

SUWANNEE COUNTY SCHOOL BOARD
WORKSHOP SESSION
May 14, 2019

AGENDA

- 9:00 a.m. Call to Order/Welcome/Pledge Ed daSilva, Chairman
- 9:02 a.m. Emergency Response Plan.....Malcolm Hines
- 9:30 a.m. Human Resources Department Update..... Walter Boatright
- 2019-2020 Minority Teacher Recruitment Plan
- 10:00 a.m. Assistant Superintendent ofBill Brothers
- Administration Department Update
- 2019-2020 Student Conduct and Discipline Code (**pgs. 2-38**)
- 11:00 a.m. Assistant Superintendent of Janene Fitzpatrick
- Instruction Department Update
- 2019 Summer School Calendar (*Revisions*)
 - 2019 Summer School Positions (*Revisions*)
 - NEFEC Master In-Service Plan (*Revisions*) (**pgs. 39-50**)
 - Add-On Endorsements (**pgs. 51-107**)
- 12:00 p.m. Superintendent Update..... Ted Roush
- 12:30 p.m. Adjourn

SUWANNEE COUNTY SCHOOL DISTRICT

Student Conduct and Discipline Code ~~2018~~2019-20192020

Branford Elementary School
Branford High School
Suwannee Primary School
Suwannee Elementary School
Suwannee Intermediate School
Suwannee Middle School
Suwannee High School
Suwannee Virtual School

Ted L. Roush
Superintendent of Schools

Suwannee County School Board

Jerry Taylor – District 1

Catherine Cason – District 2

Tim Alcorn – District 3

Ed daSilva – District 4

Ronald White – District 5

School Principals

Branford Elementary School – Deidre McManaway

Branford High School – Terry Huddleston

Suwannee Primary School – Marsha Tedder

Suwannee Elementary School – Amy Boggus

Suwannee Intermediate School – Jennifer Beach

Suwannee Middle School – ~~Jimmy Wilkerson~~ Laura Williams

Suwannee High School – Ronnie Gray

RIVEROAK Technical College – Mary Keen

Suwannee Virtual School – ~~Jennifer Barrs~~ Angie Stuckey

*Student Conduct and Discipline Code
adopted by the School Board June 20182019*

DISTRICT WEBSITE

www.suwannee.k12.fl.us

(Link to FOCUS to check student grades and attendance online.)

Please complete and return this form to the school within 10 days.

Student's Full Name (Please Print) _____ School _____ Grade Level _____

2018-2019/2019-2020 PARENT AND STUDENT NOTIFICATION

The Suwannee County School District's Student Conduct and Discipline Code guide for Pre-K through grade 12 has been developed to help your son/daughter gain the greatest possible benefit from his/her school experience. Parents/guardians have the responsibility for the actions of their children and should be involved in their children's education. Parents/guardians should take special notice of the attendance and tardy sections of this Code as well as the suspension and expulsion provisions. Please note the attendance policies and their effect on other policies, such as sports eligibility, compulsory school age, and driving privileges. Parents/guardians should also take special note of information in Section II, entitled "Public Notice," which includes, but is not limited to, your child's educational records, the release of directory information (i.e., Armed Forces) and possible participation in student surveys (i.e., Florida Youth Substance Abuse Survey).

The school is in need of your help and cooperation. When you have read and discussed the Student Conduct and Discipline Code with your son/daughter, sign this sheet, **remove it from the booklet**, and **return it to the school**. This form will be kept in your son's/daughter's curriculum folder for the current school year.

The Suwannee County School District (SCSD) is not responsible for the supervision of students on school grounds until 30 minutes prior to the start of the regular school day or a scheduled event, or beyond 30 minutes after the regular school day or scheduled event. Please refer to your school's beginning and ending hours and arrange for supervision of your child accordingly. [1003.31, Florida Statutes]

Failure to return this acknowledgement will not relieve a student, or the parent/guardian of the student, from responsibility for knowledge of the contents of the Student Conduct and Discipline Code and will not excuse non-compliance by the student of the Student Conduct and Discipline Code.

A copy of the Student Conduct and Discipline Code guide has been received. Please mark your decisions in the two permission areas below and return a copy of the form to your child's school.

Permission 1: Parent Release

☐ **Option 1:** I, as parent/guardian of a student enrolled in a SCSD school, hereby give SCSD my consent and permission to: 1) Record said student's participation and appearance on video tape, audio tape, film, photograph, or any other medium; 2) Use said student's name, likeness, voice, and biographical material in connection with these records; and 3) To exhibit or distribute such recording in whole or in part without restrictions or limitation for any educational or promotional purpose which the SCSD, and those acting pursuant to its authority, deem appropriate. It is specifically understood that the recording may be submitted for use by a school or district newsletter, the local press, the school, or district cable television programming, and the school or district website. I expressly agree and give permission to allow the use of said media in all forms without any royalties, commissions, or other remuneration due to me or any other party, or parties associated with this production.

I expressly release and discharge the SCSD from any and all liability that may arise from the use of said media in this manner. Furthermore, I expressly waive any and all privacy rights that would otherwise have been accorded to these recordings or other media in accordance with §1002.20 and §1002.22 (2004), Florida Statutes.

☐ **Option 2:** I do not give permission for any of the Parent Release information noted in Option 1 of this area.

* Photos will be taken of each student for internal use only.

Permission 2: Corporal Punishment Consent

Suwannee County School District's Student Conduct and Discipline Code defines corporal punishment as the moderate use of paddling in front of a witness by a principal/administrator that may be necessary to maintain discipline or to enforce school rules. Parents may opt to not permit corporal punishment as a disciplinary intervention by checking below. Please indicate your decision regarding corporal punishment for your child by signing and returning this form. [§§1002.20, 1003.01, and 1003.32, Florida Statutes]

The school may use corporal punishment with my child.

☐ Yes ☐ No

Signatures below indicate permission for areas checked above.

Parent/Guardian

Date

Student

Date

Witness OR School Administrator

Date

Witnesses required; must be at least 18 years of age, cannot be a current student.

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SECTION I: RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS

Students attending Suwannee County Public Schools have the right to a free and appropriate education, which includes the right to equal educational opportunities without regard to race, national origin, sex, disability, or marital status. Students are also vested with other fundamental expectations.

