



Hernando School District

School Board Workshop

Agenda - Final

Tuesday, October 12, 2021

2:00 PM

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

CALL TO ORDER

PRESENTATIONS

1. [22-0186](#) Discussion of addition of Safe School Officers using the option of School Guardians
2. [22-0193](#) Presentation of the Job Description for the Coordinator for the Pathways to Students' Success and Engagement Academy and the Interlocal Mutual Cooperation and Cost Sharing Agreement between the School Board of Hernando County and the District Board of Trustees of Pasco-Hernando State College.
3. [22-0174](#) Presentation of new positions and job descriptions to be funded from ESSER/ARP funds
4. [22-0161](#) Review & Tentative Approval of the Neola Policy - Special Update
5. [22-0132](#) Board discussion of the Superintendent's Evaluation

GENERAL COUNSEL

ADDENDUM ITEMS

GOOD OF THE ORDER/BOARD DISCUSSION

School Board Comments

ADJOURNMENT

The next School Board Meetings are scheduled for October 26, 2021:

11:00 AM - Informal

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.



Hernando School District

School Board Workshop

Agenda Item # 22-0186

10/12/2021

Title and Board Action Requested

Discussion of addition of Safe School Officers using the option of School Guardians

Executive Summary

The purpose of the workshop is to present information for adding Safe School Officer Positions filled by School Guardians. The Director of Safe Schools seeks consensus and direction from the Board regarding establishing the positions of School Guardian and Lead School Guardian.

In the event that the discussion progresses to matters which are confidential and exempt from public disclosure pursuant to Florida Statute 119.071(3), the Board may move into a closed session, pursuant to F.S 286.0013(1) for the duration of the discussion of confidential matters.

My Contact

Jill Renihan

Director of Safe Schools

352-797-7233

2018-23 Strategic Focus Area

Pillar 5: Fiscal Responsibility & Organizational Effectiveness

Financial Impact

Financial Impact will depend on the consensus and direction of the board. If the guardian program is chosen, it will have a start up cost that will impact the millage fund budget. If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved.



HERNANDO SCHOOL DISTRICT

Coach Aaron Feis Guardian Program

Jill Renihan, Director of Safe Schools

October 12, 2021

Coach Aaron Feis Guardian Program

Through a grant from the Florida Department of Education there is funding available to establish a school guardian program.

- What will the program look like?
- What funding source will be used?
- What will the program cost?
- How will this benefit the school district?
- If approved, what is the timeline for implementation?
- What are the next steps?
- Does the Board want to establish a guardian program?

What will the program look like?

- The first stage of the program would include 5 school guardians who will be used at the high schools to support the SRO's. One of the 5 positions will serve as a "Lead Guardian."
- The positions would be posted and advertised. The Office of Safe Schools and HCSO would interview and select candidates. The selected candidates would be screened according to the statute and will be trained and certified by a Sheriff's Office.
- The guardians would report to the Director of Safe Schools and will be rotated in the 5 high schools. They may be called to provide support at another school if there was an emergency.
- The guardians would be armed, in uniform, and would open carry. **Their main responsibility is to respond to an active threat.** Their other duties include things such as: perimeter checks, door lock checks, assisting with security cameras and equipment, providing coverage at sporting events and other activities, etc.

What funding source will be used?

- As part of the voted one mill increase, we agreed to: Increase mental health services provided directly to students ***and enhance school safety measures***
- As part of our campaign material, we said: *we would stay committed to having a School Resource Officer in every school. This additional funding will be used to supplement the categorical of Safe Schools to allow us to sustain the commitment of having a School Resource Officer in every school and to further enhance our safety measures.*
- The first and second year would fund the guardians at the high schools.
- The third and fourth year would continue to fund the guardians at the high schools and would add guardians to middle & k-8 schools that have more than 1,000 students.
- The millage will be used to pay the salaries of the guardians as well as some departmental costs.

What funding source will be used?

- Funding for all training, equipment, and start up costs are reimbursed to the Sheriff's Office by the DOE grant. This includes radios, ammo, handgun, gear, uniforms, vests, etc.
- Only a Sheriff's Office can apply for the grant and receive the reimbursement.
- We are working with HCSO to complete the information that is needed for the grant application. As soon as the application is released by DOE we will submit our application. It is a first come, first serve grant to obtain the funding.
- We will work with HCSO and obtaining funding not only for the implementation, but each year for annual retraining as well as turnover of employees.

What will the program cost?

Here is what potentially the numbers could look like for 5 guardian positions at 12 months.

Item	Cost
Salary & Fringe <u>GUARDIAN (4 positions)</u> Salary per position = \$21.00 per hour, 249 days, 8 hours = \$41,832 Fringe = \$8,228.36 Insurance = \$6,688 Total Salary & Fringe per position = \$56,748.36 <u>LEAD GUARDIAN (1 position)</u> Salary per position = \$23.00 per hour, 249 days, 8 hours = \$45,816 Fringe = \$9,012.01 Insurance = \$6,688 Total Salary & Fringe per position = \$61,516.01	\$ 288,509.45
Estimated Workers Comp Increase Additional \$4.16 per \$100 of payroll	\$ 12,002.00
Estimated Excess Liability Costs	\$ 6,000 .00
Optional (but recommended) additional liability insurance for active shooter/workplace violence program, \$1,000,000 in coverage	\$ 26,624.00
Uniform and Equipment Approximately \$10,020 per guardian, this will be reimbursed by the DOE grant provided to the Sheriff's Office (total of approximately \$50,100) Additional equipment not covered by grant (school radio, tablets, software licenses, etc)	\$ 0 \$ 18,700.00
Required Training, Dues & Fees, travel, dept. budget, etc.	\$ 8,500
Total	\$ 360,335.45

How will this benefit the school district?

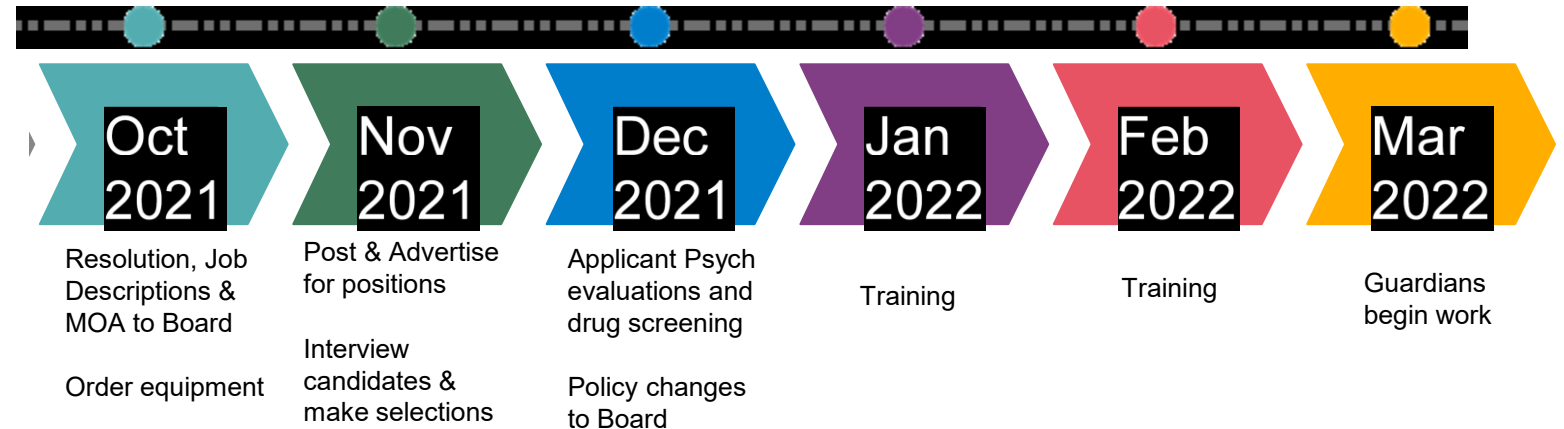
- Will provide additional support to our large schools and to the SROs who serve those schools
- Will be used to provide additional security at sporting events, other events, School Board meetings, etc.
- Will be used to assist with summer school coverage (allowing us to have more programs and more locations)
- Will allow us to keep a promise to voters to enhance safety utilizing the millage funds

What are the next steps?

- School Board meeting of October 12th, request the Board to adopt a resolution to establish a guardian program
- School Board meeting of October 26th, request the Board approve:
 - Job descriptions
 - A Memorandum of Agreement (MOA) with HCSO
- Staff will assist the Sheriff's Office in applying for the DOE grant
- At a future Board meeting, we will present some new and revised School Board policies (specifically noting who is permitted to have a firearm on campus, use of force, etc.)

If approved, what is the timeline for implementation?

Guardian Program Timeline



NOTE: If candidates hired are currently guardian certified, the timeline for starting would be sooner as they would not be required to complete the full training program again.

Questions & Board Direction

- Does the Board want to move forward with establishing a guardian program?



HERNANDO
SCHOOL DISTRICT

Learn it. Love it. Live it.

Hernando County School Board Florida

FLSA: Non-Exempt, Non-Union

SCHOOL SAFETY GUARDIAN

This position is an armed School Safety Guardian. There shall be no law enforcement authority except to the extent necessary to prevent or abate an active assailant incident on school property.

Required Qualifications:

- High school diploma or General Education Diploma (GED)
- Successful law enforcement, security, or military experience or training
- Knowledge of standard security procedures and best practices
- Willingness to use force when circumstances and established protocols dictate, up to and including deadly force
- Must hold a State of Florida concealed weapons permit under F.S. 790.06 and maintain the permit throughout employment in this position
- Must meet all law enforcement requirements to attain a School Safety Guardian appointment pursuant to state statute and maintain such throughout employment in this position. Current requirements are listed below and are subject to change by statute or Marjorie Stoneman Douglas High School Public Safety Act.
 - Complete a 144-hour training program, consisting of 12 hours of a certified nationally recognized diversity training and 132 total hours of comprehensive firearm safety and proficiency training conducted by Criminal Justice Standards and Training Commission certified instructors, which must include:
 - 80 hours of firearms instruction based on the Criminal Justice Standards and Training Commission's Law Enforcement Academy training model, which must include at least 10 percent but no more than 20 percent more rounds fired than associated with academy training. Participants must achieve an 85 percent pass rate on the firearms training.
 - 16 hours of instruction in precision pistol
 - 8 hours of discretionary shooting instruction using state-of-the-art simulator exercises
 - 8 hours of instruction in active shooter or assailant scenarios
 - 8 hours of instruction in defensive tactics
 - 12 hours of instruction in legal issues
 - Must successfully pass a psychological evaluation administered by a psychologist licensed under chapter 490 and designated by the Department of Law Enforcement
 - Must submit to and pass an initial drug test and subsequent random drug tests in accordance with the requirements of F.S. 112.0455 and the sheriff's office
 - Must successfully pass a comprehensive employment background check
- Must be able to successfully complete, on at least an annual basis, ongoing training, weapon inspection, and firearm qualification at an acceptable performance level
- Must hold a valid Florida driver's license
- Must be 21 years or older

