reference, the unit definition is:

# Assessment Opportunities

Various assessment opportunities facilitate demonstration of knowledge

## Discussion Questions

2. In this unit, you learned about shallow or surface processing and deep or elaborate processing. Describe a time when you used shallow processing, such as memorizing a fact or formula to help you pass a test. Then describe a time when you used deep processing. This could be when you learned a skill you enjoyed, when you learned some historical or scientific information that is significant to you, or when you read or heard something that affected you emotionally. Based on these experiences, sum up the difference between shallow and deep processing.

**Answers will vary but should include:**

- An example of shallow processing. Example: "I learned in math class that  $a^2 + b^2 = c^2$ , but I can't remember what it applies to."
- An example of deep processing. Example: "In history class, I saw a Civil War documentary that made me cry. I remember a lot of the documentary, and it inspired me to read more about that war."
- An assessment of the difference between shallow and deep processing: "Shallow processing helps you pass tests and get through school, but deep processing sticks with you because you find meaning in it."

## Teacher Resources with Suggested Answers



# Assessment Opportunities

Various assessment opportunities facilitate demonstration of knowledge

Activities  
demonstrate  
higher order  
thinking skills

## UNIT 1 ACTIVITY 1

### What's Your Personality?

#### Required Materials

- Word processing software
- Video recording device (optional)
- Audio recording device (optional)
- Art supplies (optional)
- Spreadsheet software (optional)

You've learned a little bit about psychology in general. Now it's time to learn about personality in particular.

#### Step 1: Learn about at Least Two Personality Tests

Research two or more of these personality tests online. Some of the Enneagram, are available in short forms that you can take online in 10 minutes. Others, such as the MMPI, have hundreds of questions and therefore take longer to complete as part of this activity. Don't spend more than 25 minutes.

- [Enneagram](#) 
- [Minnesota Multiphasic Personality Inventory](#) 

#### Step 2: Reflect and Assess

Think about what you learned in **Step 1** and how it applies to you.

- In your own words, how would you define personality?
- How did the assessment tools you investigated describe you?
- In most situations, are you an extrovert or an introvert?
- What three words do you think friends or family members would use to describe you? What three words would you use to describe yourself?
- Did anything you learned in Step 1 surprise you? If so, what was it, and why?
- How well do you think you know yourself? What would you like to learn about in this course so you can understand yourself better?

#### Step 3: Showcase Your Results

Create a product that defines what personality is and shows some of what you learned in the first two steps. Make sure you describe the two personality assessment tools you used and discuss how their techniques were different from one another. Your product should also define at least two psychological terms you learned by reading the lessons or doing research. Here are some product ideas:

- A fact sheet about yourself and your personality
- A brief, informal talk about yourself and your personality, recorded on audio or video
- A skit that shows and explains a personality trait that you either have now or want to develop

# Assessment Opportunities

Various assessment opportunities facilitate demonstration of knowledge

Inquiry-based  
Learning Activities  
provide hands-on  
experiences

## **How Can You Design Your Own Operant Conditioning Experiment?**

### **Required Materials**

- Word processing software
- Art supplies (optional)
- Spreadsheet software (optional)

In this unit, you learned that practice is one of the best ways to recall information. It's time to create your own experiment to help you understand and remember the main ideas of operant conditioning.

### **Step 1: Set a Goal**

What would you like the outcome of the experiment to be? Let's say you want to create a positive habit for yourself in an area where you've been having a little trouble getting motivated. Here are some ideas:

- Get up five mornings in a row without hitting a snooze alarm.
- Meditate for five minutes per day (or five minutes more than you usually do).
- Exercise for 15 minutes per day (or 15 minutes more than you usually do).
- Limit soda consumption to one can or glass per week.
- Stop social media consumption by 9 p.m. for five nights in a row.
- For five days in a row, think about and appreciate a different positive thing that a family member did, and thank them in person, by note, or by text for that specific action.

Set a modest goal that follows the rules of common sense. For example, don't try to lose more than two pounds in a week. Don't deny yourself food or water. And don't do anything that could harm yourself, another person, or an animal.

### **Step 2: Use the Language of Psychology**

Write a paragraph (or make a chart or mind map) that describes how your experiment will follow the rules of operant conditioning. Here are some questions to get you thinking. You don't need to answer all of them, but answer at least three.

- What kind of associative learning do you want there to be? In other words, what action do you want to happen, and what do you plan to do so that the action will happen?
- What positive reinforcement will you use? You may want to use more than one.
- What negative reinforcement will you use, if any?
- Are your reinforcements primary or secondary/conditioned? Explain.
- What punishment will you use on yourself, if any? Remember, negative reinforcement and punishment are not the same thing.
- What reinforcement schedule do you plan to use, if any?

### **Step 3: Carry Out Your Experiment and Report the Results**

Try out the experiment you designed. Keep track of your results in a series of diary entries, a chart, or a spreadsheet. At the bottom of the diary entries, chart, or spreadsheet, summarize your results. Was your experiment a success? What reinforcements and/or punishments were effective, if any were?

Submit the results of **Step 2** and **Step 3** to your instructor. If your work is hand-drawn, take clear photographs of it and submit those.

# Assessment Opportunities

All assessment opportunities facilitate demonstration of knowledge

Rubrics provided  
for all open-  
ended  
assessments

TABLE 3 Grading Rubric			
	Content	Format	Communicate
Full Credit	Student fully and precisely answers three or more of the questions in Step 2.  Experiment results are precisely and consistently detailed.  Summary is precise and articulate.	Student's submission is well organized and clearly presents the required information.  Its format is aesthetically pleasing and meets or exceeds the given requirements.	Student has clearly communicated their findings, project, and/or results.
Partial Credit	Student answers at least two of the questions in Step 2.  Experiment results are present but may be vaguely or inconsistently described.  Summary exists but may be somewhat confusing.	Student's submission is fairly well organized and has a moderately easy-to-understand format that is somewhat aesthetically pleasing and meets most of the given requirements.	Student has attempted to communicate their findings, project, and/or results but could have done so in a more effective manner.
Little Credit	Student answers one or none of the questions in Step 2.  Experiment results are missing or are difficult to understand.  Summary is missing or is very confusing.	Student's submission is poorly organized, and the content is difficult to understand due to poor formatting and/or aesthetics.	Student has not communicated their findings, project, and/or results.

# Assessment Opportunities

Test Your Knowledge facilitates practice

Test Your  
Knowledge  
Questions

Self  
Assessment  
Questions

Low-Stakes  
Ungraded

Question #1

A researcher sets up a classical conditioning experiment by playing musical tones for research subjects but occasionally adding a jarringly loud sound to the audio. Soon the research subjects begin to wince as soon as they hear the music, even if the researcher has not yet played the loud sound. In this scenario, the subjects wincing when they hear the loud sound is what?

unconditioned response

unconditioned stimulus

neutral stimulus

conditioned response

unconditioned response

unconditioned stimulus

neutral stimulus

conditioned response

Yup, you got it!

It is natural for people to wince when they hear a loud sound. There is no need to train them to do this.

Nope, wrong answer

In this experiment, the musical tones are the neutral stimulus because they don't provoke a reaction in the research subjects. You may want to review the details of classical conditioning in Lesson 1.

Retry



# Assessment Opportunities

Various assessment opportunities facilitate demonstration of knowledge

Unit Quizzes,  
Midterm, Final Exams

provide machine –  
graded summative  
assessment

Randomized to  
ensure academic  
honesty

6. The psychologist Edward Thorndike is MOST often associated with which key idea in psychology?

- ☐ self-actualization
- ☐ cognitive behavioral therapy
- ☐ Rule of Three
- ☐ Law of Effect

3. It's usually easier to remember a phone number if it has a dash in the middle—for example, 606-8042 rather than 6060842. What memory technique is this an example of?

- ☐ flexing
- ☐ chunking
- ☐ dumping
- ☐ surfing




Individual

# Teacher Feedback

## Personalizes learning experiences

×

Grade - Unit 1 Quiz



House, Gregory

Course: Anatomy and Physiology 1a: Introduction

Activity: Unit 1 Quiz

Category: Unit 1

Target due: May 19, 2020

CONTENT


SCORE/ACTIVITY HISTORY

SUBMISSION HISTORY

CLASS STATISTICS

In a simple reflex action:

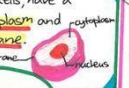
- impulses from a receptor pass along a sensory neurone to the central nervous system.
- at a junction (synapse) between a sensory neurone and a relay neurone in the central nervous system, a chemical is released that causes an impulse to be sent along a relay neurone.



• a chemical is then released at the synapse between a relay neurone and a motor neurone in the central nervous system, causing impulses to be sent along a motor neurone to the organ (the effector) that brings about the response.- the effector is either a muscle or a gland, a muscle contracts and responds by contracting and a gland responds by releasing (secreting) chemical substances.

• Enables humans to react to their surroundings and coordinate their behaviour.

• Light receptor cells, like most animal cells, have a nucleus, cytoplasm and potassium cell membrane.



Cells called receptors detect stimuli (changes in the environment).

Receptor	Stimuli
Eyes	• Sensitive to <u>light</u>
Ears	• Sensitive to <u>sounds</u>
Tongue	• Sensitive to <u>position</u>
Nose	• Sensitive to <u>taste</u>
Skin	• Sensitive to <u>smell</u>
	• Sensitive to <u>touch, pressure, pain &amp; temperature changes</u> .

• Information from receptors pass along cells (neurones) in nerves to the brain.  
⇒ The brain coordinates the response.

• Involves sensory, relay and motor neurones.

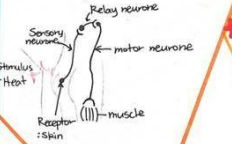
• Reflex actions are automatic and rapid (involuntary).

Nervous system

Stimulus → Receptor → Sensory neurone → Processing centre (CNS: Cerebral cortex, Hypothalamus, etc.) → Response → Effector → Motor Neurone

Reflex action

- involuntary and rapid response to a stimulus in order to protect the body.



✓ Excellent (A1) level presentation

Score

4.99 / 15

FULL CREDIT NO CREDIT CLEAR

REVERT TO CALCULATED

modified completed

SAVE DRAFT SUBMIT SCORE

EXCUSE ALLOW RETRY OVERRIDE COMPLETE

Feedback Visible to student

B i U ↺ A ↗ ↻ ↺ ↻

Add your feedback here

Insert template No templates to display

EDIT TEMPLATES

Returned attachments


































Private note Hidden from student

Provide **Formative Feedback** to Students

eDynamic Learning  
CAREER & ELECTIVE COURSES 747

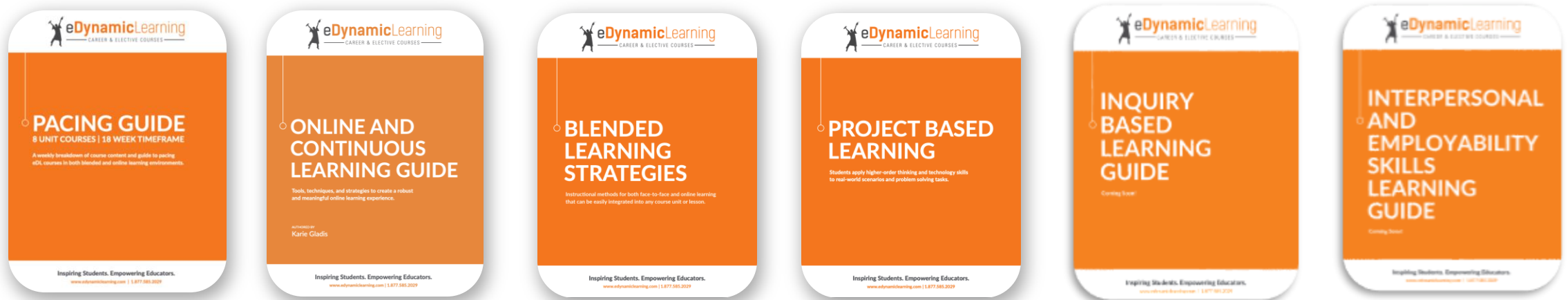
# Gradebook Reporting

Gauge student progress

GRADES		UNIT SUMMARY		FOR ME								
						Unit 1: Human Body Organization						
<input type="checkbox"/>	Name  	Score	Letter	Minutes	Perfor...	Pace	 Unit 1 Text Ques...	 Unit 1 Lab Dropbox	 Unit 1 Activity Dropbox	 Unit 1 Quiz	 Unit 1 Discussor 1	 Unit 1 Discussion 2
<input type="checkbox"/>	Grey, Meredith	92.87%	A	0			80%	80%	100%	100%	100%	100%
<input type="checkbox"/>	House, Gregory	35.15%	F	0			30%	10%	40%	33.33%	20%	20%
<input type="checkbox"/>	Howser, Doogie	94.93%	A	0			100%	100%	93.33%	93.33%	80%	100%
<input type="checkbox"/>	Lockhart, Abby	79.24%	C	0			90%	70%	100%	80%	80%	100%
<input type="checkbox"/>	Pierce, Benjamin	81.69%	B	0			70%	70%	80%	66.66%	60%	80%
<input type="checkbox"/>	Quinn, Michaela	79.02%	C	0			60%	80%	73.33%	100%	80%	100%
<input type="checkbox"/>				33								
<input type="checkbox"/>		0%	F	5								
<input type="checkbox"/>		97.5%	A	51			 	100% 	100% 	93.33%		
14 students		70.05%	C	20			71.66%	72.85%	83.8%	80.95%	70%	83.33%
Low scores				0			2	1	1	2	2	1
Score entry				0			Points	Points	Points	Points	Points	Points
Points				0			10	10	15	15	5	5