1. Students should be informed of the Suwannee County School District (SCSD) policies and rules of the Student Conduct and Discipline Code.
2. Students should expect a safe and orderly environment in which to learn, have property respected, and to protect self and property against injury attempted by another.
3. Students should know about and use school guidance services.
4. Students should be treated with dignity and respect by other students, school personnel, and campus visitors.
5. Students should expect reasonable and fair treatment and have rules enforced without discrimination.
6. Students should be protected by laws prohibiting the release of personally identifiable information, other than directory information, to any unauthorized party without the consent of parents/guardians, or students 18 years of age or older.
7. Students should have free bus transportation as allowable by law.
8. Students should be notified of failure or the potential for failure as outlined in the progress reporting schedule.
9. Students should receive an academic program that promotes high student performance and is delivered by competent teachers in an atmosphere free from bias and prejudice.
10. Students should be able to express viewpoints responsibly in writing or orally without jeopardizing relations with teachers or school, conduct meetings on school grounds or in school buildings in accordance with school rules and scheduled use of facilities, and organize clubs and groups.
11. Students should have privacy of personal possessions unless appropriate school personnel have reasonable cause to believe a student has any object or material which is prohibited by law or School Board.
12. Students should expect student records will be kept safe and private.
13. Students should expect that other students and school personnel respect feelings, rights, their property, and privacy.
14. Students should expect opportunity for hearing upon suspension from school.
15. Upon written request by his or her parent, a student may be excused from standing for or reciting the Pledge of Allegiance.

DAILY CONDUCT CODE [§1003.31(4)(a-g), Florida Statutes]

By enrolling in a public school in Suwannee County, Florida, each student agrees to conduct himself/herself according to the Statute's Daily Conduct Code.

1. Be respectful and obedient at all times.
2. Not hurt another person with my words or my acts.
3. Tell the truth, because it is wrong to tell a lie.
4. Not steal, because it is wrong to take someone else's property.
5. Not cheat or plagiarize the work of others.
6. Respect my body and not take drugs.
7. Show strength and courage, and not do something wrong just because others are doing it.
8. Pledge to be nonviolent and to respect my teachers and fellow classmates.

SCOPE OF AUTHORITY

The **Student Conduct and Discipline Code** applies to all students enrolled in Suwannee County Public Schools. The code is in effect on School Board owned or controlled property and whenever students are under the official supervision of School Board employees, including but not limited to: field trips, extracurricular activities, or while being transported to and from such places either by school bus, approved drivers, or other official means of conveyance.

FAMILY RESPONSIBILITIES

By enrolling a child in a public school in Suwannee County, Florida, each parent/guardian agrees to comply with the essential parental responsibilities including but not limited to this list.

1. A parent should review the contents of the Student Conduct and Discipline Code guide with his/her child.
2. A parent must ensure his/her child lives in the assigned school zone.
3. A parent must ensure the daily attendance of his/her child and promptly report and explain any absences or tardiness from school.

4. A parent should provide his/her child with the resources needed to complete class work.
5. A parent should assist his/her child in being healthy, neat, and clean.
6. A parent must bring to the attention of the school authorities any problem or condition which affects his/her child or other children of the school.
7. A parent must ensure his/her child does not bring inappropriate or contraband items to school.
8. A parent should discuss report card and work assignments with his/her child and monitor student academic progress in the FOCUS system (www.suwannee.k12.fl.us).
9. A parent must ensure that the school has up-to-date home, work, and emergency telephone numbers.
10. A parent must ensure that current emergency health care information regarding his/her child is on file with the school.
11. A parent should communicate with the school (i.e., talk to child's teacher, return requested forms, etc.).

RESPONSIBILITY MAKES A DIFFERENCE

Becoming a responsible adult begins with becoming a responsible student! The following information outlines student responsibilities:

1. Students must adhere to the guidelines set forth in the school handbook and this Student Conduct and Discipline Code.
2. Students should attend all classes daily and be punctual for all school days during the school year and to provide the school with adequate written explanation and appropriate documentation to explain an absence, and request make-up work assignments from teachers upon return to school and complete them within an appropriate length of time.
3. Students should come to class with all necessary materials and be prepared to learn.
4. Students should take advantage of learning opportunities.
5. Students should use guidance services for educational and personal improvement.
6. Students must show respect for and consideration to all individuals and property.
7. Students must report hazardous or dangerous situations to an adult in authority.
8. Students must immediately report illegal activities to appropriate authorities.
9. Students must refrain from bringing inappropriate or contraband items to school.
10. Students must abide by all rules and regulations established by school, teacher, and bus driver.
11. Students should complete all classroom assignments, homework, and projects/reports as outlined by their current classroom teacher(s).
12. Students must refrain from profane or inflammatory statements.
13. Students must conduct themselves in a safe and responsible manner.
14. Students should dress in a neat, clean, and well-groomed manner.
15. Students must take responsibility for his/her own work and actions, and share with their parents/guardians grades and progress reports received relative to their progress in each class.

Note: Students who report any of the above listed activities/information to the appropriate authorities may have their names held in confidence and the District agrees not to release the student's name to any other student.

SECTION II: PUBLIC NOTICE

ACCESS TO STUDENTS AND STUDENT RECORDS BY PARENTS

The parent who registers the student and provides information on the student data registration form will be considered that parent who controls and makes final decisions regarding the student. It is the parent's responsibility to supply the school with any documents that delineate custody issues. When parents are divorced or separated, both parents have full rights to participate in the child's school activities and know what is happening at school unless there is a court document limiting that access. A non-residential parent may have access to student records and information unless a court order prohibits such access. If a court has issued such an order, then the student's parent is responsible for providing the principal with a certified copy of the order. Additionally, the school will not resolve parental disputes regarding a student and/or student record access. Normal school procedures for parent pick-up, eating with a student at school, and attendance at other school activities is permitted by both parents unless there is a court document that prohibits contact or severs parental rights. Schools do not have facilities nor is it appropriate to accommodate parent domestic visitations. If parents approach schools for these visitations, they will be requested to make arrangements for out-of-school visitation after school hours. [§61.13(2)(b)3, Florida Statutes]

CIVILITY POLICY

Employees of SCSD will treat parents and other members of the public with respect and expect the same in return. The District must keep schools and administrative offices free from disruptions and prevent unauthorized persons from entering school/district grounds. Accordingly, this policy promotes civility, mutual respect, and orderly conduct among District employees.

CRISIS PROTOCOL

Providing a safe and secure environment for our students to learn is a top priority of the SCSD. Measures have been taken to ensure our staff and students are prepared in the event a crisis situation occurs in one of our schools. A comprehensive Crisis Management Plan has been created to guide our staff through a wide variety of situations. Fire drills, tornado drills, and lockdowns are practiced at each site to ensure that routines and safety procedures are well established and familiar to all.

Parents – The SCSD requires your cooperation with school and district authorities during a lockdown crisis.