- Must have the physical and mental ability to respond in an emergency or potentially dangerous situation
- Ability to establish and maintain collaborative working relationships with all stakeholders
- Ability to work independently and work cooperatively in a team
- Must have First Aid and CPR/AED certification. If not currently certified, must obtain certification within the first 90 calendar days of employment
- Must be willing to work a flexible schedule including reporting to various school/district sites, after hours, weekends and night events as needed/assigned

Required qualifications to maintain continued employment in this position, and failure to meet these requirements will constitute grounds for termination of employment:

- A State of Florida concealed weapons permit under F.S. 790.06 must be maintained throughout employment in this position
- Must continue to meet all requirements of and maintain a School Safety Guardian certification/appointment
- Must be able to successfully complete ongoing training requirements, including firearms proficiency, at an acceptable performance level

Performance Responsibilities:

- Use whatever force is necessary to prevent or abate an active assailant incident
- Respond immediately to and appropriately engage to stop the threat of an active assailant
- Conduct perimeter, door, and inner school checks to ensure premises are secure
- Manage school access by monitoring gates and other entry points throughout the school, ensure that students possess appropriate permission when leaving campus, and observe and question potentially unauthorized persons on campus
- Make recommendations to ensure safety of students, staff, and the public
- Communicate safety and or security policies and procedures to staff, parents, students, and visitors for the purpose of providing necessary information and ensuring understanding of the potential consequences of a violation
- Monitor students within a variety of school environments (i.e. hallways, grounds, cafeteria, parking lots, restrooms) for the purpose of ensuring the safety and welfare of students and staff
- Participate in security risk assessment meetings with school and district administration and local law enforcement/fire safety agencies
- Refer observations and incidents (i.e. altercations, suspicious activities, inappropriate behavior, violation or rules) to the appropriate instructional or administrative personnel
- Utilize and monitor surveillance technology
- Suppress disturbances and security incidents according to established guidelines and procedures
- Deescalate confrontations between students, parents, visitors, and others
- Assist school administration with threat assessments as appropriate
- Conduct appropriate searches when directed to do so
- Build relationships with students and stakeholders
- Communicate effectively and work collaboratively with administrators and law enforcement personnel
- Prepare incident reports as needed
- Provide support in school and district emergency situations and participate in school emergency drills
- Interact professionally with all law enforcement/fire rescue with the ability to calmly assess solutions and/or implement processes during critical events

- Serve as the security personnel for school and/or district functions as needed which may include after school and extra-curricular activities
- Perform other duties as assigned by the Director of Safe Schools and/or designee

Physical Demands:

Exerting up to 100 pounds of force occasionally and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force regularly or as needed to move objects. Employees in this position work in a safe and secure work environment that may periodically have unpredicted requirements or demands.

Reports to:

Reports directly to the Director of Safe Schools and/or designee

Evaluation:

Annual evaluation done by the Director of Safe Schools and/or designee

Terms of Employment:

12-month employment

Salary:

Salary based upon approved salary schedule

Job Code:

79021

Board Approved:

DRAFT

Hernando County School Board Florida

FLSA: Non-Exempt, Non-Union

LEAD SCHOOL SAFETY GUARDIAN

This position is an armed School Safety Guardian. There shall be no law enforcement authority except to the extent necessary to prevent or abate an active assailant incident on school property.

Required Qualifications:

- Associate's degree (or 60 hours toward degree) in juvenile Justice, Criminal Justice or comparable field. Bachelor's degree is preferred
- Minimum of three (3) years successful law enforcement, security, or military experience or training
- Minimum of two (2) years administrative or managerial experience in juvenile justice, criminal justice, law enforcement or military
- Knowledge of standard security procedures and best practices and ability to share knowledge with others
- Willingness to use force when circumstances and established protocols dictate, up to and including deadly force
- Must hold a State of Florida concealed weapons permit under F.S. 790.06 and maintain the permit throughout employment in this position
- Must meet all law enforcement requirements to attain a School Safety Guardian appointment pursuant to state statute and maintain such throughout employment in this position. Current requirements are listed below and are subject to change by statute or Marjorie Stoneman Douglas High School Public Safety Act.
 - Complete a 144-hour training program, consisting of 12 hours of a certified nationally recognized diversity training and 132 total hours of comprehensive firearm safety and proficiency training conducted by Criminal Justice Standards and Training Commission certified instructors, which must include:
 - 80 hours of firearms instruction based on the Criminal Justice Standards and Training Commission's Law Enforcement Academy training model, which must include at least 10 percent but no more than 20 percent more rounds fired than associated with academy training. Participants must achieve an 85 percent pass rate on the firearms training.
 - 16 hours of instruction in precision pistol
 - 8 hours of discretionary shooting instruction using state-of-the-art simulator exercises
 - 8 hours of instruction in active shooter or assailant scenarios
 - 8 hours of instruction in defensive tactics
 - 12 hours of instruction in legal issues
 - Must successfully pass a psychological evaluation administered by a psychologist licensed under chapter 490 and designated by the Department of Law Enforcement
 - Must submit to and pass an initial drug test and subsequent random drug tests in accordance with the requirements of F.S. 112.0455 and the sheriff's office
 - Must successfully pass a comprehensive employment background check

- Must be able to successfully complete, on at least an annual basis, ongoing training, weapon inspection, and firearm qualification at an acceptable performance level
- Must hold a valid Florida driver's license
- Must be 21 years or older
- Must have the physical and mental ability to assess and respond to an emergency or potentially dangerous situation
- Ability to establish and maintain collaborative working relationships with all stakeholders
- Ability to work independently and work cooperatively in a team
- Must have First Aid and CPR/AED certification. If not currently certified, must obtain certification within the first 90 calendar days of employment
- Must be willing to work a flexible schedule including reporting to various school/district sites, after hours, weekends and night events as needed/assigned

Required qualifications to maintain continued employment in this position, and failure to meet these requirements will constitute grounds for termination of employment:

- A State of Florida concealed weapons permit under F.S. 790.06 must be maintained throughout employment in this position
- Must continue to meet all requirements of and maintain a School Safety Guardian certification/appointment
- Must be able to successfully complete ongoing training requirements, including firearms proficiency, at an acceptable performance level

Performance Responsibilities:

- Provide feedback and support for school safety guardians as needed
- Respond immediately and appropriately, using necessary force, to engage to stop the threat of an active assailant
- Conduct perimeter, door, and inner school checks to ensure premises are secure
- Manage school access by monitoring gates and other entry points throughout the school, ensure that students possess appropriate permission when leaving campus, and observe and question potentially unauthorized persons on campus
- Make recommendations to ensure safety of students, staff, and the public
- Communicate safety and or security policies and procedures to staff, parents, students, and visitors for the purpose of providing necessary information and ensuring understanding of the potential consequences of a violation
- Monitor students within a variety of school environments (i.e. hallways, grounds, cafeteria, parking lots, restrooms) for the purpose of ensuring the safety and welfare of students and staff
- Participate in security risk assessment meetings with school and district administration and local law enforcement/fire safety agencies
- Refer observations and incidents (i.e. altercations, suspicious activities, inappropriate behavior, violation or rules) to the appropriate instructional or administrative personnel
- Utilize and monitor surveillance technology
- Suppress disturbances and security incidents according to established guidelines and procedures
- Deescalate confrontations between students, parents, visitors, and others
- Assist school administration with threat assessments as appropriate
- Conduct appropriate searches when directed to do so
- Communicate effectively and work collaboratively with administrators and law enforcement personnel
- Prepare incident reports as needed

- Review incident reports from School Safety Guardians for thoroughness and accuracy
- Provide support in school and district emergency situations and participate in school emergency drills
- Interact professionally with all law enforcement/fire rescue with the ability to calmly assess solutions and/or implement processes during critical events
- Coordinate security personnel for school and/or district functions as needed which may include after school and extra-curricular activities
- Perform other duties as assigned by the Director of Safe Schools and/or designee

Physical Demands:

Exerting up to 100 pounds of force occasionally and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force regularly or as needed to move objects. Employees in this position work in a safe and secure work environment that may periodically have unpredicted requirements or demands.

Reports to:

Reports directly to the Director of Safe Schools and/or designee

Evaluation:

Annual evaluation done by the Director of Safe Schools and/or designee

Terms of Employment:

12-month employment

Salary:

Salary based upon approved salary schedule

Job Code:

79021

Board Approved:

DRAFT

Lead School Safety Guardian

A. Item Currently Budgeted -

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

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

B. Item Currently Not Budgeted -**

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

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

C. History

Check one:

Prior Year Budget: ☐New for Current Year: ☐

Prior Year Approved Budget: \$

Prior Year Actual Spent: \$

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



Hernando School District

School Board Workshop

Agenda Item # 22-0193

10/12/2021

Title and Board Action Requested

Presentation of the Job Description for the Coordinator for the Pathways to Students' Success and Engagement Academy and the Interlocal Mutual Cooperation and Cost Sharing Agreement between the School Board of Hernando County and the District Board of Trustees of Pasco-Hernando State College.

Executive Summary

The Director of Adult Education, on behalf of the Superintendent of Schools, hereby requests the Board review the Interlocal Mutual Cooperation and Cost-Sharing Agreement between the School Board of Hernando County, and the District Board of Trustees of Pasco-Hernando State College Pathways to Students' Success and Engagement Academy as well as the Job Description for the position of Coordinator of the Academy.

My Contact

Sophia Watson
Director of Adult & Technical Education
352-797-7018

2018-23 Strategic Focus Area

Pillar 1: Student Achievement

Financial Impact

There is no cost for this agenda item. There was no cost for the previous fiscal year. If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved.

**Hernando County School Board
Florida**

FLSA: Exempt, Non-Union

COORDINATOR OF PATHWAY TO SUCCESS ACADEMY AND ADULT EDUCATION
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Required Qualifications:

- Bachelor's Degree
- Experience in working with or teaching adults
- Working knowledge of available human and community resources
- Ability to work with others

Desired Qualifications:

- Ability to work flexible hours, including some evenings, weekends and early morning meetings
- Master's Degree in Education

Performance Responsibilities:

- Coordinate all components and activities of the Pathways to Student Success Academy
- Recruit students and coordinate programs in under-served, and under-represented student populations into various careers
- Make presentations to various faith-based, civic, manufacturing, and community organizations relative to technical careers and educational opportunities
- Coordinate various programs and services between students and families in under- served and under- represented communities
- Work collaboratively with Pasco-Hernando State College (PHSC), Hernando County School District (HCSD), civic, manufacturing, and community organizations to market career and technical educational opportunities for students and adults
- Coordinate guest speakers into the technical classrooms
- Assist with advisory meetings, including the recruitment of new employer members
- Maintain working relationships with community and state agencies, area businesses, industries, workforce agencies and schools, in order to provide training consistent with needs of community
- Assist with data collection, analysis, and reporting for accreditation of postsecondary career and technical programs
- Provide assistance for staff development
- Ensure compliance with district/state/federal requirements for designated areas of responsibility including completion points and other performance-based outcomes
- Continuously appraise, evaluate, and make recommendations for change for programs to provide opportunities for individuals to prepare for gainful employment
- Coordinate program articulation with secondary, postsecondary, community college and universities
- Assist in obtaining state and federal funds for vocational and technical education programs and monitor related budgets
- Perform other duties as assigned by supervisor

Physical Demands:

Exerting up to 50 pounds of force occasionally and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force regularly or as needed to move objects

Reports to:

Reports directly to the Director of Adult and Technical Education and/or designee

Evaluation:

Annual evaluation done by the Director of Adult and Technical Education and/or administrative designee

Terms of Employment:

249 Days

Position funded in partnership with PHSC, and dependent upon funding availability

Salary:

Salary based upon approved salary schedule - Professional/Technical/Supervisory Category F

Job Code:

Board Approved:
Revised:

**INTERLOCAL MUTUAL COOPERATION AND COST SHARING AGREEMENT
BETWEEN THE SCHOOL BOARD OF HERNANDO COUNTY, AND THE DISTRICT
BOARD OF TRUSTEES OF PASCO-HERNANDO STATE COLLEGE**

THIS INTERLOCAL MUTUAL COOPERATION AND COST SHARING

AGREEMENT (“the “Agreement”) is made and entered into on the ____ day of _____, 2021, by and between, the School Board of Hernando County, whose address is 919 North Broad Street, Brooksville, Florida 34601 (the “School Board”), and the District Board of Trustees of Pasco-Hernando State College, Florida, whose address is 10230 Ridge Road, New Port Richey, Florida 34654-5199 (the “College”), regarding the operation and supervision of the Hernando County Schools (HCS) and Pasco-Hernando State College (PHSC) Pathways to Students’ Success and Engagement Academy, and the parties state:

PURPOSE and SCOPE:

The purpose of this Memorandum of Agreement is to set forth the terms and conditions, scope of work and responsibilities of the parties associated with their collaboration on the HCS and PHSC Pathways to Students’ Success and Engagement Academy.