# Rich Teacher Resources

## Resources that support implementation



### Also provided:

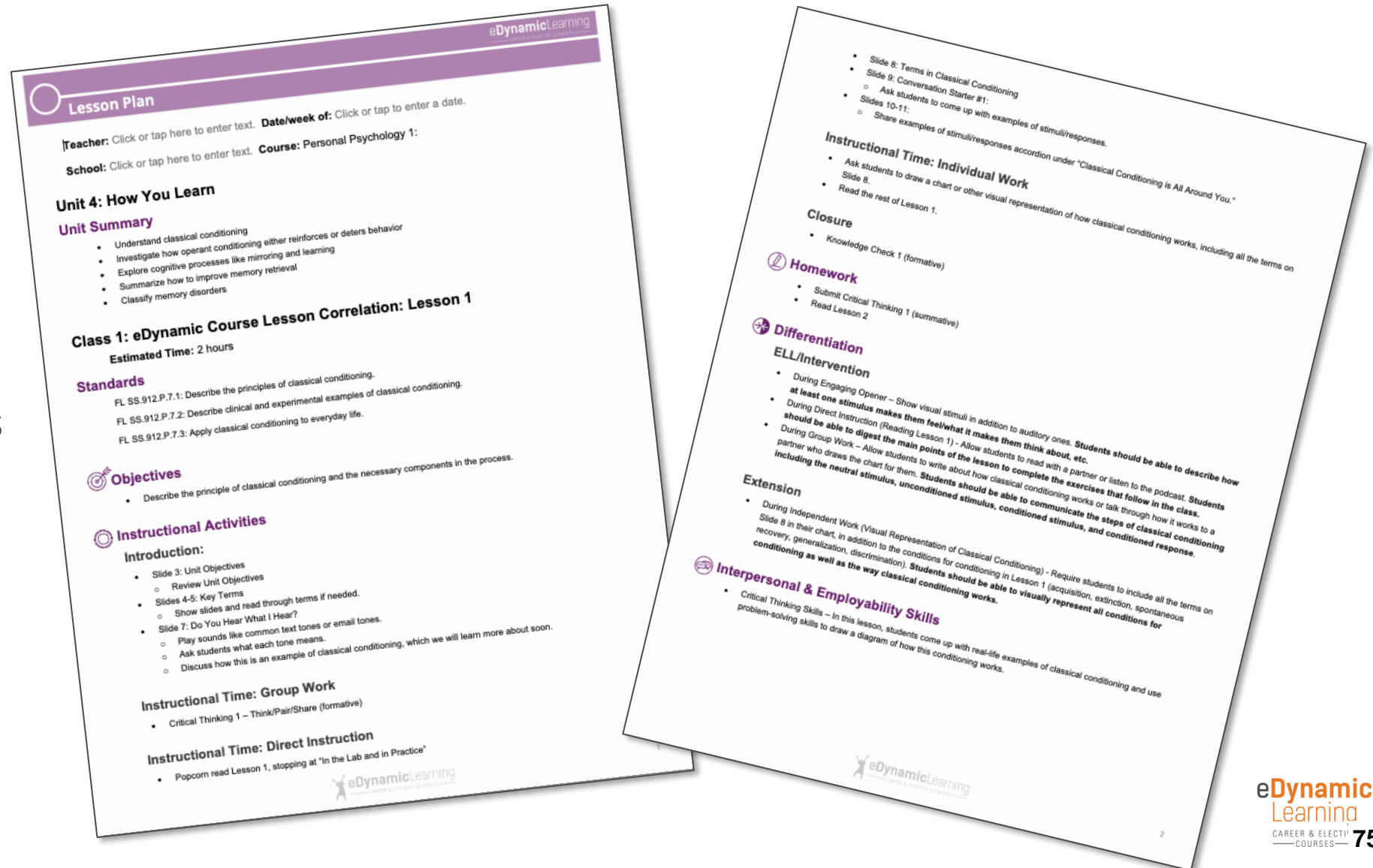
- ✓ Answer Keys
- ✓ Syllabus
- ✓ Scoring Rubrics
- ✓ Required Materials
- ✓ Course Vocabulary

# Rich Teacher Resources

## Lesson Plans will be available summer 2023

Lesson Plans provide -

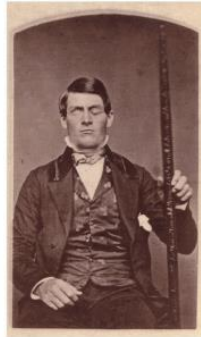
- Direct instruction
- Instructional activities
- Differentiation strategies



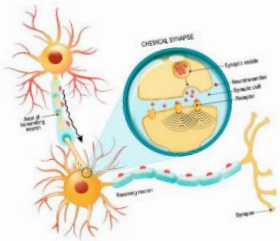
# Rich Teacher Resources

Slides will be available summer 2023

Conversation Starter #1:  
Why did Phineas Gage's personality change?  
What part of his brain was damaged?



## Neurons and Synapses



- Neuron
- Nucleus
- Dendrite
- Axon
- Myelin sheath
- Glial cells
- Synapse

## Lesson 1: Active Reading

- Read along with your class and fill out the concept map while you make connections, clarify meaning, ask questions, and make predictions on the text.



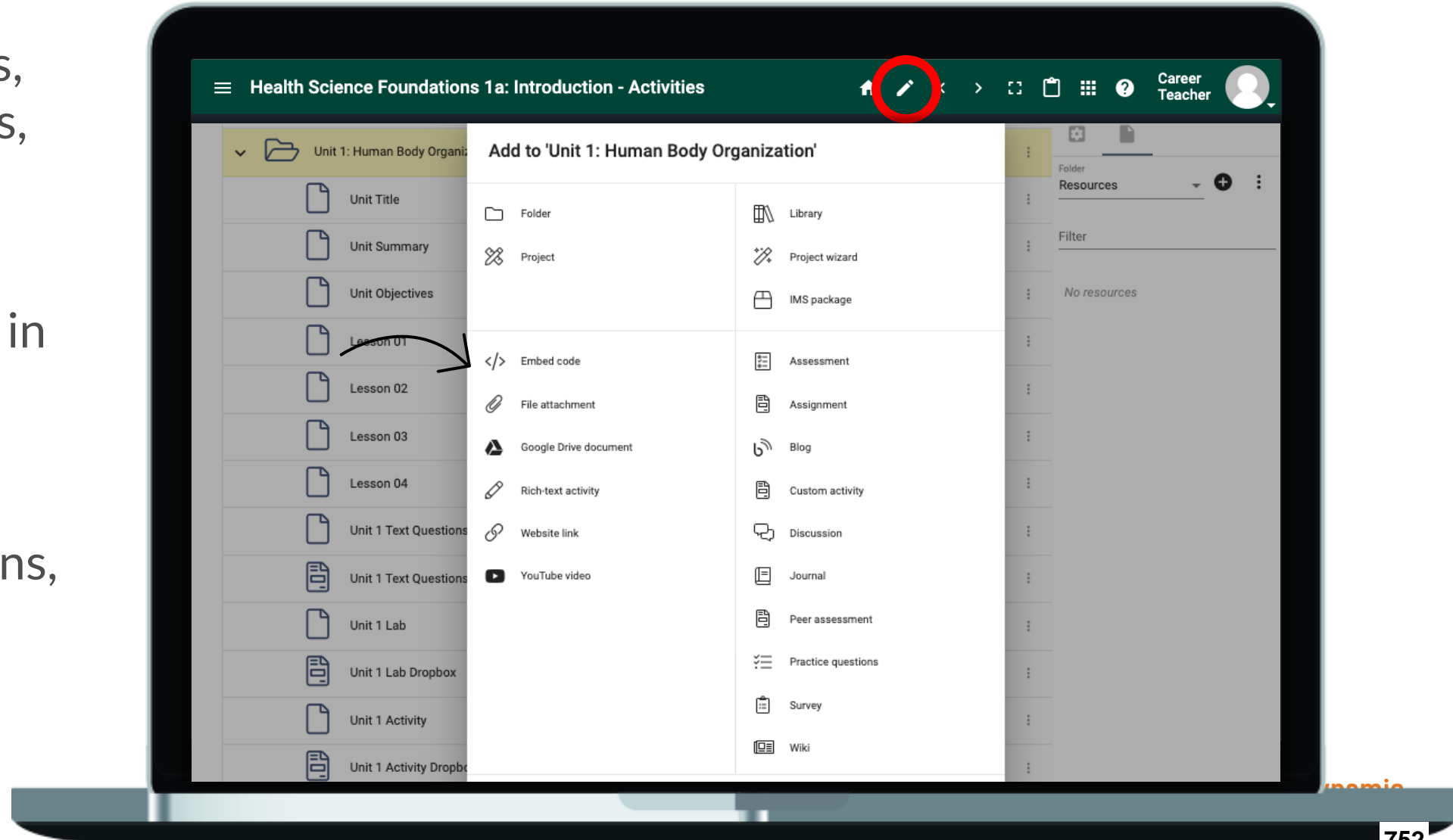
# Customization & Integration Features

Teacher or district-authored content can be integrated easily

**Add:** Links, videos, docs, assessments, etc.

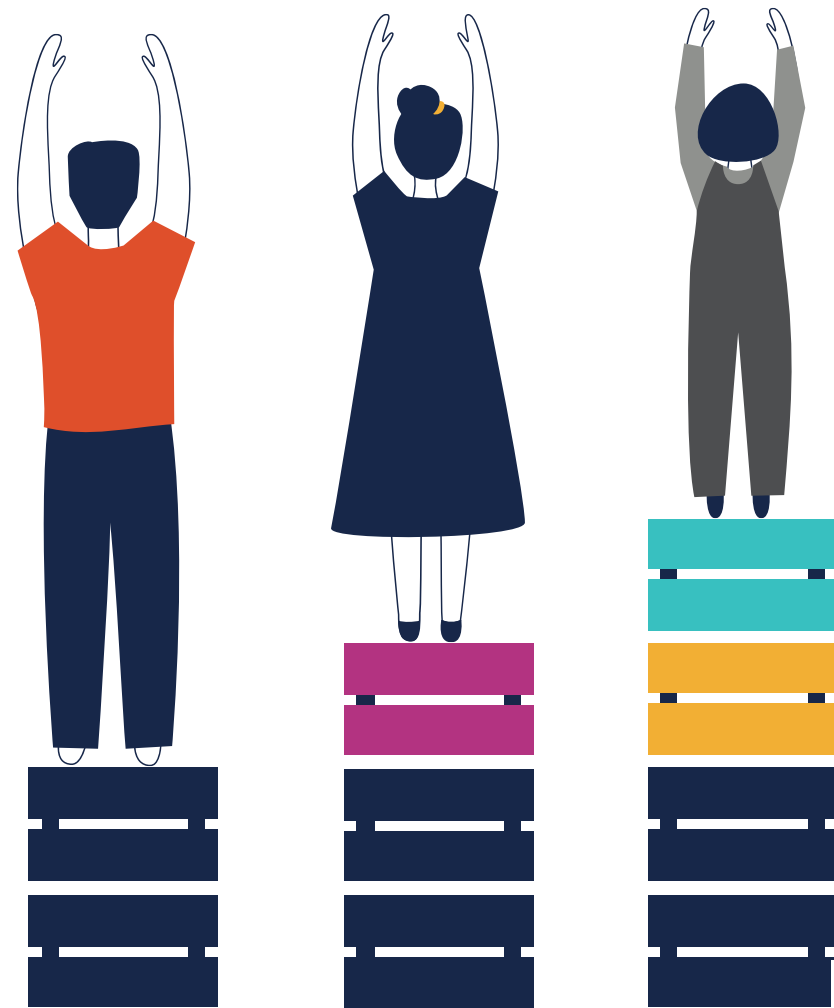
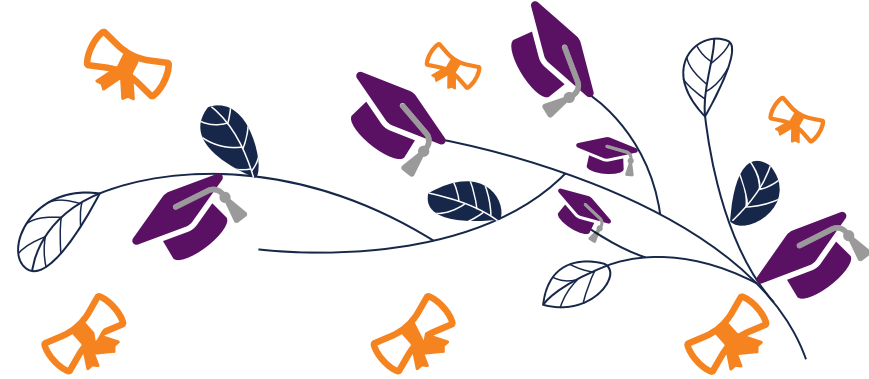
**Move:** Units, lessons, activities in a different sequence