1. Please follow school and/or district directives.
2. Please consult local media for regular updates about the incident. Listen for information updates on local radio and television stations.
3. You may be directed to an off-campus parent staging area for the latest information regarding a campus crisis.
4. Please DO NOT call the school because phone lines will be needed for emergency communication.
5. Please DO NOT call your child's cell phone in order for cell towers to be clear for emergency use.
6. Please DO NOT go to the school if a lockdown situation should occur. Roads will be closed, doors will be locked, and campuses will be off-limits to anyone other than authorized personnel.

Pursuant to Florida Statute 120.54, in the event of an emergency, the Superintendent or the School Board can enact additional rules governing student conduct which shall be enforced as included in this Student Conduct and Discipline Code.

DIRECTORY INFORMATION

The SCSD reserves the right to release "directory information" to the general public without obtaining prior permission from students or parents/guardians. Directory information includes the student's name, gender, parent/guardian names, residential address, telephone number (if listed), date and place of birth, name of most recent previous school or program attended, participation in school sponsored activities and sports, height and weight of athletic team members, dates of school attendance, anticipated graduation date, honors and awards received, and diploma conferred. However, a student or his/her parents may notify the principal of the desire NOT to have directory information released. This notification must be submitted in writing to the principal within 30 days of distribution of the Student Conduct and Discipline Code or 30 days after initial enrollment. Upon notification, this information will not be disclosed except with the consent of a parent/guardian or eligible student, or as otherwise allowed by the Family Educational Rights and Privacy Act. In the absence of written notification to restrict the release of directory information, the school and the SCSD will assume that neither a parent/guardian of a student, nor a student, objects to the release of the designated directory information. The SCSD will routinely publish directory information in conjunction with press releases regarding school activities, honor roll announcements, athletic events, and other such activities. Under provisions of the National Defense Authorization Act and the Elementary and Secondary Education Act (No Child Left Behind), directory information may also be released to law enforcement agencies, other governmental agencies (U.S. Department of Justice, branches of Armed Forces, etc.) and to post-secondary programs to inform students of educational programs available to them. However, directory information shall not be released for commercial use, including among others, mailing lists for solicitation purposes.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records.

1. The right to inspect and review the student's education records within 30 days of the day the District receives a request for access. Parents/guardians or eligible students should submit to the principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected. If copies of these records are requested, the first five pages will be provided at no cost. Additional pages will be copied for a charge of 15 cents per page.
2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes is inaccurate or misleading. Parents/guardians or eligible students may ask the SCSD to amend a record that they believe is inaccurate, misleading, or in violation of the student's privacy rights. When making such a request, a written statement to the principal should clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent/guardian or eligible student, the District will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the FERPA authorizes disclosure without consent. The one exception, which permits disclosure without consent, is disclosure to school officials with a legitimate educational interest. A school official is a person employed by the District as administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses educational records, including record of disciplinary actions, without consent to officials of another school district in which the student intends to enroll. The right to refuse to provide the student's social security number.
4. When requesting basic information from students and parents/guardians, a request will be made for student's social security number under section §1008.386, Florida Statutes. In any case, disclosure of the social security number is voluntary and will be used only as a student identification number in the Information Technology (IT) system maintained by the District.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue SW
Washington, DC 20202-4605

INSURANCE (Student Accident)

The SCSD recommends that parents/guardians, who do not have accident insurance for their child, purchase school accident insurance for their children Pre-K through grade 12 in the event of an incident on any SCSD property. Please note the type of insurance is accident only, not health insurance. School insurance information is available by calling 1-800-541-8256 or online at <https://www.schoolinsuranceagency.com>.

STATEMENT OF NON-DISCRIMINATION

The Suwannee County School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to designated youth groups.

If you wish to file a complaint alleging any violation of this policy, notify:

~~Walter Boatright~~ Malcolm Hines, Equity Coordinator
Suwannee County School District
1729 Walker Avenue, SW, Suite ~~700~~ 200
Live Oak, FL 32064
Office: (386) 647-4633 — 4644 Fax: (386) 364-2610 2635

NOTIFICATION OF COMPLIANCE

The SCSD adheres to a policy of non-discrimination in educational programs/activities and employment and strives to provide equal opportunities for all as required by:

Americans with Disabilities Act Title II – The SCSD prohibits discrimination on the basis of disability in state and local government programs/services.

Child Find – The District has an obligation to identify, locate, and evaluate all children with disabilities.

Civil Rights Act of 1994 TITLE VII – The SCSD prohibits discrimination on the basis of race, color, religion, or national origin.

Florida Civil Rights Act of 1992 – The SCSD secures for all individuals within the state, freedom from discrimination because of sex, national origin, age, disability, pregnancy, or marital status.

Florida Education Equity Act – The SCSD prohibits discrimination on the basis of race, disability or marital status, sex, or national origin against students or employees in any educational program or activity, or in any employment conditions or practices. The supervisor responsible for compliance may be contacted at (386) 647-4633 4644.

Section 504 of the Rehabilitation Act of 1973 – The SCSD prohibits discrimination against the disabled. It is the intent of the District to identify, evaluate, and provide appropriate educational accommodations to these students. Students may be disabled under this policy even though they do not require services pursuant to the Individuals with Disabilities Education Act (IDEA). Students and parents/guardians have a right to due process under Section 504. A copy of parent/guardian rights afforded by Section 504 of the Rehabilitation Act of 1973 is available at all district schools and on the Student Services website. The Director of Student Services is the coordinator of Section 504 activities and may be contacted at (386) 647-4638.

Title IX of Education Amendments of 1972 – This legislation states: No person in the United States shall, on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. The SCSD affirmed in 1975 that it is in compliance with the requirements of Title IX and does not discriminate on the basis of sex in the educational programs or activities which it operates. This statement of non-discrimination extends to SCSD employment practices and to admission to school programs. A Title IX complaint is a claim by a person that he or she has been discriminated against on the basis of sex in the programs or activities operated by the SCSD. A person having a Title IX complaint should direct his/her concern to the Director of Human Resources who will either investigate the complaint or refer it to appropriate personnel. Title IX complaints should be addressed to:

~~Walter Beartright~~ Malcolm Hines, Director of Human Resources
Suwannee County School District
1729 Walker Avenue, SW, Suite 700200
Live Oak, FL 32064
Office: (386) 647-4633—4644 Fax: (386) 364-26102635

NOTIFICATION OF RISK

Be aware that playing or practicing to play/participate in any sport can be dangerous in nature and involve MANY RISKS OF INJURY. It is understood that the dangers and risks of playing or practicing to play/participate in interscholastic sports may result in complete or partial paralysis; brain damage; serious injury to virtually all bones, joints, ligaments, muscles, tendons, and other aspects of the muscular-skeletal system; serious injury to virtually all internal organs; serious injury or impairment to other aspects of the body; and could affect other possible impairments to one's general health and well-being. Understand that the dangers and risks of playing or practicing to play/participate in interscholastic sports may result not only in serious injury, but in a serious impairment of future ability to earn a living; to engage in other business; social and recreational activities; and generally to enjoy life. Because of the dangers of participating in interscholastic sports, it is important to follow and obey coaches' instructions regarding playing techniques, training, and team rules. The best investment that any parent can make is to invest in purchasing school accident insurance.