Specifically, both parties will cooperate to fulfill the mission to assist students to identify, sustain, and complete career pathways to enhance their socio-economic status, personal, and professional development. Both parties will cooperate to achieve the following goals and objectives for students in the Hernando County Schools, and adults in Hernando County:

Goal #1: Create value and employment marketability of students through educational and training opportunities.

Objective: Through targeted recruitment, enroll 50 students in the academy program by the end of year one, 100 students by the end of year two, and 150 students by the end of year three, with at least 70% of enrolled students successfully completing a postsecondary credential. The academy will have an equal representation of each institution enrolled each year.

Goal #2: Develop resources which support the career and technical development of students.

Objective: Identify at least 10 stakeholders (employers/private business/philanthropist) to provide resources to program by the end of year one, 20 by the end of year two, and 30 by the end of year three. Examples of resources will include job placement, work based learning experiences and student scholarships.

Goal #3: Increased innovation between HCS and PHSC and community stakeholders to invest in students’ educational, career, and technical training.

Objective: Form an advisory committee to provide quarterly recommendations to enhance overall operations of the HCS-PHSC Pathways to Students’ Success and Engagement Academy.

1. Unique Expertise:

The unique partnership between HCS and PHSC will allow for students to have:

- A. Identifiable career pathways through ecological assessments
- B. Resources to get on career pathways
- C. Resources and support to stay on career pathways
- D. Resources and support to complete career pathways
- E. Eligibility for scholarships and financial assistance programs
- F. Access to personal, professional, and leadership development opportunities
- G. Access to educational and career and technical transition assistance

2. HCS Responsibilities Include:

- A. Provides assistance and programmatic collaboration in the supervision and operation of the Academy.
- B. Provides the adequate physical space and office resources for the personnel who will provide the supervision and coordination of the Academy.
- C. Provides assistance and collaboration in the hiring of the personnel to supervise and coordinate the operation of the Academy.
- D. Provides on-boarding coordination activities for the new personnel hire of the academy.
- E. Oversees the necessary tracking and record keeping activities for all academy program participants.
- F. Oversees the follow up services and activities with participants' family members and other educational, business, and faith-based and community leaders as appropriate through the Academy.
- G. Ensures the Academy Coordinator provides students' program participation accountability reports to HCS and PHSC administrators.
- H. Ensures the Academy Coordinator makes appropriate referrals for program participants to professional service providers.

3. PHSC Responsibilities Include:

- A. Provides assistance and programmatic collaboration in the supervision and operation of the Academy.
- B. Provides assistance and collaboration in the hiring of the personnel to supervise and coordinate the operation of the Academy.
- C. Provides assistance with on-boarding coordination activities for the new personnel hires of the academy.
- D. Ensures the Academy Coordinator provides follow up services and activities with participants' family members and other educational, business, and faith-based and community leaders as appropriate.
- E. Ensures the Academy Coordinator provides program participants opportunities to participate in workshops relative to soft skills, personal, and professional development.
- F. Provides scholarship opportunities for program participants and completers.




- G. Ensures the Academy Coordinator makes appropriate referrals for program participants to professional service providers.

4. Terms and Conditions and Cost and Facility Sharing:

Its is mutually understood and agreed by and between the parties that:

- A. Each party takes legal and financial responsibility for the action of its respective employees, officers, agents, representatives, and volunteers. Each party agrees to indemnify, defend and hold harmless the other to the fullest extent permitted by law from and against any and all demands, claims, actions, liabilities, losses, damages, and costs, including reasonable, attorney's fees, arising out of or resulting from the indemnifying party's acts or omissions related to its participation under this Memorandum of Understanding, and each party shall bear the proportionate cost.
- B. HCS and PHSC shall bear the costs of funding positions for the Academy. PHSC will provide the funding and cost (Salary and benefits) for the personnel (Coordinator) responsible for the overall supervision of the academy.
- C. The Hernando County Superintendent, or designee, and the PHSC President, or designee shall collaborate on a job description for the positions, including the job duties, salary and benefits.
- D. After Collaboration between the Hernando County Superintendent, or designee, and the PHSC President, or designee, the Hernando County School shall hire or appoint the coordinator of the academy.
- E. PHSC shall reimburse the cost (Salary and benefits) of the Coordinator of the Academy, monthly
- F. The HCS shall provide the facilities and office space, and bear the costs of such, to efficiently operate the Pathway to Students' Success Academy and Engagement Program.
- G. This MOU may be amended from time to time by mutual agreement of HCS and PHSC in a written modification signed by both parties.
- H. This MOU may be terminated by mutual agreement, at the end of any academic year of the HCS and PHSC, with notification in writing by April 1st of that year..
- I. This MOU shall be effective for a three-year period with two one-year renewable terms.

5. Effective Dates and Signatures:

 _____		9/22/21 _____	_____	
(PHSC-President)	(Date)	(HCS-Superintendent)	(Date)	Approved as to Form
 _____		9/22/21 _____	_____	 General Counsel, HCSB
(DBOT Chairman)	(Date)	(HCSB- Chairman)	(Date)	

A. Item Currently Budgeted -

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

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

B. Item Currently Not Budgeted -**

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

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

C. History

Check one:

Prior Year Budget: ☐New for Current Year: ☐

Prior Year Approved Budget: \$

Prior Year Actual Spent: \$

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



Hernando School District

School Board Workshop

Agenda Item # 22-0174

10/12/2021

Title and Board Action Requested

Presentation of new positions and job descriptions to be funded from ESSER/ARP funds

Executive Summary

The Executive Director of Business Services and Director of Federal Programs, on behalf of the Superintendent of Schools, hereby requests the Board review the job descriptions for a Grant Accounting Compliance Specialist and a Grant Manager to prepare budgets and applications, and ensure compliance with state and federal grant requirements, for the additional grant funds that have been awarded, or will be awarded, to the District. These positions will be temporary, extending through the end of June, 2023, which is the end of the fiscal year in which these grants expire. These positions are necessary to ensure the Hernando County School District is in compliance with funds awarded through the Coronavirus Aid, Relief, and Economic Security (CARES) Act of 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act of 2021, and the American Rescue Plan (ARP) Act of 2021.

My Contact

Lisa Becker

Executive Director of Business Services

(352)797-7000 Ext. 402

becker_l@hcsb.k12.fl.us

2018-23 Strategic Focus Area

Pillar 2: People

Financial Impact

The cost for this agenda item is approximately \$ 266,000, see attached budget sheet. The cost for the previous fiscal year was \$ 0. If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved.

**Hernando County School
Board Florida**

FLSA: Non-Exempt, Non-Union

<u>GRANT ACCOUNTING COMPLIANCE SPECIALIST (SPECIAL REVENUE FUNDED)</u>

Required Qualifications:

- A.A. Degree in Accounting*
- Minimum of four (4) years of similar accounting experience*
- Knowledge of "Red Book" financial coding
- Knowledge of federal projects compliance reporting requirements, Florida Statutes and Florida Administrative Code
- Overall knowledge of bookkeeping, accounting and auditing procedures
- Problem solving skills and initiative

* In lieu of the above degree requirement, experience relative to job responsibilities may substitute on a year-for-year basis for a post-secondary degree.

Performance Responsibilities:

- Establish and maintain a system for the grant process and review the status of all grants administered by the district including, but not limited to: IDEA, Title I, Title II, Title III, Carl Perkins Vocational, Adult Education grants, SEDNET, Title IV, Title IX and ARP
- Code all federal and state budgets and project numbers
- Review and approve all federal requisitions
- Set up new vendors
- Prepare annual budget for federal and state grants
- Ensure compliance with all federal and state reporting requirements, including the annual Schedule of Expenditure of Financial Awards (SEFA) compliance report
- Analyze financial transactions
- Prepare and post budget amendments and journal entries as needed
- Prepare and file required monthly, quarterly and yearly reports for the federal and state projects to the Florida Department of Education (FLDOE)
- Monitor, project, and request federal monies for federal cash advance projects online through the FLDOE reporting system
- Monitor state and federal closing dates on an ongoing basis and work with responsible staff to insure that all appropriate closing payments and reports are accomplished
- Reconcile federal grant expenditures to revenue and process monthly FA 399's
- Reconcile federal grant expenditures and cash advances to the FLDOE's annual report
- Compute and post monthly indirect charges to all appropriate projects and complete annual indirect cost application
- Process semi-annual certified letters and activity reports for all employees paid through federal funds
- Prepare the supporting tables for the annual cost report submitted to the FLDOE

- Track and prepare invoices for any federal, state, or local projects for reimbursement Analyze and prepare annual 1099's Prepare and submit quarterly Medicaid administrative claiming reports to the Agency for Health Care Administration (AHCA)
- Prepare quarterly health insurance reconciliation for federal funds
- Prepare annual report for federal utility expenditures
- Prepare quarterly Lottery Reports on School Board Agenda
- Provide financial assistance relative to distributing expenditures to various funds, split coding positions, budget transfers, and reclassification of expenditures
- Assist with policy and implementation of compliance with federal and state regulations regarding proper use and coding of funds
- Assist with federal and state audits
- Perform other duties as assigned by the Director of Finance & Purchasing and/or designee

Physical Demands:

Exerting up to 50 pounds of force occasionally and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force regularly or as needed to move objects

Reports to:

Reports directly to the Director of Finance & Purchasing and/or designee

Evaluation:

Annual evaluation done by the Director of Finance & Purchasing and/or designee

Terms of Employment:

12-month employment

Funding is temporary and will end June 2023

Salary:

Salary based upon approved salary schedule - Confidential Level L

Job Code:

75030

Board Approved:

Revised:

Hernando County School Board Florida

FLSA: Non-Exempt, Non-Union

GRANT ACCOUNTING COMPLIANCE SPECIALIST (SPECIAL REVENUE FUNDED)
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Reports directly to the Director of Finance & Purchasing and/or designee

Evaluation:

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Terms of Employment:

12-month employment

Funding is temporary and will end June 2023

Salary:

Salary based upon approved salary schedule - Confidential Level L

Job Code:

75030

Board Approved: 08/18/98

Revised: 01/02, 01/20/09, 03/03/09, 05/17/11, 06/10/14, 07/6/2015

**Hernando County School Board
Florida**

FLSA: Exempt, Non-Union

GRANT MANAGER

Required Qualifications:

- Bachelor's Degree in education, business administration, communications, or a related field from an accredited institution
- Minimum of three (3) years of experience in grant procurement and management, project management, and/or education finance
- Knowledge of federal projects monitoring and compliance requirements
- Proficiency with Excel

Desired Qualifications:

- Master's Degree from an accredited institution
- Knowledge of Elementary and Secondary Education Act (1965) regulations and reauthorizations
- Previous experience with both entitlement and competitive grant writing and management

Performance Responsibilities:

- Assume a portion of the project management duties associated with the CARES Act, CRRSA, and ARP, including private school consultation; financial management; project amendments; and monitoring, compliance, and auditing requirements
- Develop new grant applications consistent with the Request for Proposal and funder requirements
- Conduct grant searches to identify competitive local, state, federal, and private funding sources
- Collaborate with community agencies, individuals, and/or groups that may participate in partnership grant applications
- Provide technical assistance to other District personnel in seeking competitive funding opportunities and proposal development
- Research best practices and evidenced-based programs to support the development of new grant programs
- Ensure all projects are aligned with the District's Strategic Plan

Reports to:

Reports directly to the Director of Federal Programs and/or designee

Evaluation:

Annual evaluation done by the Director of Federal Programs and/or designee

Terms of Employment:

- 12-month employment
- Funding is temporary and will end June 2023

Salary:

Salary based upon approved salary schedule - Professional/Technical/Supervisory Category D

Job Code:

**Hernando County School Board
Florida**

FLSA: Exempt, Non-Union

GRANT MANAGER

Required Qualifications:

- Bachelor's Degree in education, business administration, communications, or a related field from an accredited institution
- Minimum of three (3) years of experience in grant procurement and management, project management, and/or education finance
- Knowledge of federal projects monitoring and compliance requirements
- Proficiency with Excel

Desired Qualifications:

- Master's Degree from an accredited institution
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- Conduct grant searches to identify competitive local, state, federal, and private funding sources
- Collaborate with community agencies, individuals, and/or groups that may participate in partnership grant applications
- Provide technical assistance to other District personnel in seeking competitive funding opportunities and proposal development
- Research best practices and evidenced-based programs to support the development of new grant programs
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Reports directly to the Director of Federal Programs and/or designee

Evaluation:

Annual evaluation done by the Director of Federal Programs and/or designee

Terms of Employment:

- 12-month employment
- Funding is temporary and will end June 2023

Salary:

Salary based upon approved salary schedule - Professional/Technical/Supervisory Category D

Job Code:

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	<u>ESSER - American Recovery Plan (ARP)</u>					
Account Name						
Account Number	<u>1100</u>	<u>6300</u>	<u>1610/2XXX</u>	<u>9410</u>	<u>001</u>	
	Fund	Function	Object	Cost Center	Project	Sub Project
Amount \$	<u>146,000.00</u>					

Funding Source	<u>ESSER - American Recovery Plan (ARP)</u>					
Account Name						
Account Number	<u>1100</u>	<u>7500</u>	<u>1620/2XXX</u>	<u>9210</u>	<u>001</u>	
	Fund	Function	Object	Cost Center	Project	Sub Project
Amount \$	<u>120,000.00</u>					

C. History

Check one:

Prior Year Budget: ☐New for Current Year: ☒

Prior Year Approved Budget: \$ _____

Prior Year Actual Spent: \$ _____

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



Hernando School District

School Board Workshop

Agenda Item # 22-0161

10/12/2021

Title

Review & Tentative Approval of the Neola Policy - Special Update

Executive Summary

The Executive Director of Business Services, on behalf of the Superintendent of Schools, hereby requests the Board to approve the School Board policy updates, a special update of Student/Parent Rights, School Safety and Security. The changes are in the following sections:

Section 5000 - Students

Section 8000 - Operations

The updates are in po5780, po5780.01, po8405 and po8407

My Contact

Lisa Becker

Executive Director of Business Services

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2018-23 Strategic Focus Area

Pillar 5: Fiscal Responsibility & Organizational Effectiveness

Financial Impact

The cost for this agenda item is \$0, see attached budget sheet. The cost for the previous fiscal year was \$0. If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved.



Book	Policy Manual
Section	Revised Student Parent Rights
Title	STUDENT/PARENT RIGHTS
Code	po5780 JK09.17.21
Status	
Adopted	June 13, 2017
Last Revised	July 20, 2021

5780 - **STUDENT/PARENT RIGHTS**

The School Board recognizes that students possess not only the right to an education but the rights of citizenship as well. Federal and State law prohibits the Board from adopting any policy or rule, or from entering into any agreement, that infringes upon or waives the rights of freedoms afforded to students by the United States Constitution.

In providing students the opportunity for an education to which they are entitled, the District shall attempt to offer nurture, counsel, and custodial care appropriate to their age and maturity. The District shall, at the same time, guarantee that no student is deprived of the basic right to equal treatment and equal access to the educational program, due process, a presumption of innocence, free expression and association, and the privacy of his/her own thoughts.

Attendant to the rights guaranteed to each student, however, are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the procedures and rules of the District.

The Board realizes that as students differ in age and maturity, so they differ in ability to handle both the rights of citizens and the concomitant responsibilities. The exercise of each right shall be granted, therefore, with due regard for the degree of responsibility possessed by the student and the student's need for the continuing guidance and control of those responsible for his/her education.

Since a student who has reached the age of majority possesses the full rights of an adult, s/he may authorize those school matters previously handled by his/her parents, but s/he also assumes the responsibility for his/her performance in school, attendance, and compliance with school rules.

All K-12 students in Florida are entitled to a uniform, safe, secure, efficient, and high-quality system of education, one that allows students the opportunity to obtain a high-quality education. Parents are responsible to ready their children for school; however, neither the State of Florida nor the District can be a guarantor of any individual student's success.

Parental Access at School

Each parent has the right to pick-up, visit, and meet with his/her student at school, without the interference of or the need for consent from the other parent, unless the school has received a certified copy of an enforceable court order that provides to the contrary. The ~~Principal~~ principal may restrict the times, location, frequency, and length of parent visitations at school, based on legitimate pedagogical or scheduling reasons. The District will abide by enforceable "no contact orders" which have been provided to the school.

Educational Decisions

Both natural parents have an equal right to make decisions about the education and welfare of their student, unless an enforceable court order provides otherwise. Schools will attempt to follow the language of an enforceable court order that specifies that one of the parents or someone else, has the sole or ultimate right to make educational and/or general welfare decisions for the student. If parent directives conflict with each other regarding an educational decision about the student not addressed by court order, the

school will defer to the enrolling parent's authority, unless emergent circumstances affecting the health, safety, or welfare of the student require the school to act based on what it considers to be in the best interests of the child.

Attendance

A. Termination of Enrollment

A student who attains the age of sixteen (16) years during the school year has the right to file a formal declaration of intent to terminate school enrollment if the declaration is signed by the parent. The parent has the right to be notified by the District of its receipt of the student's declaration of intent to terminate school enrollment. (see also Policy 5130 - Withdrawal from School)

B. Married or Pregnant

Students who become or have become married or who are pregnant and parenting have the right to attend school and receive the same or equivalent educational instruction as other students. (see also Policy 5751 - Parental Married Status of Students)

C. Compulsory Attendance

Parents of students who have attained the age of six (6) years by February 1st of any school year but who have not attained the age of sixteen (16) years must comply with the compulsory school attendance laws. Parents have the option to comply with the school attendance laws by the attendance of the student in a public school; a parochial, religious, or denominational school; a private school; a home education program; or a private tutoring program. (see also Policy 5112 - Entrance Requirements and Policy 5200 - Attendance)

D. Absence for Religious Purposes

A parent of a student may request and be granted permission for the absence of the student from school for religious instruction or religious holidays. (see also Policy 5223 - Absences for Religious Instruction and Policy 5225 - Absences for Religious Holidays)

E. Dropout Prevention and Academic Intervention Programs

The parent of a student has the right to receive written notice by ~~certified~~ mail prior to the placement of the student in a dropout prevention and academic intervention program. The parent will be notified in writing and entitled to an administrative review of any action by school personnel relating to the student's placement.

F. Absence for Treatment of Autism Spectrum Disorder

A parent of a student may request and be granted permission for absence of the student from school for an appointment scheduled to receive a therapy service provided by a licensed health care practitioner or behavior analyst certified pursuant to Florida law for the treatment of autism spectrum disorder including, but not limited to, applied behavioral analysis, speech therapy, and occupational therapy.

Health Issues

A. School-Entry Health Examinations

The parent of any student shall be exempt from the requirement of a health examination upon written request stating objections on religious grounds. (see also Policy 5112 - Entrance Requirements)

B. Immunizations

The parent of any student shall be exempt from the school immunization requirements upon meeting any of the specified exemptions. (see also Policy 5320 - Immunizations and Policy 5112 - Entrance Requirements)

C. Biological Experiments

Parents may request that their child be excused from performing dissection in biological science classes. Alternate assignments will be given to students who do not participate in the dissection activities.

D. Reproductive Health and Disease Education

A public school student whose parent makes written request to the school ~~Principal~~principal shall be exempted from the

teaching of reproductive health or any disease, including HIV/AIDS. (see also Policy 2417 - Comprehensive Health Education)

E. Contraceptive Services to Students

Students may not be referred to or offered contraceptive services at school facilities without the parent's consent.

F. Career Education Courses Involving Hazardous Substances

High school students must be given plano safety glasses or devices in career education courses involving the use of hazardous substances likely to cause eye injury.

G. Substance Abuse Reports

The parent of a student must be timely notified of any verified report of a substance abuse violation by the student.

H. Inhaler Use

Asthmatic students may carry a metered dose inhaler on their person while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities if the school has been provided with written parental and physician authorization. The parent or guardian must provide the District with a written authority and contract to carry that are both signed and dated by the student (if applicable), parent or guardian, and the physician. The written approval by the physician must include:

1. name of the medication in the metered dose inhaler;
2. the prescribed dosage;
3. the times or the special circumstances under which the medication is to be administered; and
4. any other special related information regarding the administration of the metered dose inhaler.

(see also Policy 5330.01 - Self-Administered Medication and Epinephrine Use)

I. Epinephrine Use and Supply

A student who has experienced or is at risk for life-threatening allergic reactions may carry an epinephrine auto-injector and self-administer epinephrine by auto-injector while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities if the school has been provided with written parental and physician authorization. The parent or guardian must provide the District with a written authorization and contract to carry that are both signed and dated by the student (if applicable), parent or guardian, and the physician. The written approval by the physician must include:

1. the times or the special circumstances under which the medication is to be administered; and
2. any other special related information regarding the administration of the epinephrine auto-injected.