**Hide:** Units, lessons, activities



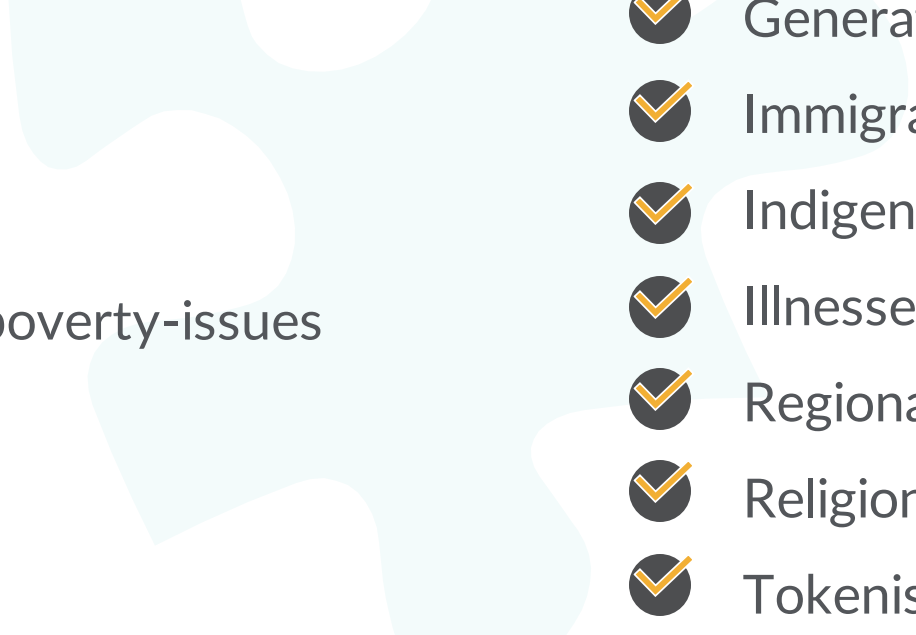


Equality  
vs  
Equity & Access



# Reviewed for Authentic Content

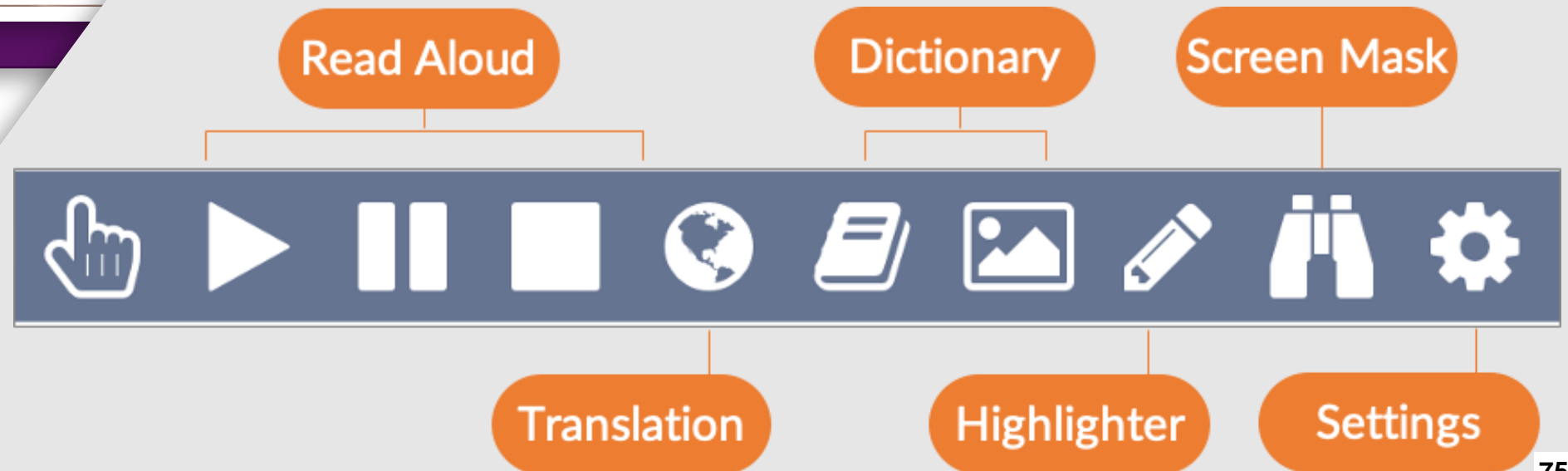
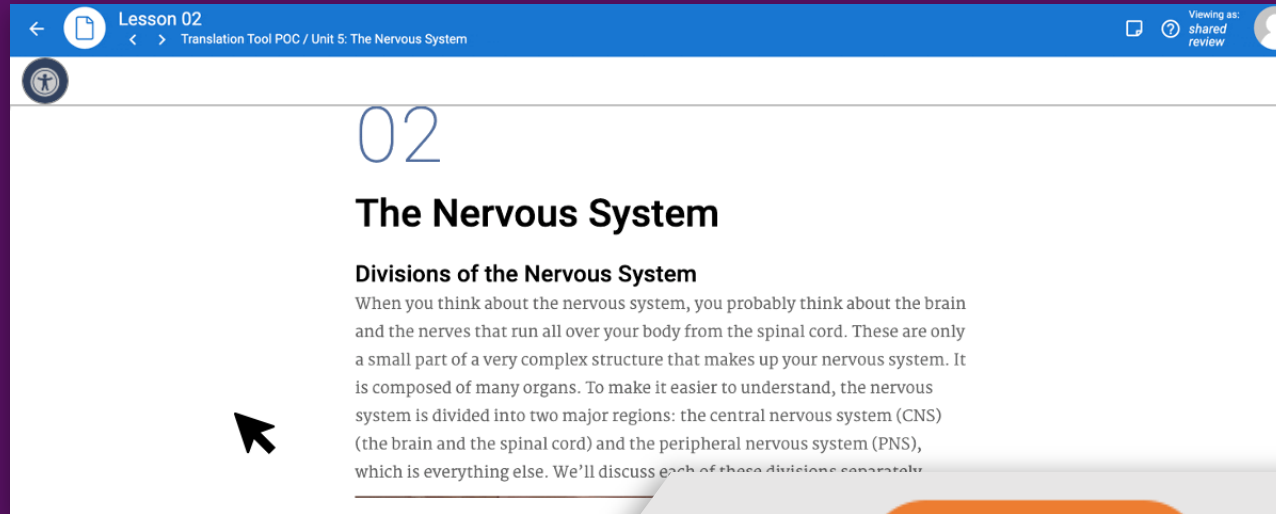
we employ an external diversity/sensitivity editorial organization

- 
- ✓ Addictions
  - ✓ Ageism
  - ✓ Bullying, cyberbullying
  - ✓ Class, socioeconomic, and poverty-issues
  - ✓ Culture
  - ✓ Ethnicity and race
  - ✓ Generational issues
  - ✓ Generational issues
  - ✓ Immigrant culture
  - ✓ Indigenous cultures
  - ✓ Illnesses, disabilities
  - ✓ Regionalism
  - ✓ Religion
  - ✓ Tokenism



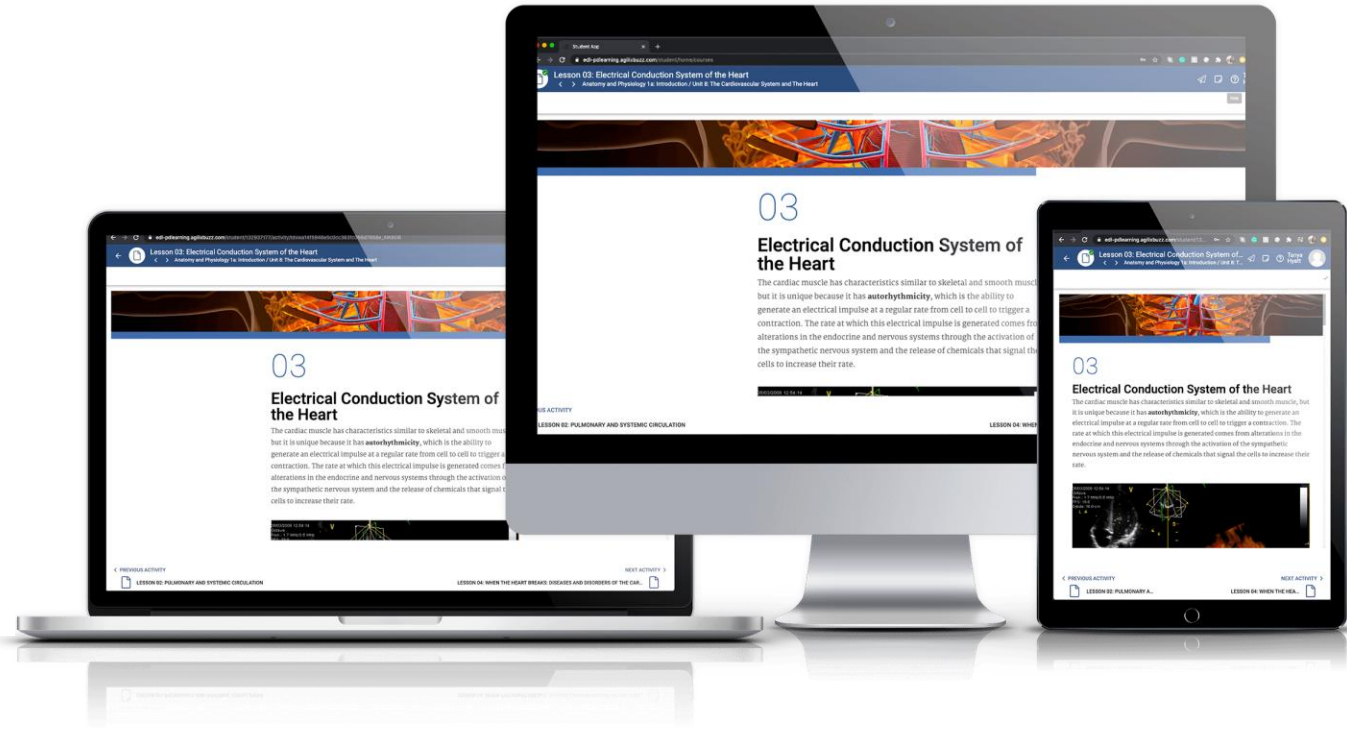
# Accessibility Features to Support 508 Requirements

Literacy & ELL Support tools breakdown language barriers



# Accessible to All Learners

Accessible to support individuals who are deaf, hard of hearing, blind, visually impaired, and cognitively impaired



# Supports Accommodations

Ideal for IEPs, 504 Plans, & Acceleration

Anatomy and Physiology 1a: Introduction - Gradebook				
GRADES		UNIT SUMMARY		FOR ME
<input type="checkbox"/>	Name	Score	Letter	Minutes
<input type="checkbox"/>	Grey, Meredith	92.87%	A	0
<input type="checkbox"/>	House, Gregory	35.15%	F	0
<input type="checkbox"/>	Howser, Doogie	94.93%	A	0
<input type="checkbox"/>	Lockhart, Abby	79.24%	C	0
<input type="checkbox"/>	Pierce, Benjamin	81.69%	B	0

Anatomy and Physiology 1a: Introduction - Grades					
House, Gregory					
GRADES DASHBOARD FOR ME WHAT IF ACTIVITY ANALYTICS BADGES					
GRADING CATEGORIES SYLLABUS ORDER					
Score: 35.15%					
Schedule: Apr 6, 2020 - Apr 6, 2021 1:59 AM (a year remaining)					
51.92% of gradable activities completed (27 of 52)					
17.41% of all activities completed (27 of 155)					
Unit 1 28.33%					
Activity	Location	Score	Status	Submitted date	Target due date
Unit 1 Text Questions Dropbox	Unit 1: Human Body Organization	30%	✓		May 1, 2020
Unit 1 Lab Dropbox	Unit 1: Human Body Organization	10%	✓		May 7, 2020
Unit 1 Activity Dropbox	Unit 1: Human Body Organization	40%	✓		May 13, 2020
Unit 1 Quiz	Unit 1: Human Body Organization	33.33%	✓		May 19, 2020
Unit 1 Discussion 1	Unit 1: Human Body Organization	20%	✓		May 21, 2020
Unit 1 Discussion 2	Unit 1: Human Body Organization	20%	✓		May 25, 2020
Unit 2 31.66%					
Activity	Location	Score	Status	Submitted date	Target due date
Unit 2 Text Questions Dropbox	Unit 2: Chemistry of the Body	20%	✓		Jun 11, 2020
Unit 2 Lab Dropbox	Unit 2: Chemistry of the Body	30%	✓		Jun 17, 2020
Unit 2 Activity Dropbox	Unit 2: Chemistry of the Body	40%	✓		Jun 23, 2020
Unit 2 Quiz	Unit 2: Chemistry of the Body	53.33%	✓		Jun 29, 2020
Unit 2 Discussion 1	Unit 2: Chemistry of the Body	0%	✓		Jul 1, 2020
Unit 2 Discussion 2	Unit 2: Chemistry of the Body	0%	✓		Jul 3, 2020

Listed accommodations for student

<input type="checkbox"/>	Name		Score	Time	Und	Int	Eff	Progress	Pace	Perf
<input type="checkbox"/>	Lockhart, Abby		79.09%	00:24:26				21%		

# Professional Development

## Implementation Essentials

(Get teachers up and running on day one)

## Blended Learning Strategies

(flexible uses to support various implementations)

## Inquiry-Based Learning

(project-based, problem-based and challenged-based)

## Differentiated Instruction

(support accommodations and ELL students)

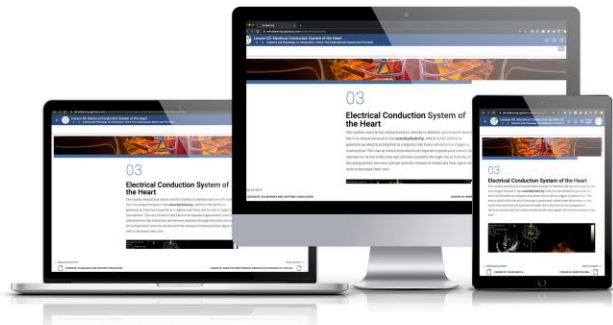
## Job Embedded Coaching

(modeling, co-planning, observation/feedback)

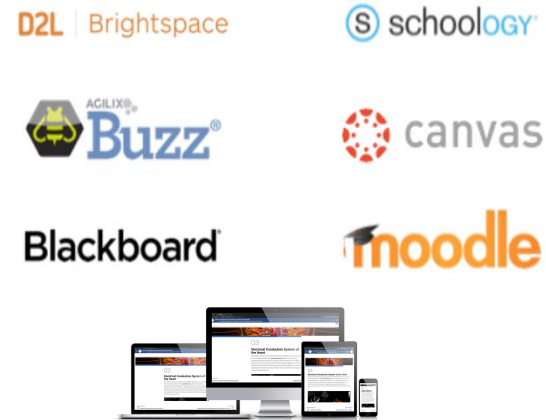


# Summary of Personal Psychology

## Device & Browser Agnostic



## Platform Flexibility



## Accessibility



## Interactivity

▶ Alzheimer's

▶ Huntington's Disease

▼ A disorder of the nervous system causing impaired movement

Initial symptoms begin with difficulties in normal movement. As the disease progresses, individuals become forgetful and cannot concentrate. Dementia develops in the later stages.