In consideration of the SCSD permitting tryouts for high/middle school team sports and engaging in all activities related to the team including, but not limited to, trying out, practicing or playing/participating in that sport; all employees, agents, representatives, coaches, and volunteers will be held harmless from any and all liability, actions, causes of actions, debts, claims, or demands of any kind and nature whatsoever which may arise out of or in connection with participation in any activities related to the high/middle school interscholastic sports team. The terms hereof shall serve as a release and assumption of risk for heirs, estates, executors, administrators, assignees, and all family members.

PROTECTION OF PUPIL RIGHTS AMENDMENTS

Local educational agencies receiving funds from the U.S. Department of Education are required by federal law to comply with requirements for the collection and reporting of certain information by means of student surveys, as well as requirements to protect student privacy. The information that must be reported relates to student attitudes and behaviors on topics such as school safety, substance use and the prevalence of risky attitudes or behaviors, particularly with respect to alcohol and drug abuse. In addition, these surveys also collect information on general health practices and human sexuality. Such information is collected by survey anonymously on a sampling basis, and no personally identifiable information is obtained from or reported on any individual student. The District cooperates with other agencies such as the Florida Department of Health in conducting these surveys.

It is the policy of the SCSD to notify parents/guardians of upcoming surveys that reveal information concerning one or more of the following items:

- Political affiliations or beliefs of the student or the student's parent/guardian,
- Mental and psychological problems of the student or the student's family,
- Sexual behavior or attitudes,

- Illegal, anti-social, self-incriminating, or demeaning behavior,
- Critical appraisals of other individuals with whom respondents have close family relationships,
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers,
- Religious practices, affiliations, or beliefs of the student or student's parent/guardian, and
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Participation is Voluntary – No student shall be required to participate in such a survey if the parent/guardian/student objects to participation. Prior written parental consent will be obtained before a minor student takes a survey funded by U.S. Department of Education that includes any of the above topics. On all other surveys, parents/guardians will be given the opportunity to opt their child out of participation. Notification to parents/guardians will occur prior to students being given surveys.

Right to Inspect – A parent/guardian/student has the right to inspect any such survey instrument before the survey is administered or distributed to students if a request is made within a reasonable period of time. Parents/guardians further have the right to inspect or review:

- Arrangements that will be made to protect student privacy,
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes, and
- Instructional material used as part of the educational curriculum.

Notification of Parents/Guardians – Parents/guardians will be notified of this policy annually, at the beginning of the school year, and within a reasonable period of time if any substantive change is made to this policy. Such notice shall include the specific or approximate dates during the school year when any such survey will be administered.

PUBLIC SAFETY INFORMATION ACT 1997 – SEX OFFENDER/SEXUAL PREDATOR LAWS

Information is available at each school. Contact your local principal.

STUDENT GRIEVANCE PROCEDURES

The SCSD will promptly investigate alleged incidents of harassment or discrimination and appropriate, corrective action will be taken. Any student who alleges harassment or discrimination by another student or SCSD employee shall report the harassment to the building principal, assistant principal(s), guidance counselor(s), or teacher(s). Filing of a complaint or otherwise reporting harassment in good faith will not affect the student's status, extracurricular activities, grade, or any other assignments. However, willfully reporting a false claim of harassment or discrimination in bad faith is illegal and will subject the reporter of the false claim to disciplinary action.

The harassment or discrimination complaint shall be in writing, state the act(s), state the date(s), state the name(s) of witnesses, and shall be signed by the complainant. The right to confidentiality, both of the complainant and of the alleged harasser, will be respected, consistent with the School Board's legal obligations and with the necessity to investigate allegations of misconduct and to take corrective action upon finding evidence of misconduct. Retaliation against any student for alleging harassment or discrimination is strictly forbidden.

STUDENT RECORDS AND REPORTS – RIGHTS OF PRIVACY – NOTIFICATION

In accordance with §1002.22, Florida Statutes, students and their parents/guardians shall have rights of access, rights of challenge, and rights of privacy with respect to student records and reports. Every student shall have a right to privacy with respect to the educational records kept on him or her. Personally identifiable information contained in such records and reports is confidential. These records and reports cannot be released without the written consent of the parent/guardian/student, unless the purpose for the release of such information is consistent with §1002.22(3)(d), Florida Statutes. Such a release of information without consent can be for any reason consistent with that in §1002.22(3)(d), Florida Statutes, including, but not limited to, purposes consistent with interlocal agreements with other agencies.

SUBPOENAS FOR STUDENT RECORDS

Federal and state law requires that school officials comply with court orders and subpoenas from a court of competent jurisdiction for the timely production of student records. If disclosure is made in response to a court order or subpoena, the parent/guardian will be notified, except where the law prohibits said notification. If a parent/guardian objects to the release of these records, an objection to a subpoena for non-party production must be timely filed and/or a protective order must be timely obtained from a court of competent jurisdiction.

SUPERVISION OF STUDENTS BEFORE AND AFTER SCHOOL AND SCHOOL ACTIVITIES

The SCSD is not responsible for the supervision of students on school grounds until 30 minutes prior to the start of the regular school day or a scheduled event or beyond 30 minutes after the regular school day or scheduled event. Please refer to your school's beginning and ending hours and arrange for supervision of your child accordingly. (§1003.31, Florida Statutes)

SECTION III: GUIDELINES GOVERNING STUDENT BEHAVIOR

ACADEMIC ELIGIBILITY REQUIREMENTS FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

All high schools shall be members of the Florida High School Athletic Association (FHSA) and shall be governed by the bylaws of that organization. These schools shall also follow the requirements for all extracurricular activities as prescribed by Florida law. For further details, refer to the FHSA Handbook and the Florida Statutes. [§§1003.43(1) and 1006.15, Florida Statutes]