The School District shall be indemnified by the parent of a student who is authorized to carry an epinephrine auto-injector for any and all liability with respect to the student's use of an epinephrine auto-injector pursuant to this policy.

The District and its employees and agents, including the physician who provides the standing protocol for school epinephrine auto-injectors, are not liable for any injury arising from the use of an epinephrine auto-injector administered by trained school personnel who follow the adopted protocol and whose professional opinion is that the student is having an anaphylactic reaction:

1. unless the trained school personnel's action is willful and wanton;
2. notwithstanding that the parents or guardians of the student to whom the epinephrine is administered have not been provided notice or have not signed a statement acknowledging that the School District is not liable; and
3. regardless of whether authorization has been given by the student's parents or guardians or by the student's physician, physician's assistant, or advanced registered nurse practitioner.

(see also Policy 5330.01 - Self-Administered Medication and Epinephrine Use)

J. Diabetes Management

The District may not assign a student who has diabetes to a particular school on the basis that the student has diabetes, that the school does not have a full-time school nurse, or that the school does not have trained diabetes personnel.

Diabetic students whose parent and physician provide their written authorization to the school ~~Principal~~principal may carry diabetic supplies and equipment on their person and attend to the management and care of their diabetes while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities, to the extent authorized by the parent and physician and within the parameters set forth by State Board of Education rule. The written authorization shall identify the diabetic supplies and equipment that the student is authorized to carry and shall describe the activities the child is capable of performing without assistance, such as performing blood-glucose level checks and urine ketone testing, administering insulin through the insulin-delivery system used by the student, and treating hypoglycemia and hyperglycemia.

The District and its employees and volunteers shall be indemnified by the parent of a student who is authorized to carry diabetic supplies or equipment for any and all liability with respect to the student's use of such supplies and equipment pursuant to this policy.

(see also Policy 5330.01 - Self-Administered Medication and Epinephrine Use)

K. Use of Prescribed Pancreatic Enzyme Supplements

A student who has experienced or is at risk for pancreatic insufficiency or who has been diagnosed as having cystic fibrosis may carry and self-administer a prescribed pancreatic enzyme supplement while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities, IF the school has been provided a written authorization and contract to carry that are both signed and dated by the student (if applicable), parent or guardian, and physician, and provide the prescription label containing the following:

1. name of the medication;
2. the prescribed dosage;
3. the times or the special circumstances under which the medication is to be administered; and
4. any other special related information regarding the administration of the medication.

The District and its employees and volunteers shall be indemnified by the parent of a student who is authorized to use prescribed pancreatic enzyme supplements for any and all liability with respect to the student's use of the supplements under this policy.

(see also Policy 5330.01 - Self-Administered Medication and Epinephrine Use)

L. Involuntary Examinations of Students

Before a ~~Principal~~principal contacts a law enforcement officer for possible removal of a student from school for involuntary examination, the ~~Principal~~principal must verify that the school has used de-escalation strategies and initiated outreach to a mobile response team, unless the ~~Principal~~principal reasonably believes that any delay in removing the student will increase the likelihood of harm to the student or others.

The Principal shall make a reasonable attempt to notify a parent of a student before the student is removed from school, school transportation, or a school-sponsored activity to be taken to a receiving facility for an involuntary examination pursuant to F.S. 394.463. Reasonable attempt to notify means the exercise of reasonable diligence and care by the Principal to make contact with the student's parent, guardian, or other known emergency contact whom the student's parent or guardian has authorized to receive notification of an involuntary examination. At a minimum, the Principal must take the following actions:
~~The principal shall immediately notify a parent of a student who is removed from school, school transportation, or a school-sponsored activity and taken to a receiving facility for an involuntary examination pursuant to F.S. 394.463. The principal or the principal's designee may delay notification for no more than twenty four (24) hours after a student is removed if the principal or principal's designee deems the delay to be in the student's best interest and if a report has been submitted to the central abuse hotline, pursuant to F.S. 39.201, based upon knowledge or suspicion of abuse, abandonment, or neglect.~~

10. 1. Use available methods of communication to contact the student's parent, guardian, or other known emergency contact including, but not limited to, telephone calls, text messages, e-mails, and voicemail messages following the decision to initiate an involuntary examination of the student;

-

2. Document the method and number of attempts made to contact the student's parent, guardian, or other known emergency contact, and the outcome of each attempt.

The Principal who successfully notifies any other known emergency contact may share only the information necessary to alert such contact that the parent or caregiver must be contacted. All such information must be in compliance with federal and state law.

The Principal principal or the principal's designee may delay the required notification for no more than twenty-four (24) hours after a student is removed if:

1. the Principal principal or principal's designee deems the delay to be in the student's best interest and if a report has been submitted to the central abuse hotline, pursuant to F.S. 39.201, based upon knowledge or suspicion of abuse, abandonment, or neglect. (see also Policy 2410 - School Health Services); or
2. the Principal reasonably believes that such delay is necessary to avoid jeopardizing the health and safety of the student.

(see also Policy 2410 - School Health Services)

M. Sun-protective Measures in School

A student may possess and use a topical sunscreen product while on school property or at a school-sponsored event or activity without a physician's note or prescription if the product is regulated by the United States Food and Drug Administration for over-the-counter use to limit ultraviolet light-induced skin damage. It will be the responsibility of the student to apply the sunscreen and not the responsibility of school staff.

Discipline

A. Suspension

A student may be suspended only as provided by the policy of the District. A good faith effort must be made to immediately inform the parent by telephone of the student's suspension and the reason. Each suspension and the reason must be reported in writing within twenty-four (24) hours to the parent by United States mail. A good faith effort must be made to use parental assistance before suspension unless the situation requires immediate suspension. (see also Policy 5610 - Removal, Suspension, and Expulsion of Students)

A student with a disability may only be recommended for suspension or expulsion in accordance with the State Board of Education rules.

B. Expulsion

Public school students and their parents have the right to written notice of a recommendation of expulsion, including the charges against the student and a statement of the right of the student to due process. (see also Policy 5610 - Removal, Suspension, and Expulsion of Students)

Safety

Students who have been victims of certain felony offenses by other students, as well as the siblings of the student victims, have the right to be kept separated from the student offender, both at school and during school transportation.

Educational Choice

A. Public School Choices

Parents may seek whatever public school options are applicable and available to students in the School District.

These options may include:

1. controlled open enrollment
2. virtual instruction programs
3. charter schools
4. magnet schools

5. alternative schools
6. special programs
7. auditory-oral education programs
8. advanced placement
9. dual enrollment
10. International Baccalaureate
11. CAPE digital tools
12. CAPE industry certifications
13. collegiate high school programs
14. credit by examination or demonstration of competency
15. ~~the Florida School for the Deaf and the Blind~~
16. the Florida Virtual School

Options also include the public educational choice options of the Hope Scholarship Program (see Policy 2371 - Hope Scholarships), the Opportunity Scholarship Program and the McKay Scholarships for Students with Disabilities Program. (see also Policy 2370 - Educational Options, Policy 2370.01 - Virtual Instruction, and Policy 5113 - School Choice Options Provided by the No Child Left Behind Act)

B. Private Educational Choices

Parents may seek private educational choice options under certain programs established under F.S. Chapter 1002.

C. Home Education

The parent may choose to place the student in a home education program, in accordance with State law. (see also Policy 9270 - Home-Education Programs)

D. Private Tutoring

The parent of a student may choose to place the student in a private tutoring program in accordance with State law.

E. Reading Scholarships

The parent of a student in grades 3 through 5 who scored below a Level 3 on the third or fourth grade Statewide, standardized English Language Arts (ELA) assessment in the prior school year may seek a reading scholarship in accordance with State law.

By September 30th of each year, the District will notify the parent of each student in grades 3 through 5 who scored below a Level 3 on the Statewide, standardized ELA assessment in the prior school year of the process to request and receive a reading scholarship, subject to available funds.

F. Request to Transfer to Different Classroom Teacher

Although parents do not have a right to choose a specific classroom teacher, parents may request that their child be transferred to a different classroom teacher. As part of the request, the parent must state with specificity the grounds supporting the request. Requests must be in writing and must be provided to the Principal.

All requests for a student to be transferred to another classroom teacher shall be considered by the Principal or his/her designee. Within two (2) weeks of receiving a completed written request, the Principal or his/her designee shall notify the parent in writing as to whether the request is approved or denied. If denied, the Principal or his/her designee shall specify the reasons for the denial.

G. Request to Transfer to In-Field Classroom Teacher

A parent whose student is assigned an out-of-field teacher may request that their child be transferred to an in-field classroom teacher within the school and grade in which the student is currently enrolled. Although parents do not have a right to choose a specific classroom teacher, parents may request that their child be transferred. As part of the request, the parent must complete a written request and provide it to the Principal.

All requests for a student to be transferred to another classroom teacher shall be considered by the Principal. Within two (2) weeks of receiving a request in writing, the Principal shall notify the parent in writing as to whether the request is approved or denied.

If an in-field teacher for the student's course and grade level is employed by the school and the transfer would not violate maximum class size requirements, the request shall be approved. The student shall be transferred no later than two (2) weeks from the date the written request is received.

If denied, the Principal shall specify the reasons for the denial.

ACCEL Options

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

Nondiscrimination

All education programs, activities, and opportunities offered by the District are available without discrimination on the basis of race (including anti-Semitism [as defined in Bylaw 0100]), color, ethnicity, national origin, sex (including sexual orientation, transgender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information, which are classes protected by State and/or Federal law (collectively, "protected classes"). (see also Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity and Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability)

Students with Disabilities

A. Notice and Due Process

Parents of students with disabilities and parents of students in residential care facilities are entitled to notice and due process. (see also Policy 2460 - Exceptional Student Education)

B. Graduation

Students with disabilities are provided the opportunity to meet the graduation requirements for a standard high school diploma. Certain students with disabilities may be awarded a special diploma upon high school graduation. (see also Policy 2623 - Student Assessment)

C. Meetings with District Personnel

Parents of students with disabilities, or eligible students with disabilities, may be accompanied by another person of their choice at any meeting with District personnel.

District personnel will not object to the attendance of such adult or discourage or attempt to discourage through any action, statement, or other means, parents or an eligible student, from inviting another person of their choice to attend any meeting. Parents, eligible students, or other individuals invited to attend such meetings by parents or eligible students on school grounds shall sign-in at the front office of such school as a guest.

Parents, or eligible students, and District personnel shall sign Form SO-SS-161~~5780-F1~~ at the meeting's conclusion which states whether or not any District personnel have prohibited, discouraged, or attempted to discourage the parents, or eligible student from inviting a person of their choice to the meeting pertaining to their child's, or their own, educational environment, placement, or discipline.

Blind Students

Students who are blind have the right to an individualized written education program and appropriate instructional materials to attain literacy.

Limited English Proficient Students

Limited English proficient students have the right to receive English for Speakers of Other Languages (ESOL) instruction designed to develop the student's mastery of listening, speaking, reading, and writing in English as rapidly as possible. The students' parents have the right of parental involvement in the ESOL program.