▶ Encephalopathy

▶ Traumatic Brain Injury

## Assessments

How Can You Design Your Own Operant Conditioning Experiment?

Required Materials

- Word processing software
- Art supplies (optional)
- Spreadsheet software (optional)

In this unit, you learned that practice is one of the best ways to recall information. It's time to create your own experiment to help you understand and remember the main ideas of operant conditioning.

Step 1: Set a Goal

What would you like the outcome of the experiment to be? Let's say you want to create a positive habit for yourself in an area where you've been having a little trouble getting motivated. Here are some ideas:

- Get up five mornings in a row without hitting a snooze alarm.
- Meditate for five minutes per day (or five minutes more than you usually do).
- Exercise for 15 minutes per day (or 15 minutes more than you usually do).
- Limit soda consumption to one can or glass per week.
- Stop social media consumption by 9 p.m. for five nights in a row.
- For five days in a row, think about and appreciate a different positive thing that a family member did, and thank them in person, by note, or by text for that specific action.

Set a modest goal that follows the rules of common sense. For example, don't try to lose more than two pounds in a week. Don't deny yourself food or water. And don't do anything that could harm yourself, another person, or an animal.

## Teacher Resources

Lesson Plan

Teacher: Click or tap here to enter text. Date/week off: Click or tap to enter a date.

School: Click or tap here to enter text. Course: Personal Psychology 1:

Unit 4: How You Learn

Unit Summary

- Understand classical conditioning
- Investigate how operant conditioning affects behavior
- Examine cognitive processes like memory and learning
- Examine how to improve memory retention
- Classify memory disorders

Class 1: eDynamic Course Lesson Correlation: Lesson 1

Estimated Time: 2 hours

Standards

- FL 9.1.2.P.1.1: Describes the principles of classical conditioning
- FL 9.1.2.P.1.2: Describes classical and experimental examples of classical conditioning
- FL 9.1.2.P.1.3: Apply classical conditioning to everyday life

Objectives

- Describe the principles of classical conditioning and the necessary components in the process

Instructional Activities

Introduction:

- Slide 3: Unit Objectives
- Review Unit Objectives
- Slide 4: Key Terms
- Slide 5: Read and think through lesson 1 needed.
- Slide 7: Do You Know What I Mean?
- Play cards for content and lesson or small groups
- Ask students what each term means
- Discuss how this is an example of classical conditioning, which we will learn more about soon.

Instructional Time: Group Work

- Critical Thinking 1 - Think/Pair/Share (Formative)

Instructional Time: Direct Instruction

- Program read Lesson 1, stopping at "In the Lab and in Practice"

### Lesson 1: Active Reading

- Read along with your class and fill out the concept map while you make connections, clarify meaning, ask questions, and make predictions on the text.

## PD Training

eDynamic Learning  
CAREER & ELECTIVE COURSES 759

**Your Questions Answered!**







Quote #: Q-26035-5

Date: 1/16/2024

Expires On: 2/20/2024

Prepared By: Matt Moorman

Email: mmoorman@teachtci.com

Phone: (800) 497-6138 ext 126

**Quote for:**

Hernando Co School District

John Morris

morris\_j@hcsb.k12.fl.us

Product Code	Product Name	Product Type	List Price	Customer Price	Quantity	Extended Price
TB-1488-5	HA! Ancient World: Student Bundle (5 Yrs)	Bundle English	\$111.00	\$111.00	1800	\$199,800.00
146-4	HA! Ancient World: Teacher's Guide	Print English	\$149.00	\$0.00	21	\$0.00
143-3	HA! Ancient World: Placards	Print English	\$149.00	\$0.00	21	\$0.00
TB-1525-5	CA! Foundations and Functions: Student Bundle (5 Yrs)	Bundle English	\$111.00	\$111.00	1800	\$199,800.00
161-7	CA! Foundations and Functions: Teacher's Guide	Print English	\$149.00	\$0.00	21	\$0.00
147-1	CA! Foundations and Functions: Placards	Print English	\$149.00	\$0.00	21	\$0.00
TB-1518-5	HA! US Through Industrialism: Student Bundle (5 Yrs)	Bundle English	\$111.00	\$111.00	1800	\$199,800.00
154-9	HA! US Through Industrialism: Teacher's Guide	Print English	\$149.00	\$0.00	21	\$0.00
145-7	HA! US Through Industrialism: Placards	Print English	\$149.00	\$0.00	21	\$0.00
MS-SS-TL-05	Middle School (6-8) Social Studies: Teacher License (5 Yrs)	Digital	\$825.00	\$0.00	63	\$0.00

Shipping cost will be assessed by FSBD

<b>GRAND TOTAL</b>	<b>\$599,400.00</b>
--------------------	---------------------

**Gratis**

Gratis offer and/or customer pricing are valid for this quote only and contingent upon purchase order total matching or exceeding the quote total. Gratis items must be included on your purchase order.

Gratis Total \$70,749.00

**Comments**

License Expirations: TCI defines the school year as July 1 to June 30 ("school year"), and License durations align with this definition of the school year. The order date of a License is the TCI invoice date. To prevent Licenses from expiring in the middle of a school year, Licenses with an order date in the current calendar year will expire on June 30 of the following year. For example, a 1-year subscription with an order date of January 1, 2019 will expire on June 30, 2020. A 1-year License with an order date of December 1, 2019, will also expire on June 30, 2020.

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# Florida School Book Depository

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howard\_t@hcsb.k12.fl.us

**Special Instructions:**

**Ship to Address:**

Brooksville Elementary  
885 N Broad Street  
Brooksville, FL 34601

**Bill to Address:**

Hernando Instructional Materials  
919 N Broad Street  
Brooksville, FL 34601

**Attn:** Bookkeeper

**Attn:** Accounts Payable

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
094210	120		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	\$48.60	\$5,832.00
094221		7	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094221	1		FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	\$108.15	\$108.15
094222		7	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
094222	1		OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	\$336.81	\$336.81
194210	120		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	\$48.60	\$5,832.00
194221		7	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
194221	1		FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	\$126.69	\$126.69
194222		7	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
194222	1		OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	\$336.81	\$336.81
294210	105		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	\$48.60	\$5,103.00
294221	1		FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	\$126.69	\$126.69
294221		6	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222	1		OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	\$336.81	\$336.81
294222		6	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	115		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	\$68.40	\$7,866.00
394221	1		FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	\$142.14	\$142.14
394221		6	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222	1		OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	\$336.81	\$336.81
394222		6	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
494210	95		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	\$68.40	\$6,498.00
494221	2		FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	\$154.50	\$309.00
494221		4	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222	2		OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	\$336.81	\$673.62
494222		4	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	105		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	\$68.40	\$7,182.00
594221	2		FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	\$154.50	\$309.00
594221		5	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE
594222	2		OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	\$336.81	\$673.62
594222		5	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
<b>Subtotal:</b>						\$42,129.15
<b>Estimated Transportation (By Weight) (\$10.00 minimum):</b>						\$426.42
<b>* Grand Total:</b>						<b>\$42,555.57</b>

**Total Quantity Count: 746**

\* Free material requested in this column must be qualified as shown in our catalogs

\*\* All prices subject to change without notice.

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howard\_t@hcsb.k12.fl.us

**Special Instructions:**

**Ship to Address:**

Challenger K8  
13400 Elgin Blvd  
Spring Hill, FL 34609

**Bill to Address:**

Hernando Instructional Materials  
919 N Broad Street  
Brooksville, FL 34601

**Attn:** Bookkeeper

**Attn:** Accounts Payable

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
094210	100		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	\$48.60	\$4,860.00
094221	1		FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	\$108.15	\$108.15
094221		6	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094222	1		OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	\$336.81	\$336.81
094222		6	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
194210	100		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	\$48.60	\$4,860.00
194221	1		FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	\$126.69	\$126.69

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
194221		6	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE
194222	1		OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	\$336.81	\$336.81
194222		6	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
294210	120		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	\$48.60	\$5,832.00
294221	1		FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	\$126.69	\$126.69
294221		7	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222	1		OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	\$336.81	\$336.81
294222		7	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	140		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	\$68.40	\$9,576.00
394221	1		FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	\$142.14	\$142.14
394221		8	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222	1		OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	\$336.81	\$336.81
394222		8	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
494210	160		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	\$68.40	\$10,944.00
494221	1		FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	\$154.50	\$154.50
494221		7	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222	1		OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	\$336.81	\$336.81
494222		7	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	145		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	\$68.40	\$9,918.00
594221	1		FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	\$154.50	\$154.50
594221		7	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE
594222	1		OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	\$336.81	\$336.81
594222		7	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
<b>Subtotal:</b>						\$48,823.53
<b>Estimated Transportation (By Weight) (\$10.00 minimum):</b>						\$512.81
<b>* Grand Total:</b>						<b>\$49,336.34</b>

**Total Quantity Count: 859**

\* Free material requested in this column must be qualified as shown in our catalogs

\*\* All prices subject to change without notice.

# Florida School Book Depository

## Order Document #209105

**Ship to Acct No:**

**Bill to Acct No:**

**PO No:**

**Contact:** Tiffany Howard

**Contact Phone:** (352)797-7000 Ext. 433

**Contact E-Mail:**

howard\_t@hcsb.k12.fl.us

**Special Instructions:**

**Ship to Address:**

Chocachatti Elementary  
4135 California Street  
Brooksville, FL 34604

**Bill to Address:**

Hernando Instructional Materials  
919 N Broad Street  
Brooksville, FL 34601

**Attn:** Bookkeeper

**Attn:** Accounts Payable

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
094210	130		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	\$48.60	\$6,318.00
094221	1		FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	\$108.15	\$108.15
094221		7	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094222	1		OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	\$336.81	\$336.81
094222		7	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
194210	135		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	\$48.60	\$6,561.00
194221		8	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
194222		8	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
294210	135		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	\$48.60	\$6,561.00
294221		8	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222		8	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	130		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	\$68.40	\$8,892.00
394221	1		FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	\$142.14	\$142.14
394221		7	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222	1		OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	\$336.81	\$336.81
394222		7	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE
494210	130		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	\$68.40	\$8,892.00
494221	1		FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	\$154.50	\$154.50
494221		6	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222	1		OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	\$336.81	\$336.81



FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
494222		6	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	125		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	\$68.40	\$8,550.00
594221		6	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE
594222		6	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
<b>Subtotal:</b>						\$47,189.22
<b>Estimated Transportation (By Weight) (\$10.00 minimum):</b>						\$507.56
<b>* Grand Total:</b>						<b>\$47,696.78</b>

**Total Quantity Count: 875**

\* Free material requested in this column must be qualified as shown in our catalogs

\*\* All prices subject to change without notice.

# Florida School Book Depository

## Order Document #209109

This order, originally placed on 1/17/2024, was modified from its original version on 1/17/2024.

**Ship to Acct No:****Bill to Acct No:****PO No:****Contact:** Tiffany Howard**Contact Phone:** (352)797-7000 Ext.  
433**Contact E-Mail:**

howard\_t@hcsb.k12.fl.us

**Special Instructions:****Ship to Address:**Deltona Elementary  
2055 Deltona Blvd  
Spring Hill, FL 34606**Bill to Address:**Hernando Instructional Materials  
919 N Broad Street  
Brooksville, FL 34601**Attn:** Bookkeeper**Attn:** Accounts Payable

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
094210	130		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	\$48.60	\$6,318.00
094221	2		FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	\$108.15	\$216.30
094221		7	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094222	2		OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	\$336.81	\$673.62
094222		7	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
194210	130		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	\$48.60	\$6,318.00

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
194221	3		FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	\$126.69	\$380.07
194221		7	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE
194222	3		OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	\$336.81	\$1,010.43
194222		7	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
294210	165		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	\$48.60	\$8,019.00
294221	1		FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	\$126.69	\$126.69
294221		9	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222	1		OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	\$336.81	\$336.81
294222		9	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	140		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	\$68.40	\$9,576.00
394221	2		FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	\$142.14	\$284.28
394221		8	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222	2		OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	\$336.81	\$673.62

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
394222		8	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE
494210	115		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	\$68.40	\$7,866.00
494221	2		FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	\$154.50	\$309.00
494221		5	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222	2		OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	\$336.81	\$673.62
494222		5	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	130		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	\$68.40	\$8,892.00
594221	3		FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	\$154.50	\$463.50
594221		6	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE
594222	3		OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	\$336.81	\$1,010.43
594222		6	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
<b>Subtotal:</b>						\$53,147.37
<b>Estimated Transportation (By Weight) (\$10.00 minimum):</b>						\$533.79
<b>* Grand Total:</b>						<b>\$53,681.16</b>

**Total Quantity Count: 920**

\* Free material requested in this column must be qualified as shown in our catalogs

\*\* All prices subject to change without notice.