- A. A student not currently suspended from interscholastic or intrascholastic extracurricular activities or suspended or expelled from school pursuant to a district school board's suspension or expulsion powers provided in law, including §§1006.07, 1006.08, and 1006.09, is eligible to participate in interscholastic and intrascholastic extracurricular activities.
- B. A student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets the criteria in § 1006.15 (3)(h).
- C. A student's eligibility to participate in any interscholastic or intrascholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation pursuant to § 1006.20(2)(b).
 1. Attendance – Students must be in attendance all day, at school, in order to participate in extracurricular/after school activities.
 2. Alcohol/Drug – Prohibited acts include a) possessing or consuming alcohol, b) operating a motor vehicle under the influence of alcohol, c) misrepresenting one's age for the purpose of purchasing, possessing, or consuming alcohol, d) public intoxications, and/or e) violations of additional team rules regarding alcohol use. Prohibited acts also include a) possessing or using illegal substances, as defined by law, b) possessing or using controlled substances as defined by law, c) distributing, selling, or possessing with the intent to distribute illegal or controlled substances, as defined by law, and/or d) using tobacco products by a student-athlete during practice, competition, or other team functions. A student found to be in violation of the alcohol/drug guidelines may be suspended and/or expelled from extracurricular/after school activities.
 3. Academic – 2.0 GPA is required for academic eligibility. A middle/junior high student must have a 2.0 GPA, or the equivalent of a 2.0 GPA based on a 4.0 scale, at the conclusion of each semester. A high school student must have a cumulative 2.0 grade point average on a 4.0 unweighted scale, or its equivalent at the conclusion of each semester to be academically eligible during the next semester (§. 1006.15(3)(a)1, Florida Statutes).
 4. School Discipline – Students who have been out of school suspended for disciplinary reasons will not be eligible to participate in extracurricular/after school activities. All other school discipline as it relates to student-athlete eligibility for participation will be at the discretion of the principal or designee.
 5. Bullying – see Student Conduct & Discipline Code (page 10).
 6. Sportsmanship – Sportsmanship shall be defined in accordance with the standards of the FHSA. In general, a sportsperson is one who can take a loss or defeat without complaint, a victory without gloating, and who treats opponents with fairness, generosity, and courtesy. Sportsmanship is respect for oneself, teammates, coaches, officials, opponents, and property. Sportsmanship also requires maintaining self-control, and refusing to be drawn into or encourage physical conflict not otherwise required by the proper execution of the sport. All student-athletes are obligated to represent themselves, the team, the Athletic Department, the school, their families, and their communities, with the highest level of sportsmanship. A student found to be in violation of the sportsmanship guidelines may be suspended and/or expelled from extracurricular/after school activities.
 7. Dress Code – Students have a responsibility to be dressed and groomed in a manner that is consistent with the Student Conduct and Discipline Code. The principal or designee shall have the final authority for determining whether or not a student's apparel conforms to the dress code. The principal or designee may prohibit the use of clothing or items deemed inappropriate or to cause a disruption during school sponsored events to include extracurricular/after school activities.
 8. Four-Year Limit of Eligibility – A student is limited to four consecutive school years of eligibility beginning with the school year he/she begins ninth grade for the first time. This does not imply that the student has four years of participation. After four consecutive school years, the student is permanently ineligible.
 9. Age Limit – A student may participate at the high school level until the day he/she reaches the age of 19 years 9 months if the student has not exceeded his/her four year limit of eligibility. The student becomes permanently ineligible at the high school level on the day he/she reaches 19 years 9 months. Beginning with students entering the 9th grade in 2014-2015 and thereafter, a student who reaches the age of 19 on or after September 1, and who has not exceeded his/her four-year limit of eligibility may participate in interscholastic athletics during that school year.

10. Physical Evaluation (EL2 Form) – A student must have a physical evaluation each year and be certified as being physically fit to participate in interscholastic athletic programs. A physical evaluation shall be valid for a period not to exceed one calendar year from the date of the practitioner's signature. The student cannot be allowed to participate in any activity related to interscholastic athletic programs until the fully executed physical evaluation form is on file in the school (§. 1002.20(17)(b), Florida Statutes).
11. Consent and Release from Liability Certificate (EL3 Form) – A student must have the consent of his/her parent(s) or legal guardian(s) to participate in interscholastic athletic programs at a member school. The student and his/her parent(s) or legal guardian(s) must also release the FHSAA, its member schools and contest officials from all liability for any injury or claim that may result from the student's participation in interscholastic athletics. This consent and release from liability must be provided in writing on a form developed by the FHSAA for that purpose. The form must be signed by the student and his/her parent(s) or legal guardian(s). The student cannot be allowed to participate in any activity related to interscholastic athletic programs until the fully executed consent form is on file in the school.
12. Transfer "authorized for good cause".
13. Transfer before a Sport Season – The student transfers and begins attending the new school on or prior to the beginning date of the sport season, as established in the FHSAA calendar, meets all other eligibility requirements per the FHSAA and, (a) the transfer has been approved pursuant to district school board policies in the case of a transfer to a public school or pursuant to the private school policies in the case of a transfer to a private school; and (b) a form to be provided by the association (EL6 Form – Notice of Transfer) has been submitted to the association.
14. Full and Complete Move – The student moves to a new home address due to a full and complete move by the student and the persons with whom he/she has been living for at least one calendar year that makes it necessary for the student to attend a different school and the student meets all other eligibility requirements per the FHSAA. A student and his/her parents cannot occupy a residence at more than one address, and only the student's current residence may be used for eligibility purposes.
15. Necessary Relocation to Residence of Another Individual – The student transfers because he/she has to move into the residence of another person who lives at a residence that makes it necessary for the student to attend a different school and the student meets all other eligibility requirements per the FHSAA. This exception applies only to the following specific situations: (a) one of the persons with whom the student has been living dies; (b) one of the persons with whom the student has been living is imprisoned or committed by court order to a mental facility; or (c) the student is made a ward of the court or state and is placed in a foster home by a court of legal jurisdiction. In this case, a certified copy of the court order, a copy of the petition upon which the order was based, and other evidence the court had to consider in issuing the order must be provided to the FHSAA office. Permanent guardianship must be appointed legally by a court of competent jurisdiction.
16. Move to New Residence Following Marriage – The student marries and immediately established a new residence with his/her spouse at a residence that makes it necessary for the student to attend a different school and the student meets all other eligibility requirements per the FHSAA.
17. Reassignment by District School Board – The student is reassigned during the school year to a different school by the district school board, as long as the reassignment is not for athletic or disciplinary reasons, and the reassignment is not requested by the student or his/her parents, and the student meets all other eligibility requirements per the FHSAA. In this case, the student may participate in interscholastic athletic competition at the public school where he/she is assigned or a private school he/she chooses to attend.
18. Transfers of Schools within the First Twenty Days – The student transfers school within the first twenty (20) school days of the academic school year, meets all other requirements per the FHSAA and provided: (a) the student has not engaged in any athletic activities affiliated with either school prior to the transfer; (b) the student has not been recruited; (c) the student is not transferring in whole or in part for athletic reasons; (d) the student is not transferring because of disciplinary reasons and/or misconduct; and (e) the new school principal communicates and verifies with the losing school principal that the student has not engaged in any athletic activities affiliated with either school prior to the transfer, and the student is not transferring due to disciplinary reasons.