Students with Reading Deficiencies

Each elementary school shall regularly assess the reading ability of each K-3 student. The parent of any K-3 student who exhibits a reading deficiency shall be immediately notified of the student's deficiency with a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading; shall be consulted in the development of a progress monitoring plan; and shall be informed that the student will be given intensive reading instruction until the deficiency is corrected.

Pledge of Allegiance

A student will be excused from reciting the pledge of allegiance or the Declaration of Independence, upon written request by the student's parent, in accordance with State law. See also Policy 8800, Religious/Patriotic Ceremonies and Observances.

Student Records

- A. Each parent has an equal right of access, right to waive access, right to challenge and hearing and right of privacy in the education records of his or her student who is a minor or a dependent adult pursuant to law, unless the school has received a certified copy of an enforceable court order that provides to the contrary. (see also Policy 8330 - Student Records)
 - B. A student is not required to provide his/her social security number as a condition for enrollment or graduation. (see also Policy 8330 - Student Records)
1. The school will not collect, obtain or retain information on the political affiliation, voting history, religious affiliation or biometric information of a student, parent or siblings.

Student Report Cards

Students and their parents have the right to receive student report cards on a regular basis that clearly depict and grade the student's academic performance in each class or course, the student's conduct, and the student's attendance.

Student Progress Reports

Parents shall be informed at regular intervals of the academic progress and other needed information regarding their child, including ways they can help their child to succeed in school. (see also Policy 5420 - Reporting Student Progress)

Student Accountability and School Improvement Rating Reports

Parents of public school students are entitled to an easy-to-read report card about the school's grade designation or, if applicable, school's improvement rating, and the school's accountability report, including the school financial report.

High School Athletics

A. Eligibility

A student is eligible in the school in which s/he first enrolls each school year, the school in which the student makes himself/herself a candidate for an athletic team by engaging in practice or tryouts before enrolling, or the school to which the student has transferred with approval of the Board, in accordance with State law. (see also Policy 2431 - Interscholastic Athletics)

B. Medical Evaluation

Students must satisfactorily pass a medical evaluation each year before participating in athletics, unless the parent objects in writing based on religious tenets or practices, in accordance with State law. (see also Policy 2431 - Interscholastic Athletics)

Extra-Curricular Activities

A. Eligibility

Students who meet specified academic and conduct requirements are eligible to participate in extra-curricular activities. (see also Policy 2430 - District-Sponsored Clubs and Activities)

B. Home Education Students

Home education students who meet specified academic and conduct requirements are eligible to participate in extra-curricular activities at the public school to which the student would be assigned or could choose to attend according to Board policies, or may develop an agreement to participate at a private school.

C. Charter School Students

Charter school students who meet specified academic and conduct requirements are eligible to participate in extra-curricular activities at the school to which the student would be assigned or could choose to attend according to Board policies unless such activity is provided by the student's charter school.

D. Florida Virtual School Full-Time Students

Florida Virtual School full-time students who meet specified academic and conduct requirements are eligible to participate in extra-curricular activities at the public school to which the student would be assigned or could choose to attend according to Board policies.

Instructional Materials**A. Core Courses**

Each student is entitled to sufficient instructional materials in the core courses of mathematics, language arts, social studies, science, reading, and literature.

B. Curricular Objectives

The parent of each student has the right to receive effective communication from the school ~~Principal~~principal as to the manner in which instructional materials are used to implement the school's curricular objectives.

C. Sale of Instructional Materials

Instructional materials purchased by the District or a Florida College System institution board of trustees on behalf of dual enrollment students is available to the dual enrollment students free of charge.

D. Dual Enrollment Students

Instructional materials purchased by the District or a Florida College System institution board of trustees on behalf of dual enrollment students is available to the dual enrollment students free of charge.

E. Parent Access to Instructional Materials

Parents have the ability to access their child's instructional materials and may object to the use of a specific instructional material or contest the adoption of instructional material (See Policy 2520, Selection and Adoption of Instructional Materials).

Juvenile Justice Programs

Students who are in juvenile justice programs have the right to receive educational programs and services, in accordance with State law.

Parental Input and Meetings**A. Meetings with School District Personnel**

Parents may be accompanied by another adult of their choice at a meeting with School District personnel.

B. District Educational Facilities Program

Parents and other members of the public have the right to receive proper public notice and opportunity for public comment regarding the District's educational facilities work program, in accordance with State law.

C. Parent-Teacher Associations and Organizations

Parents have the right to participate in parent-teacher associations and organizations that are sanctioned by the Board or by the Florida Department of Education.

Transportation

A. Transportation to School

Students are provided with transportation to school in accordance with the provisions of State law. (see also Policy 8600 - Transportation)

B. Hazardous Walking Conditions

Students in grades K-6 are provided transportation if they are subjected to hazardous walking conditions, in accordance with State law.

C. Parental Consent

Each parent of a public school student must be notified in writing and give written consent before the student may be transported in a privately owned motor vehicle to a school function in accordance with State law. (see also Policy 8660 - Transporting Students by Private Vehicles)

Orderly, Disciplined Classrooms

Students will be in orderly, disciplined classrooms conducive to learning without the distraction caused by disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students. (see also Policy 5600 - Student Discipline)

Economic Security Report

Prior to registration, each middle school and high school student or the student's parent will be provided a two (2) page summary of the Department of Economic Opportunity's economic security report of employment and earning outcomes and electronic access to the report.

Safe Schools

Parents of District students will be timely notified pursuant to procedures adopted by the Superintendent of threats and the following unlawful acts or significant emergencies that occur on school grounds, during school transportation, or during school-sponsored activities:

1. Weapons possession or use when there is intended harm toward another person;
2. Murder, homicide, or manslaughter;
3. Sex offenses, including rape, sexual assault or sexual misconduct with a student by school personnel;
4. Natural emergencies, including hurricanes, tornadoes, and severe storms.
5. Exposure as a result of a manmade emergency.

Parents of District students have a right to access school safety and discipline incidents as reported pursuant to F.S. 1006.07 (9).

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Revised 2/23/21
Revised 7/20/21

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Legal	F.S. 39.201
	F.S. 381.0056
	F.S. 394.463
	F.S. 1000.05
	F.S. 1002.20
	F.S. 1002.22
	F.S. 1002.385
	F.S. 1002.39
	F.S. 1002.395
	F.S. 1002.40
	F.S. 1002.41
	F.S. 1002.411
	F.S. 1002.43
	F.S. 1003.01(13)
	F.S. 1003.02
	F.S. 1003.21
	F.S. 1003.22
	F.S. 1003.3101
	F.S. 1003.32
	F.S. 1003.42
	F.S. 1003.44
	F.S. 1003.4505
	F.S. 1003.47
	F.S. 1003.52
	F.S. 1003.53
	F.S. 1003.55
	F.S. 1003.56
	F.S. 1003.57
	F.S. 1003.58
	F.S. 1006.062(7)
	F.S. 1006.09
	F.S. 1006.13
	F.S. 1006.15
	F.S. 1006.20
	F.S. 1006.21
	F.S. 1006.22
	F.S. 1006.23

F.S. 1006.28
F.S. 1006.40
F.S. 1007.271
F.S. 1008.22
F.S. 1008.25
F.S. 1008.386
F.S. 1012.42

Last Modified by Maria Cain on September 20, 2021



Book	Policy Manual
Section	Revised Student Parent Rights
Title	NEW POLICY - SPECIAL UPDATE - PARENT/STUDENT RIGHTS - PARENTS' BILL OF RIGHTS
Code	po5780.01 JK091621
Status	

NEW POLICY - SPECIAL UPDATE - PARENT/STUDENT RIGHTS

5780.01 - PARENTS' BILL OF RIGHTS

As required by F.S. 1014.01 through 1014.06, the Board adopts this policy titled, Parents' Bill of Rights.

For purposes of this policy, parent means a person who has legal custody of a minor child, as a natural or adoptive parent, or a legal guardian.

Pursuant to F.S. 1014.01 through 1014.06, parental rights include, but are not limited to, the following:

A. Educational Choice

To apply to enroll their minor child in public school, private school, religious school, home education or other options that are available.

B. School Records

To access and review all school records pertaining to their minor child.

C. Health Care Decisions

To make health care decisions for their minor child, unless otherwise prohibited by law.

D. Medical Records

To access and review all medical records of their minor child, unless prohibited by law or if the parent is the subject of an investigation of a crime committed against the minor child and a law enforcement agency or official requests that the information not be released.

E. Biometric Scans

To give their prior written consent before a school employee makes, stores or shares any biometric scan of their minor child.

F. Record of blood or DNA

To give their consent in writing before a school employee creates, stores or shares any record of their minor child's blood or deoxyribonucleic acid (DNA), except as required by general law or authorized pursuant to a court order.

G. Video/Voice Recordings

To give their consent in writing before a school employee makes a video or voice recording of their minor child, unless the recording is used solely for the following:

1. A safety demonstration, including the maintenance of order and discipline in the common areas of a school or on student transportation vehicles;
2. A purpose related to a legitimate academic or extra-curricular activity;
3. A purpose related to regular classroom instruction;
4. Security or surveillance of buildings or grounds; or
5. A photo identification card.

(See also Policies: 2461 - Recording of IEP Team Meetings, 7440.01 - Video Surveillance)

H. Criminal Offenses

To be notified promptly if a school employee suspects that a criminal offense has been committed against their minor child, unless the incident has first been reported to law enforcement or the Department of Children and Families and notifying the parent would impede the investigation.

The parental rights listed above do not prohibit or impede child welfare activities when performed by a court of competent jurisdiction, law enforcement officer or employees of a government agency.

This policy does not authorize a parent of a minor child to engage in conduct that is unlawful or to abuse or neglect their minor child in violation of general law. (See Policy 8462 - Student Abuse, Abandonment, and Neglect)

Any employee of the district may be subject to disciplinary action if the employee encourages, coerces, or attempts to encourage or coerce, a minor child to withhold information from the minor child's parent.

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Legal	F.S. 1002.20
	F.S. 1014.02
	F.S. 1014.04

Last Modified by Maria Cain on September 20, 2021



Book	Policy Manual
Section	Revised Student Parent Rights
Title	SCHOOL SAFETY AND SECURITY
Code	po8405 jdr09.20.21
Status	
Adopted	June 13, 2017
Last Revised	August 27, 2019

8405 - **SCHOOL SAFETY AND SECURITY**

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

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

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

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

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

L. communication with the public; and

M. post-incident recovery.

The District will adopt its ~~initial~~ DAARP by October 1, ~~2019, and annually thereafter.~~

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

School Safety Specialist

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

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

1. Training

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

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

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

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

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

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

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

assessment within the Florida Safe Schools Assessment Tool;

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

- F. providing, or arranging for the provision of, youth mental health awareness and assistance training to all school personnel as set forth in F.S. 1012.584;

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

1. an overview of mental illnesses and substance abuse disorders and the need to reduce the stigma of mental illness;
2. information on the potential risk factors and warning signs of emotional disturbance, mental illness, or substance use disorders, including, but not limited to, depression, anxiety, psychosis, eating disorders, and self-injury, as well as common treatments for those conditions and how to assess those risks; and
3. information on how to engage at-risk students with skills, resources, and knowledge required to assess the situation, and how to identify and encourage the student to use appropriate professional help and other support strategies, including, but not limited to, peer, social, or self-help care.