# Florida School Book Depository

## Order Document #209111

**Ship to Acct No:**

**Bill to Acct No:**

**PO No:**

**Contact:** Tiffany Howard

**Contact Phone:** (352)797-7000 Ext. 433

**Contact E-Mail:**

howard\_t@hcsb.k12.fl.us

**Special Instructions:**

**Ship to Address:**

Eastside Elementary  
27151 Roper Road  
Brooksville, FL 34602

**Bill to Address:**

Hernando Instructional Materials  
919 N Broad Street  
Brooksville, FL 34601

**Attn:** Bookkeeper

**Attn:** Accounts Payable

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
094210	115		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	\$48.60	\$5,589.00
094221	2		FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	\$108.15	\$216.30
094221		6	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094222	2		OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	\$336.81	\$673.62
094222		6	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
194210	115		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	\$48.60	\$5,589.00
194221	2		FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	\$126.69	\$253.38

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
194221		6	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE
194222	2		OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	\$336.81	\$673.62
194222		6	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
294210	135		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	\$48.60	\$6,561.00
294221		8	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222		8	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	130		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	\$68.40	\$8,892.00
394221		7	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222		7	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE
494210	145		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	\$68.40	\$9,918.00
494221		7	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222		7	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	110		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	\$68.40	\$7,524.00

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
594221	1		FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	\$154.50	\$154.50
594221		5	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE
594222	1		OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	\$336.81	\$336.81
594222		5	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
<b>Subtotal:</b>						\$46,381.23
<b>Estimated Transportation (By Weight) (\$10.00 minimum):</b>						\$491.52
<b>* Grand Total:</b>						<b>\$46,872.75</b>

**Total Quantity Count: 838**

\* Free material requested in this column must be qualified as shown in our catalogs

\*\* All prices subject to change without notice.



# Florida School Book Depository

## Order Document #209112

**Ship to Acct No:**

**Bill to Acct No:**

**PO No:**

**Contact:** Tiffany Howard

**Contact Phone:** (352)797-7000 Ext. 433

**Contact E-Mail:**

howard\_t@hcsb.k12.fl.us

**Special Instructions:**

**Ship to Address:**

Explorer K8  
10252 Northcliffe Blvd  
Spring Hill, FL 34608

**Bill to Address:**

Hernando Instructional Materials  
919 N Broad Street  
Brooksville, FL 34601

**Attn:** Bookkeeper

**Attn:** Accounts Payable

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
094210	130		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	\$48.60	\$6,318.00
094221	2		FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	\$108.15	\$216.30
094221		7	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094222	2		OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	\$336.81	\$673.62
094222		7	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
194210	130		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	\$48.60	\$6,318.00
194221	2		FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	\$126.69	\$253.38

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
194221		7	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE
194222	2		OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	\$336.81	\$673.62
194222		7	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
294210	160		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	\$48.60	\$7,776.00
294221		9	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222		9	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	195		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	\$68.40	\$13,338.00
394221	1		FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	\$142.14	\$142.14
394221		11	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222	1		OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	\$336.81	\$336.81
394222		11	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE
494210	170		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	\$68.40	\$11,628.00
494221	2		FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	\$154.50	\$309.00

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
494221		8	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222	2		OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	\$336.81	\$673.62
494222		8	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	165		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	\$68.40	\$11,286.00
594221	1		FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	\$154.50	\$154.50
594221		8	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE
594222	1		OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	\$336.81	\$336.81
594222		8	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
					<b>Subtotal:</b>	\$60,433.80
					<b>Estimated Transportation (By Weight) (\$10.00 minimum):</b>	\$482.25
					<b>* Grand Total:</b>	<b>\$60,916.05</b>

**Total Quantity Count: 1066**

\* Free material requested in this column must be qualified as shown in our catalogs

\*\* All prices subject to change without notice.

# Florida School Book Depository

## Order Document #209113

**Ship to Acct No:**

**Bill to Acct No:**

**PO No:**

**Contact:** Tiffany Howard

**Contact Phone:** (352)797-7000 Ext. 433

**Contact E-Mail:**

howard\_t@hcsb.k12.fl.us

**Special Instructions:**

**Ship to Address:**

JD Floyd Elementary  
3139 Dumont Avenue  
Spring Hill, FL 34609

**Bill to Address:**

Hernando Instructional Materials  
919 N Broad Street  
Brooksville, FL 34601

**Attn:** Bookkeeper

**Attn:** Accounts Payable

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
094210	175		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	\$48.60	\$8,505.00
094221		10	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094222		10	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
194210	175		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	\$48.60	\$8,505.00
194221		10	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE
194222		10	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
294210	160		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	\$48.60	\$7,776.00

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
294221	1		FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	\$126.69	\$126.69
294221		9	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222	1		OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	\$336.81	\$336.81
294222		9	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	165		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	\$68.40	\$11,286.00
394221		9	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222		9	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE
494210	165		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	\$68.40	\$11,286.00
494221		8	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222		8	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	145		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	\$68.40	\$9,918.00
594221	1		FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	\$154.50	\$154.50
594221		7	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
594222	1		OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	\$336.81	\$336.81
594222		7	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
<b>Subtotal:</b>						\$58,230.81
<b>Estimated Transportation (By Weight) (\$10.00 minimum):</b>						\$486.01
<b>* Grand Total:</b>						<b>\$58,716.82</b>

**Total Quantity Count: 1095**

\* Free material requested in this column must be qualified as shown in our catalogs

\*\* All prices subject to change without notice.

# Florida School Book Depository

## Order Document #209114

**Ship to Acct No:**

**Bill to Acct No:**

**PO No:**

**Contact:** Tiffany Howard

**Contact Phone:** (352)797-7000 Ext. 433

**Contact E-Mail:**

howard\_t@hcsb.k12.fl.us

**Special Instructions:**

**Ship to Address:**

Moton Elementary  
7175 Emerson Road  
Brooksville, FL 34601

**Bill to Address:**

Hernando Instructional Materials  
919 N Broad Street  
Brooksville, FL 34601

**Attn:** Bookkeeper

**Attn:** Accounts Payable

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
094210	110		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	\$48.60	\$5,346.00
094221		6	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094222		6	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
194210	110		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	\$48.60	\$5,346.00
194221	1		FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	\$126.69	\$126.69
194221		6	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE
194222	1		OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	\$336.81	\$336.81

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
194222		6	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
294210	110		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	\$48.60	\$5,346.00
294221	2		FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	\$126.69	\$253.38
294221		6	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222	2		OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	\$336.81	\$673.62
294222		6	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	140		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	\$68.40	\$9,576.00
394221	1		FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	\$142.14	\$142.14
394221		8	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222	1		OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	\$336.81	\$336.81
394222		8	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE
494210	115		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	\$68.40	\$7,866.00
494221	1		FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	\$154.50	\$154.50



FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
494221		5	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222	1		OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	\$336.81	\$336.81
494222		5	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	120		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	\$68.40	\$8,208.00
594221		5	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE
594222		5	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
					<b>Subtotal:</b>	\$44,048.76
					<b>Estimated Transportation (By Weight) (\$10.00 minimum):</b>	\$457.27
					<b>* Grand Total:</b>	<b>\$44,506.03</b>

**Total Quantity Count: 787**

\* Free material requested in this column must be qualified as shown in our catalogs

\*\* All prices subject to change without notice.

# Florida School Book Depository

## Order Document #209116

**Ship to Acct No:**

**Bill to Acct No:**

**PO No:**

**Contact:** Tiffany Howard

**Contact Phone:** (352)797-7000 Ext. 433

**Contact E-Mail:**

howard\_t@hcsb.k12.fl.us

**Special Instructions:**

**Ship to Address:**

Pine Grove Elementary  
1441 Ken Austin Parkway  
Brooksville, FL 34613

**Bill to Address:**

Hernando Instructional Materials  
919 N Broad Street  
Brooksville, FL 34601

**Attn:** Bookkeeper

**Attn:** Accounts Payable

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
094210	175		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	\$48.60	\$8,505.00
094221	3		FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	\$108.15	\$324.45
094221		10	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094222	3		OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	\$336.81	\$1,010.43
094222		10	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
194210	170		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	\$48.60	\$8,262.00
194221	4		FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	\$126.69	\$506.76

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
194221		9	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE
194222	4		OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	\$336.81	\$1,347.24
194222		9	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
294210	160		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	\$48.60	\$7,776.00
294221	4		FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	\$126.69	\$506.76
294221		9	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222	4		OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	\$336.81	\$1,347.24
294222		9	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	175		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	\$68.40	\$11,970.00
394221	3		FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	\$142.14	\$426.42
394221		10	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222	3		OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	\$336.81	\$1,010.43
394222		10	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
494210	170		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	\$68.40	\$11,628.00
494221	2		FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	\$154.50	\$309.00
494221		8	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222	2		OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	\$336.81	\$673.62
494222		8	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	160		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	\$68.40	\$10,944.00
594221	4		FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	\$154.50	\$618.00
594221		7	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE
594222	4		OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	\$336.81	\$1,347.24
594222		7	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
<b>Subtotal:</b>						\$68,512.59
<b>Estimated Transportation (By Weight) (\$10.00 minimum):</b>						\$513.35
<b>* Grand Total:</b>						<b>\$69,025.94</b>

**Total Quantity Count: 1156**

\* Free material requested in this column must be qualified as shown in our catalogs

\*\* All prices subject to change without notice.

# Florida School Book Depository

## Order Document #209122

**Ship to Acct No:**

**Bill to Acct No:**

**PO No:**

**Contact:** Tiffany Howard

**Contact Phone:** (352)797-7000 Ext. 433

**Contact E-Mail:**

howard\_t@hcsb.k12.fl.us

**Special Instructions:**

**Ship to Address:**

Spring Hill Elementary  
6001 Mariner Blvd  
Spring Hill, FL 34609

**Bill to Address:**

Hernando Instructional Materials  
919 N Broad Street  
Brooksville, FL 34601

**Attn:** Bookkeeper

**Attn:** Accounts Payable

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
094210	155		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	\$48.60	\$7,533.00
094221		9	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094222		9	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
194210	155		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	\$48.60	\$7,533.00
194221		9	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE
194222		9	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
294210	120		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	\$48.60	\$5,832.00

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
294221	2		FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	\$126.69	\$253.38
294221		7	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222	2		OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	\$336.81	\$673.62
294222		7	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	155		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	\$68.40	\$10,602.00
394221	1		FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	\$142.14	\$142.14
394221		9	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222	1		OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	\$336.81	\$336.81
394222		9	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE
494210	170		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	\$68.40	\$11,628.00
494221		8	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222		8	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	130		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	\$68.40	\$8,892.00

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
594221	2		FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	\$154.50	\$309.00
594221		6	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE
594222	2		OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	\$336.81	\$673.62
594222		6	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
<b>Subtotal:</b>						\$54,408.57
<b>Estimated Transportation (By Weight) (\$10.00 minimum):</b>						\$572.05
<b>* Grand Total:</b>						<b>\$54,980.62</b>

**Total Quantity Count: 991**

\* Free material requested in this column must be qualified as shown in our catalogs

\*\* All prices subject to change without notice.

# Florida School Book Depository

## Order Document #209118

**Ship to Acct No:**

**Bill to Acct No:**

**PO No:**

**Contact:** Tiffany Howard

**Contact Phone:** (352)797-7000 Ext. 433

**Contact E-Mail:**

howard\_t@hcsb.k12.fl.us

**Special Instructions:**

**Ship to Address:**

Suncoast Elementary  
11135 Quality Drive  
Spring Hill, FL 34609

**Bill to Address:**

Hernando Instructional Materials  
919 N Broad Street  
Brooksville, FL 34601

**Attn:** Bookkeeper

**Attn:** Accounts Payable

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
094210	160		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	\$48.60	\$7,776.00
094221	1		FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	\$108.15	\$108.15
094221		9	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094222	1		OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	\$336.81	\$336.81
094222		9	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
194210	160		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	\$48.60	\$7,776.00
194221	2		FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	\$126.69	\$253.38



FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
194221		9	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE
194222	2		OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	\$336.81	\$673.62
194222		9	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
294210	160		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	\$48.60	\$7,776.00
294221		9	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222		9	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	145		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	\$68.40	\$9,918.00
394221	1		FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	\$142.14	\$142.14
394221		8	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222	1		OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	\$336.81	\$336.81
394222		8	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE
494210	145		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	\$68.40	\$9,918.00
494221	1		FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	\$154.50	\$154.50

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
494221		7	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222	1		OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	\$336.81	\$336.81
494222		7	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	145		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	\$68.40	\$9,918.00
594221	1		FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	\$154.50	\$154.50
594221		7	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE
594222	1		OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	\$336.81	\$336.81
594222		7	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
<b>Subtotal:</b>						\$55,915.53
<b>Estimated Transportation (By Weight) (\$10.00 minimum):</b>						\$592.42
<b>* Grand Total:</b>						<b>\$56,507.95</b>

**Total Quantity Count: 1025**

\* Free material requested in this column must be qualified as shown in our catalogs

\*\* All prices subject to change without notice.

# Florida School Book Depository

## Order Document #209123

**Ship to Acct No:**

**Bill to Acct No:**

**PO No:**

**Contact:** Tiffany Howard

**Contact Phone:** (352)797-7000 Ext. 433

**Contact E-Mail:**

howard\_t@hcsb.k12.fl.us

**Special Instructions:**

**Ship to Address:**

Westside Elementary  
5400 Applegate Drive  
Spring Hill, FL 34606

**Bill to Address:**

Hernando Instructional Materials  
919 N Broad Street  
Brooksville, FL 34601

**Attn:** Bookkeeper

**Attn:** Accounts Payable

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
094210	90		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	\$48.60	\$4,374.00
094221		5	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094222		5	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
194210	90		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	\$48.60	\$4,374.00
194221		5	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE
194222		5	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
294210	85		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	\$48.60	\$4,131.00

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
294221	1		FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	\$126.69	\$126.69
294221		5	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222	1		OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	\$336.81	\$336.81
294222		5	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	85		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	\$68.40	\$5,814.00
394221		5	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222		5	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE
494210	95		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	\$68.40	\$6,498.00
494221	1		FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	\$154.50	\$154.50
494221		4	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222	1		OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	\$336.81	\$336.81
494222		4	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	85		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	\$68.40	\$5,814.00

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
594221	1		FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	\$154.50	\$154.50
594221		4	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE
594222	1		OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	\$336.81	\$336.81
594222		4	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
<b>Subtotal:</b>						\$32,451.12
<b>Estimated Transportation (By Weight) (\$10.00 minimum):</b>						\$344.34
<b>* Grand Total:</b>						<b>\$32,795.46</b>

**Total Quantity Count: 592**

\* Free material requested in this column must be qualified as shown in our catalogs

\*\* All prices subject to change without notice.