ATTENDANCE RULES

The classroom experience is of unique value and cannot be duplicated by make-up work. The purpose of this attendance policy is to foster responsibility and reliability on the part of District students to attend all classes. Students will acknowledge greater emphasis on attendance at school because credit in their classes will be contingent upon their presence.

The District School Superintendent is responsible for enforcing school attendance of all students subject to the compulsory school age in the school district and supporting enforcement of school attendance by local law enforcement agencies. The responsibility includes recommending policies and procedures to the District School Board that require public schools to respond in a timely manner to every unexcused absence, and every absence for which the reason is unknown, of students enrolled in the schools.

Parents/guardians are responsible for the attendance of their children within the compulsory school age (6-16 years) unless the child files a formal declaration of intent to terminate school enrollment with the School Board on or after age 16. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent/guardian. Parents/guardians who refuse or fail to have a child in school commit a misdemeanor, punishable as provided by law (§1003.21, Florida Statutes). Students 18 years of age and older shall have all rights accorded to their records unless they are dependent on their parent/guardian as defined in the Internal Revenue Code. Students 18 years of age and older in K-12 educational programs are required to be in compliance with attendance and discipline policies of the SCSD.

Absences - Absence is nonattendance of a student at school or in an approved educational activity/field trip or program on days when school is in session. Absence occurs when a student is not physically present at school or not participating in an approved school activity as defined under the compulsory school law. Though school-sponsored academic field trips are not considered absences, students are required to make up missed class work upon return to school.

Excused Absences may include:

- Illness or injury of the student, as documented by a health care professional,
- Illness or injury of the student's immediate family creating insurmountable condition of absence, as documented by health care professional,
- Death of a member of the student's immediate family,
- Documented appointments with health care professionals,
- Administrative approval based upon written request/justification to principal or designee,
- Recognized religious holidays,
- Documented judicial actions-subpoena/summons, or
- Therapy prescribed and delivered by a licensed certified practitioner.

Prior approval for absences for vacation or other anticipated reasons must be granted by an administrator and the student must make arrangements for makeup of work prior to the absence. Excessive absences and academic standing may be factors in the decision to excuse or not excuse the absence.

Unexcused Absences - An unexcused absence takes place any time a student is out of school for reasons unknown or not recognized under the law. On the third unexcused absence within the previous 30 school days, a letter will be sent to the parent/guardian informing them of the compulsory school attendance law and their legal obligation to follow the law.

Excessive Absences or Truant - A student is considered truant or excessively absent when he/she has had at least five (5) unexcused absences within a calendar month or 10 unexcused absences within a 90 calendar day period. The student may be exhibiting a pattern of nonattendance, and this may be considered excessive. Students who demonstrate truancy may forfeit their rights to attend Grad Bash, prom, field trips or other extracurricular activities. The student may be referred to the school's Student Support Team to determine if early patterns of truancy are developing. If it is determined that an early pattern of truancy is developing, regardless of whether the absences are excused or unexcused, a meeting with the parent/guardian shall be scheduled to identify potential remedies. If absences continue to be a concern, despite intervention attempts, the school may make a recommendation for filing a truancy petition. (§§1003.26 and 984.141, Florida Statutes)

Habitual Truant - A student is considered habitually truant when he/she has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the parent/guardian (§1003.01, Florida Statutes). Accumulated tardies and early check outs shall be considered unexcused absences. At the high school level or at a 6-12 combination school, seven (7) unexcused tardies, missed periods, or early checkouts will equal one unexcused absence for the purpose of defining a habitual truant. At the middle school level, six unexcused tardies or early checkouts will equal one unexcused absence for the purpose of defining a habitual truant. At the elementary school level, four unexcused tardies or early checkouts will equal one unexcused absence for the purpose of defining a habitual truant. Legal actions, including possible criminal charges, will be pursued when the parent/guardian ignores school attendance requirements. The Superintendent must provide the Department of Highway and Motor Vehicles (DHMV) with the name of each habitually truant student, age 14-18. The DHMV may not issue a driver's license or learner's permit to and shall suspend any previously issued license of any student who is habitually truant (§322.091, Florida Statutes). Families receiving public assistance for a student through the State of Florida WAGES program may have that assistance withdrawn if the student is classified as a habitual truant.

Authorized Student Sign Out - Students may not leave or be signed out from a school campus without the presence of an adult who is listed as the parent or guardian of record or an adult who is listed as an emergency contact on the Annual Student Contact Form. A photo ID is required from the adult listed on the Annual Student Contact Form who is requesting

the release of the student to his/her custody. Students who drive to school at BHS and SHS may not be released or signed out prior to the end of the regular school day over the phone by a parent, guardian, or other individual without the authorization of the principal/designee in emergency situations or circumstances that warrant leaving school campus without the presence of a parent, guardian, or other authorized individual. The principal is the final authority in determining if a student has permission to leave campus in the absence of the parent.

Parent Notes - Whenever a student of compulsory school age is absent without the permission of the person in charge of the school, the parent/guardian of the student will report and explain in writing the cause of such absence or tardy to the appropriate school personnel. This note should be provided to the school within three (3) days upon the student's return to school. The principal or designee has the authority, within the guidelines of the law, to determine if an absence is excused or unexcused.

Make-Up Work - Parents and students with absences are responsible for making arrangements with the teacher to make up work and assignments missed while absent. Students with excused absences will be allowed to make up work for full credit. Students with unexcused absences will be allowed to make up work with a minimum of 70% credit. All missed work is due within a reasonable amount of time following the return to school (two days for each day absent) with the following exceptions:

- Test or exams assigned prior to absence will be taken on the day the student returns to school,
- Work assigned prior to absence will be taken on the day the student returns to school,
- Long-term assignments and projects must be turned in on the day the student returns to school,
- Students checking in or out on the day a long-term assignment is due must turn the assignment in by the end of that school day to be accepted as on time, or
- Teacher extends due date.