1. coordinating with charter schools to address charter school safety requirements as set forth under Florida law and F.A.C. 6A-1.0018;

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

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

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

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

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

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

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

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

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

Recommendations of the School Safety Specialist

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

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

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

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

Safety and Security Best Practices

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

Persistently Dangerous Schools

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

use the data for the offenses identified in the Department's Unsafe School Choice Option Policy to determine whether or not a school is considered "persistently dangerous".

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

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

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

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

Victims of Violent Crime

The Board further recognizes that, despite the diligent efforts of school administrators and staff to provide a safe school environment, an individual student may be a victim of a violent crime in a school, on school grounds, on a school conveyance, or at a school-sponsored activity. In accordance with Federal and State laws the parents or the eligible student shall be offered the opportunity to transfer to another school within the District that serves the same grades. If there is another school serving the same grades, the transfer shall be completed in a timely manner. If there is not another school serving the same grades, the parents or eligible student will be advised that, although they have the right to transfer, they will be unable to do so.

Threat Assessment Teams

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

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

A. Location and Membership

1. Threat assessment teams are located at each school in the District and composed of individuals with expertise in counseling, instruction, school administration, and law enforcement.
 1. The counseling team member must be a school-based mental health services provider who is able to access student mental health records.
 2. The law enforcement team member must be a sworn law enforcement officer, as defined by F.S. 943.10, including a School Resource Officer, school-safety officer, or other active law enforcement officer. At a minimum, a law enforcement officer serving on a threat assessment team must have access to local Records Management System information, the Criminal Justice Information System, and the Florida Crime Information Center and National Crime Information Center databases. Officers serving on school-based threat assessment teams must also have clearance to review Criminal Justice Information and Criminal History Record Information. *While school guardians and school security guards may be members of a school's or district threat assessment not serve as the law enforcement member of a threat assessment team.

2. The Board authorizes the Superintendent to create procedures for the purpose of:

- a. identifying team participants by position and role;
- b. designating the individuals (by position) who are responsible for gathering and investigating information; and
- c. identifying the steps and procedures to be followed from initiation to conclusion of the threat assessment inquiry or investigation.

B. Responsibilities and Activities of Threat Assessment Teams

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

- 1. identification of individuals in the school community to whom threatening behavior should be reported and provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self;
- 2. utilizing the Department's behavior threat assessment instrument developed pursuant to F.S. 1001.212;
- 3. consult with law enforcement when a student exhibits a pattern of behavior, based upon previous acts or the severity of an act, that would pose a threat to school safety;
- 4. consult with law enforcement when a student commits more than one (1) misdemeanor to determine if the act should be reported to law enforcement;
- 5. if a preliminary determination is made by the threat assessment team that a student poses a threat of violence or physical harm to himself/herself or others, the threat assessment team will report its determination to the Superintendent;

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

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

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

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

C. Sharing of Information

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

D. Immediate Mental Health or Substance Abuse Crisis

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

E. Behavior Threat Assessment Instrument Training

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

F. Office of Safe Schools Reporting

Each threat assessment team shall report quantitative data on its activities to the Office of Safe Schools, including all activities during the previous school year, and shall utilize the threat assessment database developed pursuant to F.S. 1001.212. The School Safety Specialist will report this information to the Office of Safe Schools. Additionally, the School Safety Specialist must report the following information utilizing the Florida Safe Schools Assessment Tool by October 1 of each year:

1. For the 2021-2022 school year, the total number of threat assessments conducted, the number of transient threats, and the number of substantive threats; and,
2. Beginning in the 2022-2023 school year, the number of threat assessments conducted, the number of transient threats, and the number of substantive threats as well as the gender, race, and grade level of all students assessed by the threat assessment team.

Each threat assessment team shall report quantitative data on its activities to the Office of Safe Schools and shall utilize the threat assessment database developed pursuant to F.S. 1001.212.

Referral to Mental Health Services

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

School Environmental Safety Incident Reporting

The superintendent is responsible for ensuring the accurate and timely reporting of incidents related to school safety and discipline in accordance with Florida law and rules promulgated by FLDOE. Parents of District students have a right to access school safety and discipline incidents as reported pursuant to F.S. 1006.07 (9) and will be timely notified of threats, unlawful acts, and significant emergencies pursuant to F.S. 1006.07 (4) and (7).

Student Crime Watch Program

The Board shall implement a Student Crime Watch Program to promote responsibility among students and improve school safety. Through a Board resolution, the Board will require each school principal to distribute information (including a reference to Policy 8406) at their respective schools notifying students and the community as to how they can anonymously relay information concerning unsafe and potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, to appropriate public safety agencies and school officials.

Promotion of School Safety Awareness

In furtherance of Policy 8406 (*Reports of Suspicious Activity and Potential Threats to Schools*), the Board shall promote the use of the Florida Department of Education's mobile suspicious reporting tool ("FortifyFL") on the District's website, in newsletters, on school campuses, and in school publications. FortifyFL shall also be installed on all mobile devices issued to students and bookmarked on all computer devices issued to students.

Records Related to Compliance with F.A.C. 6A-1.0018

The District and all school staff will retain records demonstrating that the requirements of F.A.C. 6A-1.008 are met and provide such records to the Office of Safe Schools upon request.

Revised 8/28/18

Revised 8/27/19

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Legal

F.S. 1006.07

F.S. 1006.13

F.S. 1006.1493

Florida Safe Schools Assessment Tool

Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates (U.S. Secret Service and U.S. Department of Education)

Last Modified by Lisa Becker on October 1, 2021



Book	Policy Manual
Section	Revised Student Parent Rights
Title	SAFE-SCHOOL OFFICERS
Code	po8407 jdr92021
Status	
Adopted	August 28, 2018
Last Revised	August 27, 2019
Last Reviewed	September 17, 2021

8407 - **SAFE-SCHOOL OFFICERS**

For the protection and safety of students, school personnel, visitors, and property, the District shall partner with local law enforcement agencies, security agencies, or guardian employees to establish or assign one or more safe-school officers at each school in the District. ~~t, including charter schools.~~

A Safe-School officer shall be present, at a minimum, during the school day when the school facility is open for instruction as defined by the approved school calendar (See, Policy 8210 - *School Calendar*)

Definitions

"Safe-School officer" means a school resource officer, a school-safety officer, a school guardian, or a school security guard, as identified in F.S. 1006.12.

"School facility" means a public K-12 school, including a charter school, with a Master School Identification Number (MSID) number as provided under F.A.C. 6A-1.0016, with the following exceptions:

- A. Schools with separate MSID numbers that are located at the same physical location and are co-located with each other are a single school facility.
- B. Schools that are located at separate physical locations and are not co-located, but share one MSID number are separate school facilities.
- C. A school facility does not include:
 1. schools without a physical location for instruction of students, such as virtual schools, virtual instruction programs, virtual course offerings, franchises of the Florida Virtual School and virtual charter schools;
 2. settings where instruction is provided in a county jail or state prison, in a Department of Juvenile Justice facility or program, in a hospital, or while a student is homebound;
 3. schools that provide only prekindergarten or adult education;
 4. technical centers under F.S. 1004.91; and
 5. private schools, regardless of whether or not their students receive State scholarship funds under F.S. Chapter 1002.

Further, the Board will collaborate with charter school governing boards located in the District to facilitate access to all safe-school officer options available pursuant to Florida law. Options for safe school officers are presented below.

School Resource Officers

The School Board will enter into cooperative agreements with law enforcement agencies for the provision of school resource officers. School resource officers must be certified law enforcement officers as defined in F.S. 943.10(1) and employed by a law enforcement agency as defined in F.S. 943.10(4). School resource officers shall:

- A. undergo criminal background checks, drug testing, and a psychological evaluation;
- B. abide by Board policies and consult with and coordinate activities through school principals; and
- C. complete mental health crisis intervention training using a curriculum developed by a national organization with expertise in mental health crisis intervention. Such training must be designed to improve school resource officers' knowledge and skills as first responders to incidents involving students with emotional disturbance or mental illness, including de-escalation skills to ensure student and officer safety.

School Guardians (The Coach Aaron Feis Guardian Program)

The School Board may utilize school guardians pursuant to The Coach Aaron Feis Guardian Program. The Superintendent shall be responsible for appointing school guardians serving the school district and charter school governing boards shall be responsible for appointing school guardians at charter schools. Prior to appointing school guardians, evidence must be provided from a Florida Sheriff demonstrating that potential school guardians have met all the requirements set forth in F.S. 30.15

School guardians do not have the power of arrest or the authority to act in any law enforcement capacity except to the extent necessary to prevent or abate an active assailant incident. In support of school-sanctioned activities for purposes of F.S. 790.115, the following individuals may serve as a school guardian:

- A. a Charter School employee or personnel as defined under F.S. 1002.01 who volunteers to serve as a school guardian in addition to his/her official job duties; or
- B. a District or Charter School employee who is hired for the specific purpose of serving as a school guardian.

School Security Guards

Pursuant to F.S. 1006.12, the School Board contracts with one (1) or more security agencies to provide appropriately licensed and trained security guards. All contracts with security agencies must ensure that any employee serving in the role of safe school officer hold guardianship certification as authorized by a Florida Sheriff. The security agency must, among other things, maintain records related to training, inspection, and firearm qualification.

All security guards serving in the capacity of a safe-school officer pursuant to this policy and Florida law are in support of school-sanctioned activities for purposes of F.S. 790.115 and must aid in the prevention or abatement of active assailant incidents on school premises.

The Superintendent, in consultation with the School Safety Specialist, is responsible for developing procedures relating to the assignment of Safe-School officers outside of the regular school day, including during, before, and after school, summer school, during extra-curricular activities, and for school-sponsored events. In developing the procedures, the Superintendent must consider factors such as the number of persons present, the ratio of staff members to students, and other safety measures available.

Notification of Incidents Involving Safe-School Officer Discipline, Dismissal or Discharge of a Firearm

- A. Discharge of a Weapon

"Discharge" means to fire a gun or firearm.

The Superintendent must notice the Office of Safe Schools when a Safe-School officer assigned to any school facility in the District discharges a firearm in the exercise of Safe-School officer duties, other than for training purposes, as provided in F.S. 1006.12 (5). Notification must be made no later than seventy-two (72) hours of the incident by submitting Form SSON-2021 to SafeSchools@fldoe.org.

The Superintendent is also responsible for notifying the Hernando County Sheriff immediately after, but no later than seventy-two (72) hours after, a Safe-School Officer discharges their firearm in the exercise of their duties other than for training purposes.

B. Dismissal or Discipline

"Dismissal" means a Safe-School officer is permanently relieved of their position. Dismissal or termination is involuntary and initiated by the employer, including firings or other discharges for cause. "Discipline" means a Safe-School officer received a behavior-related official reprimand.

The Superintendent must notify the Office of Safe Schools when a Safe-School officer assigned to a school facility in the District has been disciplined for misconduct or has been dismissed from their duties as a Safe-School officer by their employer, including in cases where the officer is reassigned or moved to another school location, whether by a school district, charter school, law enforcement agency, or private security company, as provided F.S. 1006.12 (5). Notification must be made no later than seventy-two (72) hours of the dismissal or disciplinary action by submitting Form SSON-2021 to SafeSchools@fldoe.org.