# Florida School Book Depository

## Order Document #209125

**Ship to Acct No:**

**Bill to Acct No:**

**PO No:**

**Contact:** Tiffany Howard

**Contact Phone:** (352)797-7000 Ext. 433

**Contact E-Mail:**

howard\_t@hcsb.k12.fl.us

**Special Instructions:**

**Ship to Address:**

Winding Waters K8  
12240 Vespa Way  
Weeki Wachee, FL 34614

**Bill to Address:**

Hernando Instructional Materials  
919 N Broad Street  
Brooksville, FL 34601

**Attn:** Bookkeeper

**Attn:** Accounts Payable

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
094210	160		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	\$48.60	\$7,776.00
094221		9	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094222		9	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
194210	160		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	\$48.60	\$7,776.00
194221		9	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE
194222		9	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
294210	175		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	\$48.60	\$8,505.00

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
294221		10	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222		10	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	185		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	\$68.40	\$12,654.00
394221	1		FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	\$142.14	\$142.14
394221		10	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222	1		OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	\$336.81	\$336.81
394222		10	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE
494210	185		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	\$68.40	\$12,654.00
494221	1		FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	\$154.50	\$154.50
494221		8	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222	1		OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	\$336.81	\$336.81
494222		8	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	175		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	\$68.40	\$11,970.00

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
594221	2		FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	\$154.50	\$309.00
594221		8	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE
594222	2		OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	\$336.81	\$673.62
594222		8	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
<b>Subtotal:</b>						\$63,287.88
<b>Estimated Transportation (By Weight) (\$10.00 minimum):</b>						\$520.88
<b>* Grand Total:</b>						<b>\$63,808.76</b>

**Total Quantity Count: 1156**

\* Free material requested in this column must be qualified as shown in our catalogs

\*\* All prices subject to change without notice.



## Solution Proposal

Solution Created for     Hernando County Public Schools  
919 N Broad St  
Brooksville, Florida  
34601-2397 United States

Proposal Contact         **Allie Vincent**  
VP of Sales - East  
[allie.vincent@edynamiclearning.com](mailto:allie.vincent@edynamiclearning.com)



### About eDynamic Learning

eDynamic Learning is North America's largest publisher of CTE & elective digital courseware for grades 6-12. As a teacher founded company, we take great pride in helping schools ignite passion within their students by giving them opportunities to tie their passions to rewarding professions. Our career-focused catalog offers nearly 250-course options for students so they can make informed decisions regarding their future.

With education in our DNA, our mission is clear, to meet teachers' and students' diverse and individual needs. Every course is developed with a consistent design, employing secondary educators and subject matter experts to meet state and industry standards and provide relevant and engaging content.

All eDynamic Learning courses can support accommodations, acceleration and customization capabilities to meet the needs of all learners. All courses are WCAG 2.0 AA compliant to support hearing or visually impaired students and offer a built-in Literacy Support Toolbar that offers read-aloud options, language translations, and tools for retention and study skills.

Our award-winning curriculum is rooted in research with a mission to offer equitable solutions that help schools meet the needs of all types of learners. Our school partners have utilized our curriculum for over a decade, and we have one of the highest retention rates in the industry.



### Additional Resources to Learn More about eDynamic Learning:

[Course Instructional Design \(Pedagogy\)](#)

[Anytime, Anywhere Learning on Any Device and LMS](#)

[Equity & Access for All Learners](#)

[Professional Development Options: Face-to-Face, On-demand & Virtual](#)

[Instructional Services](#)

# Implementation Proposal

## Scope and Impact

**Hernando County Public Schools** will contract with eDynamic Learning (eDL) who will provide access to the **CTE & Career Courses**. The desired outcomes/objectives are:

### 1. All-in-one solution

Implementation is expected to start **April 1, 2024** with a goal to have **more exposure to a variety of careers and or electives**

## Contacts

### Hernando County Public Schools

Program Lead	John Morris
Program Manager	John Morris

### eDynamic Learning

RSM	Allie Vincent
CSM	Bridget Alford
Technical Support	support@edynamiclearning.com

## Roles & Responsibilities

### Program Manager

- The Program Manager will act as the LMS administrator and work with the eDynamic team to complete the initial technical set up of courses in the LMS.
- The Program Manager will work with the assigned Customer Success Manager to closely monitor program success and usage model.
- The Program Manager will participate in the Implementation Planning Meeting(s), Mid-Year and End of Year Reviews.
- The Program Manager will contact the eDynamic Customer Success Manager when any program concerns arise.

### Teachers

Teachers are a key element of a student's success. A teacher's primary responsibility is to support students' academic success.

To achieve this outcome:

- Teachers will attend scheduled Professional Development session(s)
- Utilize tools and resources supplied by eDynamic Learning for best practices, course utilization, etc
- Participate in scheduled reviews
- Complete surveys in courses

## LMS Delivery

eDynamic will provide access to courses through **Canvas by Instructure**. Initial course set up will be covered during the initial onboarding training with the Customer Success Manager.

## Onboarding & Support Services

As our new partnership begins, we want to ensure that you have a successful experience with the technical implementation as well as the end user experience.

In the first few weeks of our partnership, eDynamic Learning will ensure that all your internal stakeholders are comfortable with the necessary technical steps required to begin using our content, as well as provide additional support and resources to teachers to help encourage a strong start to using our curriculum.

The implementation journey begins within days of our head office receiving a signed agreement. Your Regional Sales Manager and Customer Success Manager will meet with you and all other stakeholders for a Kick Off Call.

During this call we will deliver technical credentials to access our course content, as well as develop additional onboarding support plans for initial technical training, requested rostering or SIS integrations, and determine teacher development support required.

*Please review the quotes on the following pages. Once you have decided which quote you want to move forward with, enter the entire quote number below. (ex. 00003456)*

**Accepted Quote: \wb1 {"apiName":"Available\_Quotes\_\_c"}\**

Available Quotes for Accepting
00029595

## Price Quote 00029595

<b>Contract Start Date</b>	July 1, 2024	<b>Billing Frequency</b>	Annual Pre-Pay
<b>Contract End Date</b>	June 30, 2025	<b>LMS</b>	Canvas by Instructure
		<b>LMS Type</b>	Hosted LMS

### Prepared for:

<b>Account Name</b>	Hernando County Public Schools	<b>Billing Address</b>	919 N Broad St
<b>Contact Name</b>	John Morris		Brooksville, Florida 34601-2397 United States
<b>Email</b>	morris_j@hcsb.k12.fl.us		
<b>Phone</b>	(352)797-7000 X443		

### Regional Sales Manager

<b>Prepared By</b>	Allie Vincent
<b>Title</b>	VP of Sales - East
<b>Email</b>	allie.vincent@edynamiclearning.com

Pricing Line Item	Pricing Line Item Description	Quantity	Sales Price	Total Price
Single Course Enrollment	Client will have access to EDL Psychology course. Usage is based on each individual single course enrollment during the school year.	75.0	\$60.00	\$4,500.00
			Grand Total	\$4,500.00

This is a price quote only.

A. Item Currently Budgeted -											
Account Name		General Fund		Basic Ed		Supplies		Academic Svcs		Instructional Materials	
Account Number		1100E		5100		5100		9410		50400	
		Fund		Function		Object		Cost Center		Project	
Original Approved Budget		+ Budget Amendments		- Expenditures / Encumbrances To Date		= Current Available Budget		- Present Request		= Remaining Balance Available	
		-									
\$ 2,039,641.98		\$ 0.00		\$ 33,159.35		\$ 2,006,482.63		\$ 1,904,500.00		\$ 101,982.63	

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

B. Item Currently Not Budgeted -**													
Funding Source													
Account Name													
Account Number		Fund		Function		Object		Cost Center		Project		Sub Project	
Amount		\$											

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

C. History	
Check one:	
Prior Year Budget:	<input type="radio"/>
New for Current Year:	<input checked="" type="radio"/>
Prior Year Approved Budget:	\$
Prior Year Actual Spent:	\$

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



# Hernando School District

## School Board Regular Meeting

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**Agenda Item # 25. 24-2018**

2/20/2024

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### **Title and Board Action Requested**

Approve the Purchase of the i-Ready Extended Support Program with Math Benchmarks and Instructional Coaching from Curriculum Associates and Authorize the Issuance of a Purchase Order for an Estimated Amount of \$ 231,000.00

### **Executive Summary**

The Director of Secondary Programs, on behalf of the Superintendent of Schools, hereby requests the Board to approve the purchase of the i-Ready Extended Support Program with Math Benchmarks and Instructional Coaching. The purpose of this added support will be focused lesson planning and classroom modeled instruction with math teachers at targeted schools grades K-8. The five schools are WWK8, SHES, JDFES, WHMS, and PMS. The lessons will be planned using i-Ready lessons and toolbox resources. Curriculum Associates is the supplier and publisher of this proprietary and copyrighted material.

### **My Contact**

John Morris  
Director of Secondary Programs  
352-797-7000 ext. 443  
morris\_j@hcsb.k12.fl.us

### **2023-28 Strategic Focus Area**

Priority 1: Student Success

### **Financial Impact**

See attached budget sheet.

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



**HERNANDO  
SCHOOL DISTRICT**

Learn it. Love it. Live it.

# i-Ready Extended School Partnership

An i-Ready Extended Support Partnership is designed to provide consistent, expert guidance to support student learning and achievement utilizing i-Ready, FL BEST Mathematics, and other resources.

# Hernando's Focus and Identified Schools

Working alongside the district and school leadership, the i-Ready professional learning consultants will focus on math instruction with identified teachers for approximately two days per week for ten weeks.

- Spring Hill Elementary
- John D. Floyd Elementary School
- Winding Waters Gr. K-8 (focus on Elementary only)
- Powell Middle School
- West Hernando Middle School



# i-Ready's Extended School Partnership Timeline

District meeting to  
identify focus  
schools and needs.

i-Ready PL  
Specialist meets  
with each  
school's  
leadership team  
to set focus.

Weekly support  
to meet the  
schools' needs  
from February  
through May.

Regular check-ins  
with the district  
on progress.



## Examples of support provided during our partnership with



- Triangulate Data (STAR and i-Ready)
- Identify priority benchmarks and plan focus calendar
- Identify target students
- Connect to core by identifying and targeting specific math foundational skills
- Plan/Prep for Intervention
- Co-Teach and Model Lessons
- Guided Implementation with Focus walks with coach/Specialist/Admin
- Debrief Focus Walk and Plan Adjustments
- School-Based Support during PLCs – Adjust paths, strategically using Personalized Instruction
- Implementation Health Check in with administrative teams

# Curriculum Associates®

## Prepared For:

Gina Michalicka  
Hernando Co SD  
919 N Broad St,  
Brooksville, FL 34601

1/22/2024

Dear Gina Michalicka,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and/or services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2023-2024    Quote ID: 347389.2    Quote Valid through: 12/31/2024

Product	Net Price
Professional Learning	\$88,000.00
Shipping/Tax/Other:	\$0.00
Total:	\$88,000.00

Thank you again for your interest in Curriculum Associates.

Sincerely

Karen Williams

kwilliams@cainc.com

**Please submit this quote with your purchase order**

# Curriculum Associates®

Quote ID: 347389.2

Date: 1/22/2024

Quote Valid through: 12/31/2024

**Prepared For:**

Gina Michalicka  
Hernando Co SD  
919 N Broad St,  
Brooksville, FL 34601  
michalicka\_g@hcsb.k12.fl.us  
352-797-7000 x433

**Your Representative:**

Karen Williams  
  
kwilliams@cainc.com

**John D Floyd ES 3139 Dumont Ave, Spring Hill, FL 34609**

Total Building Enrollment: 894, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Learning)	Multiple	28024.0	1	\$0.00	\$0.00
Professional Learning Session (up to 6 hours) AY 23-24	Multiple	38556.0	8	\$2,200.00	\$17,600.00
				Subtotal:	\$17,600.00
				Shipping:	\$0.00
				Tax:	\$0.00
				School Subtotal:	\$17,600.00

**Powell MS 4100 Barclay Ave, Brooksville, FL 34609**

Total Building Enrollment: 1004, Grade Range: 6 - 8

Product Name	Grade	Item #	Qty	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Learning)	Multiple	28024.0	1	\$0.00	\$0.00
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**West Hernando MS 14325 Ken Austin Pkwy, Brooksville, FL 34613**

Total Building Enrollment: 695, Grade Range: 6 - 8

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Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Learning)	Multiple	28024.0	1	\$0.00	\$0.00
Professional Learning Session (up to 6 hours) AY 23-24	Multiple	38556.0	8	\$2,200.00	\$17,600.00
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Total Building Enrollment: 1622, Grade Range: K - 8

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Professional Learning Session (up to 6 hours) AY 23-24	Multiple	38556.0	8	\$2,200.00	\$17,600.00
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**Hernando Co SD 919 N Broad St, Brooksville, FL 34601**

Total Building Enrollment: 16260, Grade Range: PK - 12

Product Name	Grade	Item #	Qty	Net Price	Total
Professional Learning Add On Leadership Session AY 23-24	Multiple	38629.0	1	\$0.00	\$0.00
				Subtotal:	\$0.00
				Shipping:	\$0.00
				Tax:	\$0.00
				School Subtotal:	\$0.00

**Total**

Merchandise Total:	\$88,000.00
Voucher/Credit:	\$0.00
Estimated Tax:	\$0.00
Estimated Shipping:	\$0.00
<b>Total:</b>	<b>\$88,000.00</b>

**Special Notes**

F.O.B.: N. Billerica, MA 01862

Shipping: Shipping based on MDSE total

Terms: Net 30 days, pending credit approval

Fed. ID: #26-3954988

**Please submit this quote with your purchase order**

Y6

# Curriculum Associates®

Quote ID: 347389.2

Date: 1/22/2024

Quote Valid through: 12/31/2024

## Prepared For:

Gina Michalicka  
Hernando Co SD  
919 N Broad St,  
Brooksville, FL 34601  
michalicka\_g@hcsb.k12.fl.us  
352-797-7000 x433

## Your Representative:

Karen Williams  
  
kwilliams@cainc.com

## Professional Learning

Product Name	Item #	Qty	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Learning)	28024.0	5	\$0.00	\$0.00
Professional Learning Add On Leadership Session AY 23-24	38629.0	1	\$0.00	\$0.00
Professional Learning Session (up to 6 hours) AY 23-24	38556.0	40	\$2,200.00	\$88,000.00
Professional Learning Subtotal:				\$88,000.00
<b>Total</b>				
List Total:			\$88,000.00	
Savings:			\$0.00	
Merchandise Total:			\$88,000.00	
Voucher/Credit:			\$0.00	
Estimated Tax:			\$0.00	
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If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice. Our PL Operations team will work with school or district personnel to hold sessions in a manner that protects the safety of educators and your school community as well as Curriculum Associates employees.