Failure to comply with requirements may adversely affect academic standing.

Tardies - Tardies may be recognized and calculated in instances of truancy. For truancy purposes and documentation for court action, 7 (seven) unexcused tardies to school or seven (7) early checkouts from school will equal one unexcused absence at the high school or combination school. Six (6) unexcused tardies to school or six (6) early checkouts from school will equal one unexcused absence at the middle school. Four (4) unexcused tardies to school or four (4) early checkouts from school will equal one unexcused absence at the elementary level. This number is determined by the number of periods at the school. Tardies are disruptive to the learning environment and have a negative impact on student achievement. A student is tardy when they arrive to school or class after the beginning bell has sounded without an approved excuse. Leaving school early before the end of the school day also falls under this category. For K-8 students, the parent must accompany the student to the office when they are tardy. For secondary and 6-12 schools, the student must report to the attendance clerk.

Home School Students - Home school students with previous attendance concerns will be required to submit ongoing documentation regarding educational participation in a home school curriculum by submitting required documentation as requested to the Home School Coordinator.

BULLYING AND OTHER FORMS OF AGGRESSION

The SCSD is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The SCSD encourages the promotion of positive interpersonal relations among all members of the school community. Aggressive behavior, bullying, harassment, and similar acts toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal (oral or written), electronically transmitted (cyber or high-tech), and psychological abuse. The SCSD will not tolerate any gestures, comments, threats, or actions, which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property or while enroute to or from school sponsored activities and those occurring off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business. Bullying, including cyberbullying, is defined as the systematical and chronical inflicting of physical hurt or psychological distress on one or more students and may involve: teasing; social exclusion; threats; intimidation; stalking; physical violence; theft; sexual, religious, or racial harassment; public or private humiliation; and/or destruction of property [§ 1006.147, Florida Statutes] [SCSD Policy No. 5.101]

Each school principal will be fully expected and authorized to implement and monitor the SCSD's policy on bullying.

BUS CONDUCT RULES

The bus is an extension of the school campus. Therefore, students will adhere to all conduct rules, including those addressing medication, while riding a SCSD school bus. Only a student who is regularly enrolled as a transported student and whose name appears on the bus driver's enrollment card for that bus shall be permitted to ride such a bus while it is being operated on a regular school bus route except upon the written request of the parent/guardian of a student and with the written approval of the Director of Transportation. Such approval may be granted only when the student's welfare is involved due to an emergency condition in the home. When an emergency condition exceeds five (5) days, the Superintendent's designee's approval shall be required. Approval shall not be allowed for student visitation, unless duly authorized, or for a student to obtain transportation to his/her regular place of employment. Students attending a school on a zone waiver must provide his/her own transportation.

Section 1006.10(1-7), Florida Statutes, gives school bus drivers the authority to monitor and control the behavior of students any time they are being transported to and from school or school functions at public expense.

Students being transported on a school bus must comply with the rules.

1. Students must get on/off at their regularly appointed bus stop unless written parent/guardian permission is provided to the school administrator early in the day to allow time for verification.
2. Students must use the handrail when entering and leaving the bus. Be careful that loose straps or drawstrings on articles of clothing or backpacks do not get caught on the handrail.
3. Students must occupy the seat assigned by the driver and refrain from moving around while the bus is in motion. Seat belts must be correctly fastened upon taking assigned seat and worn at all times if the bus is designed with seat belts.
4. Students must wait until the bus has come to a complete stop before entering or exiting the front door of the bus. Students shall form a line in order to ensure safety in getting on or off the bus.
5. Students must be at the bus stop at least 5 minutes before bus arrival but not more than 15 minutes before arrival. Students must observe proper rules of conduct while waiting for the bus. Students shall stay at least 12 feet off the road and off private property.
6. If it is necessary for a student to cross a road to board a bus, the student should wait until the bus arrives and the driver deploys the stop arm and flashing red lights. The student should make visual contact with the driver, watching for the Department of Education's (DOE) adopted crossing signal. The student must then make a right and left check for traffic and cross 12 feet in front of the bus.
7. If it is necessary for a student to cross a road after unloading from a bus, the student should stand at the side of the bus in sight and hearing of the driver. The student must make visual contact with the driver, watching for the DOE's adopted crossing signal. The student must then make a right and left check for traffic and cross 12 feet in front of the bus.
8. Students must obey the driver, monitor, and volunteers at all times and follow the standards of conduct while riding the school bus. Students must report promptly to the principal when instructed to do so by the driver. Bus infractions may result in an out-of-school suspension.
9. Students must keep all body parts and belongings inside the bus windows.
10. Students must keep from littering, throwing, or propelling objects inside the bus.
11. Students must keep from throwing or propelling items outside the bus windows. Behavior that violates this rule may be classified as a felony. The student and the parent/guardian shall be held responsible for any damages that result from such an act.
12. Students must keep from defacing or vandalizing a school bus. Restitution will be required for any damages sustained to the bus.
13. Students must follow emergency evacuation procedures when appropriate.
14. Students must observe classroom conduct rules at all times (except for ordinary conversation). Silence on the bus shall prevail while the bus is stopped for railroad crossings or for discharging students. When the bus is in motion, only talk to the driver if it is necessary and be quiet when the driver turns the dome lights on, raises a hand, etc. One of these signals will be used at railroad crossings.
15. The use of profane or objectionable language or engaging in any other objectionable conduct is prohibited. There shall be no pushing, fighting, or any other type of misconduct at any time.
16. Possession of sharp/dangerous instruments or any type of weapons on the bus is prohibited.
17. Students must not bring animals, glass containers, skateboards, food, or drinks on the bus.
18. Students must not use or have any tobacco products (smoking, chewing, dipping) or other mood altering substances while on the bus.
19. Students must not bring bulky or inappropriate objects on school transportation. This includes, but is not limited to, musical instruments, athletic equipment, etc., that cannot be held in the student's lap. No objects may block the aisles or emergency exits.

20. Students may not use cell phones while riding school buses to and from school. Cell phones may be used upon returning from a field trip or an extracurricular activity beyond normal school hours. The teacher/coach and the bus driver will jointly give permission for students to call parents to give an estimated time of arrival.

Note: SCSD buses are equipped with video/audio cameras for security purposes. Students are being taped during their ride. These tapes may be used to determine violations of the Student Conduct and Discipline Code. Only authorized school personnel can view a bus video/audio recording when the need arises due to the protection of other students' privacy.

All bus incidents requiring potential discipline intervention will be referred to school administration for determination of appropriate consequences.