- C. The Superintendent must notify the Office of Safe Schools when there is an allegation of misconduct that results in a Safe-School officer being placed on administrative leave or reassigned pending completion of an investigation using the procedure set forth in F.A.C. 6A-1.0018 (18)(b)1. Within fifteen (15) days of completion of the investigation, updated information regarding the result of the investigation must be provided to the Office of Safe Schools.

The Superintendent is also responsible for notifying the Hernando County Sheriff immediately after, but no later than seventy-two (72) hours after, a Safe-School Officer is dismissed for misconduct or disciplined.; and

- D. The Superintendent shall adopt and implement procedures to verify that charter schools, law enforcement agencies, and private security firms employing or contracting with Safe-School officers timely report discipline and dismissal of Safe-School officers and any discharge of an officer's weapon outside of training activities, so that the District can meet the reporting requirements under Florida law.

With respect to matters relating to employment, school resource officers shall be responsible to their law enforcement agency, subject to agreements between the Board and law enforcement agency. Activities conducted by school resource officers which are part of the regular instructional program of schools shall be under the direction of school principals.

The powers and duties of law enforcement officers shall continue throughout school resource officers' tenure.

With respect to matters relating to safe school officers who are employees of security agencies, school security guards shall be responsible to their security agency subject to an agreement between the Board or the charter school governing board and the security agency.

F.S. 30.15

F.S. 1006.12 F.A.C. 6A-1.0018

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F.S. 30.15

F.S. 1006.12

F.A.C. 6A-1.0018

~~Revised 8/27/19~~

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Legal F.S. 30.15
F.S. 1006.12

Last Modified by Lisa Becker on October 1, 2021

A. Item Currently Budgeted -

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

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

B. Item Currently Not Budgeted -**

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

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

C. History

Check one:

Prior Year Budget: ☐New for Current Year: ☐

Prior Year Approved Budget: \$

Prior Year Actual Spent: \$

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



Hernando School District

School Board Workshop

Agenda Item # 22-0132

10/12/2021

Title and Board Action Requested

Board discussion of the Superintendent's Evaluation

Executive Summary

The Board will hold discussions of their individual evaluations of the Superintendent as discussed in earlier individual meetings each Board Member held with Mr. Stratton.

My Contact

Linda K. Prescott
Board Chair
352-797-7253

2018-23 Strategic Focus Area

Other

Financial Impact

The cost for this agenda item is \$ 0, see attached budget sheet. The cost for the previous fiscal year was \$ 0. If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved.

SUPERINTENDENT'S EVALUATION

Standard 1: LEADERSHIP AND DISTRICT CULTURE

This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate, and understanding multicultural and ethnic differences.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 1.1 Facilitates a community process to develop and implement a shared vision that focuses on improving student achievement
- 1.2 Promotes academic rigor that focuses on learning and excellence for schools
- 1.3 Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the district's vision
- 1.4 Models learning for staff and students
- 1.5 Promotes understanding and celebrating school/community cultures
- 1.6 Promotes and expects a school-based climate of tolerance, acceptance and civility
- 1.7 Develops, implements, promotes and monitors continuous improvement processes

The superintendent's performance for this standard:

- ☐ Outstanding - Consistently exceeds behaviors and skill expectations
- ☐ Proficient - Meets most and exceeds some of behaviors and skill expectations
- ☐ Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- Involving community in planning and problem solving for the schools
- Presentations/materials for community/parent meetings
- District/school improvement plans
- Charts for each school's performance
- Participation rates – other data about school and district family engagement activities
- Evidence of community support and/or engagement

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.

Standard 2: POLICY AND GOVERNANCE

Working with the board to formulate internal and external district policy, defining mutual expectations of performance with the board and demonstrating good school governance to staff, students and the community at large.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 2.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles
- 2.2 Establishes procedures for superintendent/board interpersonal and working relationships
- 2.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools
- 2.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities

The superintendent's performance for this standard:

- ☐ Outstanding - Consistently exceeds behaviors and skill expectations
- ☐ Proficient - Meets most and exceeds some of behaviors and skill expectations
- ☐ Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- Documented recommendations to the board of policy additions/changes
- Documentation of reviews of all handbooks, procedures, books, etc.
- Documentation of program – compliance audits
- Documentation of legal resources and fees on an annual basis for all litigation

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

This standard emphasizes the skills necessary to establish effective two-way communications not only with students, staff and parents, but also the community as a whole, including beneficial relationships with the media. It also stresses responding to community feedback and building and building community support for the district.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 3.1 Develops formal and informal techniques to gain external perceptions of district
- 3.2 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments)
- 3.3 Promotes involvement of all stakeholders to fully participate in the process of schooling
- 3.4 Establishes effective school/community relations, school/business partnerships and public service
- 3.5 Understands the role of media in shaping and forming opinions as well as how to work with the media

The superintendent's performance for this standard:

- ☐ Outstanding - Consistently exceeds behaviors and skill expectations
- ☐ Proficient - Meets most and exceeds some of behaviors and skill expectations
- ☐ Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- Establishes and maintains proper relationships with news media
- Memos, letters, audio of meetings
- Surveys
- Establish a baseline for data for 3.4 and then chart improvement each year

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.

Standard 4: ORGANIZATIONAL MANAGEMENT

This standard requires the superintendent to gather and analyze data for decision-making and for making recommendations to the board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 4.1 Demonstrates budget management including financial forecasting, planning, cash-flow management, account auditing and monitoring
- 4.2 Develops and monitors long-range plans for school and district technology and information systems, making informed decisions about computer hardware and software, and staff development and training needs
- 4.3 Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs, including bond issues
- 4.4 Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma

The superintendent's performance for this standard:

- ☐ Outstanding - Consistently exceeds behaviors and skill expectations
- ☐ Proficient - Meets most and exceeds some of behaviors and skill expectations
- ☐ Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- Ensures that expenditures are within limits approved by school board
- Budget analysis – monitor reports
- Budget presentations and related materials to school board/community
- External review/audits
- Prepare long/short term plans for facilities and sites
- Ensures maintenance of school property
- Monitors any construction, renovation, or demolition of school facilities
- Analysis of safety and crisis plans (incident reports)
- Develops and monitors school safety plan and policies for safe schools
- Maintains inventory of schools, buildings, grounds

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.

Standard 5: CURRICULUM PLANNING DEVELOPMENT

This standard addresses the superintendent's skills in staying up-to-date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

- 5.1 Develops core curriculum design and delivery systems based on content and assessment standards and best practices
- 5.2 Establishes curriculum planning to anticipate occupational trends, school-to-career needs
- 5.3 Uses child development and learning theories and the process to create developmentally appropriate curriculum and instruction
- 5.4 Includes the use of computers, the Internet, networking, distance learning and other technologies in educational programming
- 5.5 Assesses student progress using a variety of appropriate techniques
- 5.6 Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment

The superintendent's performance for this standard:

- ☐ Outstanding - Consistently exceeds behaviors and skill expectations
- ☐ Proficient - Meets most and exceeds some of behaviors and skill expectations
- ☐ Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- Documented attendance/lead in developing curriculum plans
- Recommendations to school board of curriculum programs that have proven results
- Documents that assess student performance
- Documents that demonstrate involvement of stakeholders in order to assure alignment of curriculum, instruction, and assessment

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.

Standard 6: INSTRUCTIONAL LEADERSHIP

Standard #5 addresses what is to be taught; this standard emphasizes *how* it should be taught. It emphasizes the skills required to ensure that the most effective teaching techniques are in place and that all instructional resources are used to maximize student achievement. This standard also requires applying research and best practices with respect to diversity sensitivities.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 6.1 Collaboratively develops, implements and monitors change process to improve student and adult learning
- 6.2 Implements appropriate safety and security practices in schools
- 6.3 Formulates plan to assess appropriate teaching methods, classroom management and strategies for all learners
- 6.4 Analyzes available instructional resources including applications of technology and assigns them in cost effective and equitable manner to enhance student outcomes
- 6.5 Establishes instructional strategies that include cultural diversity and differences in learning styles
- 6.6 Applies effective methods of providing, monitoring, evaluating and reporting student achievement and uses good research and assessments to improve the learning process
- 6.7 Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures and facilities design processes to support various teaching strategies and desired student outcomes

The superintendent's performance for this standard:

- ☐ Outstanding - Consistently exceeds behaviors and skill expectations
- ☐ Proficient - Meets most and exceeds some of behaviors and skill expectations
- ☐ Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- Policy/procedure manuals
- Recommendations to school board on items relating to expenditure of funds for instructional resources – what percentage of budget for these expenditures
- Data by school/district for instructional growth
- Site based management procedures (in place, in writing)
- Attendance at meetings of committees to improve student performance
- Address achievement gaps

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.

Standard 7: HUMAN RESOURCES MANAGEMENT

This standard requires skills in developing and implementing a staff performance evaluation system. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 7.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development
- 7.2 Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity

The superintendent's performance for this standard:

- ☐ Outstanding - Consistently exceeds behaviors and skill expectations
- ☐ Proficient - Meets most and exceeds some of behaviors and skill expectations
- ☐ Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- Data related to turnovers of staff – trends
- Documents that show use of data for personnel policies, decision making, professional development
- Documents that support evidence of equity and diversity in all hiring selections, and separations of personnel
- Hiring practices documents – training for new employees, new administrators, etc.

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.

Standard 8: VALUES AND ETHICS OF LEADERSHIP

This standard requires the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires superintendents to exhibit multicultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 8.1 Exhibits multicultural and ethnic understanding, sensitivity and respect
- 8.2 Describes role of schooling in a democratic society
- 8.3 Manifests a professional code of ethics and demonstrates personal integrity
- 8.4 Models accepted moral and ethical standards in all interactions
- 8.5 Explores and develops ways to find common ground in dealing with difficult and divisive issues
- 8.6 Promotes the establishment of moral and ethical practices in every classroom, every school and throughout the district

The superintendent's performance for this standard:

- ☐ Outstanding - Consistently exceeds behaviors and skill expectations
- ☐ Proficient - Meets most and exceeds some of behaviors and skill expectations
- ☐ Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- 360° Survey

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.

Standard 9: LABOR RELATIONS

This standard requires the superintendent to provide technical advice to the board during labor negotiations, to keep the board apprised of negotiation status, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting the collective bargaining process.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 9.1 Develops bargaining strategies based upon collective bargaining laws and processes
- 9.2 Identifies contract language issues and proposes modifications
- 9.3 Participates in the collective bargaining processes as determined by the board
- 9.4 Establishes productive relationships with bargaining groups while managing contracts effectively

The superintendent's performance for this standard:

- ☐ Outstanding - Consistently exceeds behaviors and skill expectations
- ☐ Proficient - Meets most and exceeds some of behaviors and skill expectations
- ☐ Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- Documents pertaining to collective bargaining
- Documents from memos as relates to bargaining strategies – proposals
- Number of hour Human Resources issues as related to contracts with HUSW, HCTA
- 360° Survey results

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.
The Superintendent's Evaluation was board approved at the 04/05/16 meeting (agenda item #1704)

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****