We are pleased to be able to serve you in these challenging times and look forward to providing productive learning sessions to your staff. Any questions regarding scheduling in-person or virtual training sessions should be directed to [pdoperations@cainc.com](mailto:pdoperations@cainc.com).



# Curriculum Associates®

## Placing an Order

Email: [Orders@cainc.com](mailto:Orders@cainc.com)

Fax: 1-800-366-1158

Mail:

ATTN: CUSTOMER SERVICE DEPT.

Curriculum Associates LLC

153 Rangeway Rd

North Billerica, MA 01862-2013

Please visit [CurriculumAssociates.com](http://CurriculumAssociates.com) for more information about placing orders or contact CA's customer service department (1-800-225-0248) and reference quote number for questions.

Please attach quote to all signed purchase orders.

If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to [exempt@cainc.com](mailto:exempt@cainc.com).

## Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75
\$75.00 to \$999.99	12% of order
\$1,000 to \$4,999.99	10% of order

Order Amount	Freight Amount
\$5,000.00 to \$99,999.99	9% of order
\$100,000 and more	7% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- Interior Location Delivery \$50/shipment location
- White Glove Delivery Service \$350/shipment location

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change \$100/shipment location
- Freight Storage \$150/day/shipment location
- Freight Carrier Redelivery \$100/shipment location

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

## Payment Terms

Payment terms are as follows:

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Please send any payment notifications to [payments@cainc.com](mailto:payments@cainc.com). Credit card payments are only accepted for purchases under \$50,000.

## Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at [invoices@cainc.com](mailto:invoices@cainc.com) or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you

**Vendor's proposed Purchase Order terms rejected to the extent inconsistent with School Board's purchasing instructions. Purchase subject to terms of School Board Standard Addendum.**  
<http://www.hernandoschools.org/departments/purchasing/vendor-information>

## Terms of Service

Terms and Conditions of Use, which can be found at [i-ready.com/support](http://i-ready.com/support). Customer's purchase order or the implementation year noted on your quote, and the Terms of Service, which can be found at [i-ready.com/support](http://i-ready.com/support).

## Return Policy

For any non-print products – your subscription may be terminated and you may request a pro-rata refund within 90 days of license start date. After 90 days, your non-print products purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, Ready Classroom® student and teacher sets, and Magnetic Reading classroom kits.

# Curriculum Associates®

**Prepared For:**

Gina Michalicka  
Hernando Co SD  
919 N Broad St,  
Brooksville, FL 34601

1/12/2024

Dear Gina Michalicka,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and/or services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2023-2024    Quote ID: 347388.3    Quote Valid through: 12/31/2024

Product	Net Price
Professional Learning	\$143,000.00
Shipping/Tax/Other:	\$0.00
Total:	\$143,000.00

Thank you again for your interest in Curriculum Associates.

**Sincerely**

Karen Williams

kwilliams@cainc.com

**Please submit this quote with your purchase order**

# Curriculum Associates®

Quote ID: 347388.3

Date: 1/12/2024

Quote Valid through: 12/31/2024

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Brooksville, FL 34601  
michalicka\_g@hcsb.k12.fl.us  
352-797-7000 x433

**Your Representative:**

Karen Williams  
  
kwilliams@cainc.com

**John D Floyd ES 3139 Dumont Ave, Spring Hill, FL 34609**

Total Building Enrollment: 894, Grade Range: PK - 5

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Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Learning)	Multiple	28024.0	1	\$0.00	\$0.00
Professional Learning Session (up to 6 hours) AY 23-24	Multiple	38556.0	13	\$2,200.00	\$28,600.00
				Subtotal:	\$28,600.00
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				School Subtotal:	\$28,600.00

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Total Building Enrollment: 1004, Grade Range: 6 - 8

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**Total**

Merchandise Total:	\$143,000.00
Voucher/Credit:	\$0.00
Estimated Tax:	\$0.00
Estimated Shipping:	\$0.00
<b>Total:</b>	<b>\$143,000.00</b>

**Special Notes**

F.O.B.: N. Billerica, MA 01862

Shipping: Shipping based on MDSE total

Terms: Net 30 days, pending credit approval

Fed. ID: #26-3954988

**Please submit this quote with your purchase order**

Y6

# Curriculum Associates®

Quote ID: 347388.3

Date: 1/12/2024

Quote Valid through: 12/31/2024

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Total				
List Total:			\$143,000.00	
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Vendor's proposed Purchase Order terms rejected to the extent inconsistent with School Board's purchasing instructions. Purchase subject to terms of School Board Standard Addendum. <http://www.hernandoschools.org/departments/purchasing/vendor-information>

## Terms of Service

Terms and Conditions of Use, which can be found at [i-ready.com/support](http://i-ready.com/support). Customer's purchase order is subject to the date of your purchase order or the implementation year noted on your quote, and the current Terms of Service, which can be found at [i-ready.com/support](http://i-ready.com/support).

## Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund within 90 days of license start date. After 90 days, your non-print products purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, Ready Classroom® student and teacher sets, and Magnetic Reading classroom kits.



**STANDARD ADDENDUM TO AGREEMENTS WITH  
THE HERNANDO COUNTY SCHOOL BOARD**

**WHEREAS**, the undersigned (the “Contractor”) has entered into an Agreement or Contract (hereinafter Agreement) with the Hernando County School Board (the “School Board”); and,

**WHEREAS**, the Agreement sets forth the general terms and conditions of the relationship between the parties; and,

**WHEREAS**, the undersigned acknowledges that the School Board is the contracting authority for the Hernando County School Board and there are certain standard contract terms expected to be in every agreement by the School Board; and,

**WHEREAS**, the undersigned hereby agrees that these standard terms are part of the Agreement Quote and associated terms with the School Board.

1. The Contractor hereby agrees to indemnify, defend and hold the School Board harmless from and against any and all third party damages of any nature whatsoever which are caused or materially contributed to by the negligent, reckless or intentional acts of the Contractor.

2. To the extent that the Agreement requires the School Board to indemnify Contractor, it shall only be to the extent of the limits set forth in §768.28(5), Fla. Stat. and then only for the negligent or wrongful act or omission of any officer or employee of the School Board acting within the scope of the officer’s/employee’s office or employment under circumstances in which the state or such agency or subdivision, if a private person, would be liable to the claimant. Further, except as specifically provided herein, the School Board does not waive any defense of sovereign immunity. It is further understood and agreed by the parties to this Agreement that no officer or employee may be held personally liable except as provided by §768.28(9), Fla. Stat. Notwithstanding the foregoing, the School Board intends to avail itself of the benefits of §768.28 and of other statutes and common law governing sovereign immunity to the fullest extent possible. However, in no event will the School Board's liability under this provision exceed the sum of the lesser of the following: (a) the amount paid by the School Board to Contractor or (b) the amounts identified as statutory limits pursuant to §768.28, Fla. Stat. if applicable. Nothing in this Agreement is intended to inure to the benefit of any third party for the purpose of allowing any claim which would otherwise be barred under the doctrine of sovereign immunity or by operation of law.

3. The parties agree to each pay their own attorneys’ fees and costs relating to the negotiation of the Agreement and this Addendum and in relation to any action to enforce the terms of either document.

4. As may be applicable, all persons providing goods or services to the School Board on School Board property pursuant the Agreement shall undergo the necessary background screening described in section 1012.465, Florida Statutes at their own cost before coming onto School Board property.



5. If the Agreement requires the expenditure of funds for more than one fiscal year, the Agreement shall be subject to termination by the School Board without cause upon a thirty (30) day notice.

6. Any conflict between the terms of this Addendum and the parties original Agreement or subsequent modifications thereof are to be resolved in favor of this Addendum.

7. The Agreement and this Addendum are to be construed in accordance with the laws of the State of Florida, and the parties hereby agree that performance of the terms and provisions of the Agreement are to be performed solely within the State of Florida. The Parties agree that the Circuit Court for the Fifth Judicial Circuit, Hernando County, Florida (hereinafter "Court"), shall have sole and exclusive jurisdiction to enforce the terms of this Agreement, notwithstanding any provisions in the Agreement to the contrary, and the Parties further agree that they will present any disputes under this Agreement, including, without limitation, any claims for breach or enforcement of this Agreement, exclusively to the Court.

8. The payment obligation of the School Board created by the Agreement is conditioned upon the availability of funds that are appropriated or allocated for the payment of services or products. If such funds are not allocated and available, the Agreement may be terminated by the School Board at the end of the period for which funds are available. The School Board shall notify the Contractor at the earliest possible time before such termination. No penalty shall accrue to the School Board in the event this provision is exercised, and the School Board shall not be obligated or liable for any future payments due or for any damages as a result of such termination. Should the School Board terminate the Agreement for non-appropriation of funds, the School Board shall pay Contractor for goods and/or services received prior to such termination upon such termination.

9. If, and to the extent the agreement provides for the payment of any applicable sales taxes, the Parties acknowledge that the School Board is an entity which is exempt from the same as provided by 212.08(6), Fla. Stat.

10. The Parties agree that in the event Contractor files for bankruptcy, insolvency or receivership during the term of this Agreement, the School Board may, at its option, terminate and cancel the Agreement, in which event all rights hereunder shall immediately cease and terminate.

11. Neither party shall be liable to the other, nor deemed in default under this Agreement to the extent that such party's performance under this Agreement is rendered impossible, impractical, or prevented by reason of force majeure. For purposes of this Agreement, the term "force majeure" means an occurrence that is beyond the control of the party affected and occurs without fault or negligence on behalf of either party. Without limiting the foregoing, force majeure includes acts of God; acts of the public enemy; war; riots; strikes; labor disputes; civil disorders; fires; floods; hurricanes, epidemics, pandemics, government regulations, and the issuance or extension of existing government orders of the United States, the State of Florida, or local county and municipal governing bodies, which prevents performance of the contract for all or part of the term of the Agreement.

12. Notwithstanding any provision to the contrary in the Agreement, all payments due from the School Board for non-construction services hereunder shall be governed by the provisions of Chapter 218, Florida Statutes.

13. [Intentionally omitted]

14. Contractor confirms that neither it nor its principals are suspended, debarred, proposed for debarment, declared ineligible, or voluntarily excluded from participation in the Agreement by any governmental department or agency. This certification is a material representation of fact upon which reliance will be placed when the School Board executes the Agreement. If it is later determined that Contractor knowingly rendered an erroneous certification, in addition to the other remedies available to School Board, School Board may terminate the Agreement for default by Contractor.

15. E-Verify. Pursuant to Fla. Stat. § 448.095, Contractor shall use the U.S. Department of Homeland Security's E-Verify system <https://e-verify.uscis.gov/emp>, to verify the employment eligibility of all employees hired during the term of this Agreement. If Contractor enters into a contract with a subcontractor for the performance of services specific to the Agreement, the subcontractor must provide Contractor with an affidavit stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien and the Contractor shall provide a copy of such affidavit to the School Board upon receipt and shall maintain a copy for the duration of the Agreement. Failure to comply with this provision is a material breach of the Agreement and the School Board may choose to terminate the Agreement at its sole discretion and seek damages pursuant to Florida Statute. By signing below, Contractor affirms that it is registered with and uses the E-Verify system, is otherwise in compliance with §448.095, Fla. Stat., and acknowledges that it is required to maintain such compliance throughout the term of any Contract entered between the parties.

16. Public records compliance provisions. Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. The parties recognize that the School Board is a governmental entity, subject to Florida law regarding public access to records under Florida Statute, Chapter 119. As such, the Parties agree that only such information as is exempt and confidential under the provisions of law shall be considered confidential under the term of the Agreement and any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. To the extent Contractor provides School Board any information which it believes is confidential or exempt, Contractor shall notify School Board of the specific information that it believes is confidential, as well as the basis for the exemption. Additionally, to the extent that the Contractor has any obligation to act in agency for the School Board, it shall maintain its records subject to section 119.0701, Fla. Stat. If and to the extent that contractor has access to any other confidential information regarding the School Board (such as security information as contemplated by section 119.071(c), Fla. Stat.), the Contractor agrees to use reasonable measures to maintain the confidentiality of such information.



17. To the extent Contractor maintains information that is subject to a public record request, it shall provide the public access to such records in accordance with, and subject to the applicable statutory terms and fees. Failure to do so will be considered a material breach of the original Agreement resulting in immediate termination with no penalty to School Board, and Contractor will indemnify and hold the School Board harmless for any and all damages and expenses suffered as a result of the material breach and contract termination. Contractor must comply with Florida public records laws, including but not limited to chapter 119, Florida Statutes and section 24 of article I of the Constitution of Florida, and specifically agrees to:

- a. Keep and maintain public records required by the School Board in order to perform the service under the Agreement; and
- b. Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in chapter 119, Florida Statutes, or as otherwise provided by law; and
- c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the Agreement term and following completion of the Agreement if the Contractor does not transfer the records to the School Board; and
- d. Upon completion of the Agreement and receipt of written request from the School Board, transfer, at no cost, to the School Board all public records in possession of the Contractor or keep and maintain public records required by the School Board to perform the service. If the Contractor transfers all public records to the School Board upon completion of the Agreement and written request, the contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements except for data which may have been created and archived for disaster recovery purposes, which backup data shall be destroyed pursuant to Contractor's data retention and destruction policies, consistent with industry standards. If the Contractor keeps and maintains public records upon completion of the Agreement, the Contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the School Board, upon request from the School Board's custodian of public records, in a format that is compatible with the information technology systems of the School Board.

**IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 919 N. BROAD STREET, BROOKSVILLE, FL 34601, [Jordan\\_k@hcsb.k12.fl.us](mailto:Jordan_k@hcsb.k12.fl.us) or (352) 797-7009.**

Notwithstanding any other provisions of law or statutory interpretation, failure of the Contractor to abide by the terms of these public records provisions shall be deemed a material breach of the Agreement and the School Board may enforce the terms of this

provision in the form of a court proceeding and shall, as a prevailing party, be entitled to reimbursement of all reasonable attorney's fees and costs associated with that proceeding. This provision shall survive any termination or expiration of the Agreement.

18. If the Contractor receives any student information / records as a result of this Agreement, it will maintain any such information / records as confidential and will not release same to any third parties without the express written approval of the School Board, except third parties who are essential to Contractor's delivery of its services to the School Board and who are bound to maintain the confidentiality of student information/records, and prohibited from unauthorized redisclosure of such information. Furthermore, Contractor agrees to maintain and utilize all such student information/records in accordance with the Family Educational Rights and Privacy Act (FERPA) regulations and only as provided for in the Agreement and this Addendum. If student information/records are requested by way of subpoena or court order, Contractor shall notify the School Board of such request in writing including a copy of the subpoena or order and shall otherwise comply with the FERPA regulations, unless prohibited by law. For the avoidance of doubt, "student information/records" do not include de-identified data, which refers to information generated from usage of Contractor's proprietary software solutions from which all personally identifiable information has been removed or obscured so that it does not identify individuals and there is no basis to believe that the information can be used to identify individuals ("De-identified Data"). Contractor maintains the perpetual right to use De-identified Data for product development, product functionality and research purposes, as allowed under FERPA.

19. Contractor acknowledges that it will comply with all applicable Florida and Federal laws, ordinances, rules and regulations. Contractor agrees to abide by Florida Administrative code 6A-1.0955 for the handling, maintenance, destruction of, and any other use or storage of student data.

*Signed and dated by authorized representatives as provided below:*

**Contractor: Curriculum Associates, LLC**



Printed Name: Robert Waldron

Title: CEO Date: 2/13/2024

Approved as to Form  
***Ayanna A. Hypolite***  
 General Counsel, HCSB

A. Item Currently Budgeted -										
Account Name		ESSER III Instructional Staff Training Professional & Technical Svc Academic Svcs ESSER III								
Account Number		4450E	6400	3100	9410	99930				
		Fund	Function	Object	Cost Center	Project	Sub Project			
Original Approved Budget	+	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
\$ 89,000.00		\$ 0.00		\$ 0.00		\$ 89,000.00		\$ 88,000.00		\$ 1,000.00

B. Item Currently Not Budgeted -**										
Account Name		Special Rev-Fed Instructional Staff Training Professional & Technical Svc Academic Svcs Supp School Improv								
Account Number		4210E	6400	3100	9410	94400				
		Fund	Function	Object	Cost Center	Project	Sub Project			
Original Approved Budget	+	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
\$ 143,000.00		\$ 0.00		\$ 0.00		\$ 143,000.00		\$ 143,000.00		\$ 0.00

B. Item Currently Not Budgeted -**									
Funding Source									
Account Name									
Account Number		Fund	Function	Object	Cost Center	Project	Sub Project		
Amount \$									

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

C. History	
Check one:	
Prior Year Budget:	<input type="radio"/>
New for Current Year:	<input checked="" type="radio"/>
Prior Year Approved Budget:	\$ _____
Prior Year Actual Spent:	\$ _____

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



# Hernando School District

## School Board Regular Meeting

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**Agenda Item # 26. 24-2019**

2/20/2024

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**Title and Board Action Requested**

Approve renewing bid no. 21-936-39 RN, Generator Equipment On-Site Repairs & Preventative Maintenance Services, to Paramount Power, Inc., for Generator Equipment On-Site Repairs & Preventative Maintenance Services and authorize the purchase for an estimated annual amount of \$43,620.00.

**Executive Summary**

The Fire Official/Plans Examiner, on behalf of the Superintendent of Schools, hereby requests the Board approve renewing bid no. 21-936-39 RN, Generator Equipment On-Site Repairs & Preventative Maintenance Services, to Paramount Power, Inc., for Generator Equipment On-Site Repairs & Preventative Maintenance Services and authorize the purchase for an estimated annual amount of \$43,620.00.

**My Contact**

William L Hall  
Fire Official/Plans Examiner  
hall\_b@hcsb.k12.fl.us  
352-797-7050

**2018-23 Strategic Focus Area**

Pillar 3: Facility Operations

**Financial Impact**

The cost for this agenda item is \$43,620.00, see attached budget sheet. The cost for the previous fiscal year was \$48,020.09.

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

# PURCHASING AGENDA ITEM

Hernando County School District

**School Board Approval Meeting:**

**February 20, 2024**

**Bid No. 21-936-39 RN**

**Bid Title: Generator Equipment On-Site  
Repairs & Preventative Maintenance  
Services**

*Recommend approval of this agenda item under the specific category below:*

- |  |   |   |   |
|--|---|---|---|
| <input type="checkbox"/> Lowest Bid(s)         | <input type="checkbox"/> Request for Proposal(s)        | <input type="checkbox"/> Low Bid(s) Meeting Specification | <input type="checkbox"/> Rejection/Cancellation   |
| <input type="checkbox"/> Revised Award         | <input checked="" type="checkbox"/> Renewal of Contract | <input type="checkbox"/> Sole Source                      | <input type="checkbox"/> Re-Award (Partial/Whole) |
| <input type="checkbox"/> Bid Termination       | <input type="checkbox"/> Revisions/Amendments to Bid    | <input type="checkbox"/> Bid Extension                    | <input type="checkbox"/> Emergency                |
| <input type="checkbox"/> Piggyback Cooperative |   |   |   |

**Bid Contract Period:**

**03/09/2024 through 03/08/2025**

☐ N/A – One Time Purchase

**Contract Type:**

☐ Estimated  
Dollar Amount

☐ Firm, Fixed  
Dollar Amount

☐ Firm, Fixed  
Unit Prices

☒ Firm, Fixed Unit Prices,  
Hourly Rates, Fees and/or  
Percentages

**Renewal Options:**

No. of Terms  
Remaining  
1

☐ Length of  
Each Term (month)

☒ Length of  
Each Term (year)  
1

☐ None

**Rationale/Reason:**

Bidders Electronically  
Downloaded From Bidnet Direct

Bids Received:  
- 0 -

No Bids:  
- 0 -

Late Bids:  
- 0 -

Rejected Bids:  
- 0 -

☒ **N/A – Bids Not  
Required: Renewal**

**Submitted By:**

Christopher Reckner  
Director of Purchasing & Warehousing

**School(s):** District Wide

**Requested By:**

Bill Hall  
Fire Official AHJ/Plans Examiner

**Department(s):** Facilities Department

Recommended award, description of items and prices: (See attached)

**T/C CODE: 2139**



## Paramount Power, Inc.

1. Major and Minor Preventative Maintenance (PM) Programs must performed in strict accordance with the manufacturer's guidelines for the applicable equipment.

Item No.	Description	Unit Price	Quantity	PM Performed Times/Year
A.	Full Annual <b>Major</b> Preventative Maintenance Program	\$495.00	28	One (1) Time per Year
B.	<b>Minor</b> Preventative Program	\$85.00	28	Two (2) Times per Year

2. Straight Labor Rate during normal business hours,  
Monday-Friday, 7:00 am to 5:00 pm
 

Technician:	\$95.00 / hour
Helper:	\$95.00 / hour
3. Overtime rate after 5:00 pm or before 7:00 am
 

Technician:	\$130.00 / hour
Helper:	\$130.00 / hour
4. Weekend & holiday rates, when schools are not in session
 

Technician:	\$130.00 / hour
Helper:	\$130.00 / hour
5. Flat service charge, including mileage (if applicable)
 

	\$450.00 / hour
--	-----------------
6. If your company utilizes the services of **subcontractor's**, as authorized in this bid, for a particular project or portion thereof, indicate a percentage mark-up which would be added to their costs and included in your request for payment from the District. District personnel may request applicable documentation, (copy of subcontractor's invoice, etc.), for verification purposes at any time, when requests for contractor payments are deemed excessive.
 

	15%
--	-----
7. Percentage mark-up manufacturer(s) list price for parts, supplies & materials, regardless of manufacturer shall apply.
 

	15%
--	-----
8. State labor (workmanship) warranty:
 

	30 Days
--	---------
9. Manufacturers standard one (1) warranty applies for parts:
 

	Yes
--	-----



**A. Item Currently Budgeted -**

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

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

**B. Item Currently Not Budgeted -\*\***

Funding Source	2024-2025 Fiscal Year Budget- General Funds					
Account Name	On-Site Preventive Maintenance to Emergency Generators District-Wide					
Account Number	1100E	8100	3510	9550	4950	
	Fund	Function	Object	Cost Center	Project	Sub Project
Amount	\$ 18,620.00					

Funding Source	2024-2025 Fiscal year- General Funds					
Account Name	On-Site Repairs to Emergency Generators District-Wide					
Account Number	1100E	8100	3500	9550	4950	
	Fund	Function	Object	Cost Center	Project	Sub Project
Amount	\$ 25,000.00					

**C. History**

Check one:

Prior Year Budget: ☒New for Current Year: ☐

43,620.00

Prior Year Approved Budget:

43,620.00

Prior Year Actual Spent:

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



# Hernando School District

## School Board Regular Meeting

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**Agenda Item # 27. 24-2036**

2/20/2024

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**Title and Board Action Requested**

Citizen Input on Hernando County School issues on which the School Board customarily takes action (Pink Form - non-agenda items)

**Executive Summary**

Please see the attached form if you wish to make a presentation before the School Board for matters that pertain to other Hernando County School issues on which the School Board customarily takes actions.

**My Contact**

Kelly A. Pogue  
Secretary to the School Board and General Counsel  
Pogue\_k@hcsb.k12.fl.us

**2023-28 Strategic Focus Area**

Other

**Financial Impact**

There is no financial impact.

# Hernando County School Board

## CITIZEN INPUT

### PINK SPEAKER FORM

#### Part 1: The Process

- This is the opportunity for the public to address items on the Board's Agenda. Speakers who wish to address any matter of relevance to the operation of schools not included on the agenda, additional time will be reserved for Citizen Input at the end of the meeting's agenda.
- Each speaker will have three (3) minutes for each section of Citizen Input.
- Speakers must complete this *Citizen Input Speaker* form.
- Submit the completed form with any attachments you wish to share with the Board to the Board Secretary *prior* to speaking. The Board may not accept documents submitted while the speaker is providing input.
- The public is reminded that it may also address the Board with regard to items appearing on the agenda for public hearing at the time of the public hearing.

*\*Note: The Board typically does not respond to remarks or questions made during Citizen Input.*

- Inquiries or comments made during Citizen Input may be followed up with the citizen and reported back to the Board by the Superintendent or his/her staff as soon as possible.
- Although the Board encourages citizen participation, it must also be understood that no immediate action will be taken on items presented during the public comment portion of the meeting.
- If Board action is needed, the matter may be placed on the agenda of an upcoming meeting for further consideration.

#### Part II: Decorum

- Profanity is strictly prohibited.
- The negative use of any student's name, or references made to other students or families, is strictly discouraged.

PLEASE PRINT ALL INFORMATION BELOW:

Failure to complete this form or to sign below will prevent the Citizen Input form  
from being presented to the Board Chair.

LEGAL NAME: \_\_\_\_\_

LEGAL ADDRESS: \_\_\_\_\_

PHONE: (\_\_\_\_\_) \_\_\_\_\_

☒ Please check if this matter pertains to other Hernando County School issues on which the School Board customarily takes action: *Citizen Input for topics not included on the agenda will be reserved for time at the end of the School Board meeting agenda.*

\_\_\_\_\_

\_\_\_\_\_

Reminders:

Limited agenda time and the need to conduct meetings in an orderly fashion require that you adhere to the following Citizen's Input guidelines:

- The speaker will adhere to a three (3) minute time limit per speaker.
- Time may not be yielded to other speakers.
- The Chairperson has the authority to limit discussion if the subject is outside of the authority of the School Board Members regarding an issue that is repetitive or is addressing a legally confidential issue.
- Materials or documents you wish to share with the School Board should be attached to this form.
- The Chairperson may deny all forms submitted after the close of the Citizen's Input section of the agenda.

*My signature is confirmation that I have read, understand and agree to abide by the guidelines listed above:*

Signature of speaker: \_\_\_\_\_

Chairperson's Approval of form: \_\_\_\_\_

Chairperson's Denial of form based on Guideline No. \_\_\_\_\_

FOR OFFICE USE ONLY:

Date Received: \_\_\_\_\_

Time Received: \_\_\_\_\_