Procedures for students with disabilities are described in the subsection ESE: Suspensions and Expulsions.

BUS SUSPENSION/EXPULSION

When a student is suspended or expelled from the bus, they are not permitted to use any SCSD school bus for extracurricular activities or field trips during the suspension or expulsion timeframe. At the principal's discretion, a student with a Level I or Level II infraction may be allowed to ride the bus for extracurricular activities only for field trips that are academic in nature.

A student who uses School Board provided transportation must abide by the rules of safety and behavior necessary for the operation of the system. Bus riders must follow rules in the Student Conduct and Discipline Code. Serious or repeated infractions of these rules may cause the student to lose the privilege of riding the bus. It is the responsibility of the parent/guardian to see that the student follows the rules or to provide for the student's own transportation. Suspension from a school bus does not affect the requirements of attendance laws and regulations. Level II or Level III offenses may result in an out-of-school suspension. Level III and Level IV offenses may result in expulsion from school. By statute, criminal penalties may be imposed. See Mandatory Consequences for Bus Violations [§§1001.42, 1003.26, 1006.10, and 1006.21, Florida Statutes].

Parents/guardians are responsible for their children at the bus stop. However, school officials may address misconduct by students at a bus stop. Bus drivers may issue bus referrals based on behavior they observe at bus stops and administrators may investigate and discipline accordingly [§§1006.07(2)(h), 1006.09(1)(b), and 1006.10, Florida Statutes].

CELL PHONES AND/OR ANY ELECTRONIC COMMUNICATIONS DEVICES

Cell phones that are heard or are in use on school grounds during school hours without the consent of school personnel or on school transportation will be confiscated. Cell phones are allowed to be on and in operational mode before the school day begins, during the assigned lunch period, and after the ending school bell for dismissal. Students may only use a single earbud during authorized use. All other cell phone use shall be at the direction and permission of school personnel or with the permission of the bus driver. Only electronic communications approved by school officials for a school assignment will be permitted. Any other electronic communications will be considered a violation and will be prohibited. Electronic communications include, but are not limited to, video/audio records, photographs, and/or text messages. The school will not be held responsible for lost or stolen cell phones and/or any electronic devices. No student may have in his or her possession any wireless communication device or any other item that records, stores, or transmits data during any standardized testing (FSA, EOC, etc.). This policy applies to grades PreK-12 as does everything in the Student Conduct and Discipline Code. Violation of this provision may result in the loss of the student's privilege to possess a cell phone on campus in addition to any other prescribed disciplinary intervention. If a cell phone/electronic device is visible, being handled, or otherwise used in any manner during a test or exam, it will be considered cheating and the student may receive a zero for that test or exam.

Note: Use of a wireless communications device includes the possibility of the imposition of disciplinary action by the school or criminal penalties if the device is used in a criminal act [§1006.07(2)(e), Florida Statutes].

DRESS CODE *(Ask Board to consider adopting a uniform dress code.)*

Students have a responsibility to be dressed and groomed in a manner that is consistent with the Student Conduct and Discipline Code. The principal shall determine when a student's personal hygiene, appearance, or dress is such that it disrupts or interferes with the educational process or endangers the health and safety of the student or others. Students who attend the RIVEROAK Technical College shall dress in a manner appropriate for the job in which they are receiving training, including any special protective gear and professional uniforms [§1001.43(1)(b), Florida Statutes].

1. Footwear must be worn at all times.
 - a. At the elementary school level, flip flops and shoes with wheels are not acceptable.
 - b. At the middle and high school levels, bedroom slippers, cleated shoes, and shoes with wheels are not acceptable.

2. Jewelry worn in pierced body parts shall be of a nature that is not distracting to others.
3. All middle and high school students shall be required to wear appropriate dress for physical education as prescribed by the school.
4. The following items have potential to cause disruption or threat to a safe and positive school environment and are not allowed:
 - a. Decorations, symbols, mottos, or designs imprinted or attached to the body or clothing which is offensive to good taste or the maintenance of good decorum. Examples include, but are not limited to, wearing advertisements of commodities, such as alcoholic beverages, drugs, tobacco, and symbols or writings that have sexual or racial connotation, gang references, or profane language.
 - b. Revealing clothing or clothing that exposes the torso. Examples include, but are not limited to: see-through garments; bare midriff clothing that allows any area of the midriff (front and back) to be exposed when sitting, standing, or raising the arm; backless attire; sleepwear; skin-tight clothing (i.e., bike pants, tights, leotards, jeggings, leggings); shirts/blouses that do not extend to or over the cap of the shoulder from the base of the neck.
 - c. Clothing that is not worn appropriately, is not properly fastened, or has rips, holes, or tears that reveal skin above the knee. Clothes shall be worn as they are designed; for example, suspenders over the shoulders, pants secured at the waist, belt-buckled, no underwear as outerwear, no underwear exposed, no oversized or baggy pants.
 - d. Skirts, dresses, shorts, and skorts that are shorter than four inches above the top of the knee cap are not acceptable. These items worn with leggings or tights are not acceptable.
 - e. Caps, hats, headgear, visors, bandanas, or sunglasses while in the building and/or other areas designated by the principal. No hoodies with hoods worn over the head are allowed at any time.
 - f. Chains, other than necklaces considered to be jewelry. Examples include, but are not limited to, heavy chains generally used for utility purposes, animal choke collars, and so-called hip-hop chains.
 - g. Jewelry that contains any type of sharp object and mood bracelets.

Note: The principal or designee has the final authority for determining whether or not a student's apparel conforms to the dress code. The principal or designee may prohibit the use of clothing or items that cause disruption during school, on school transportation, or during school sponsored events. When it is determined that the apparel is inappropriate, the parent/guardian will be asked to bring clothing to the school which conforms to the Student Conduct and Discipline Code. Repeated violations of dress code guidelines will be considered insubordination and will be subject to disciplinary interventions.

Per Florida Statute 1006.07, clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment shall, on first offense, receive a verbal warning and the principal shall call the student's parent/guardian. For a second offense, the student is ineligible to participate in any extracurricular activity for a period not to exceed five days and the school principal must meet with the student's parent/guardian. For a third or subsequent offense, a student must receive an in-school suspension for a period not to exceed three days and the student is ineligible to participate in any extracurricular activities for a period not to exceed 30 days, and the school principal must call the student's parent/guardian and write a letter regarding the student's suspension and ineligibility to participate in extracurricular activities.

GANGS AND GANG-RELATED ACTIVITY

The SCSD will not tolerate any gang related activity on school grounds, school sponsored events, and/or on school transportation, to include dress, tattoos, bandanas (to be used as gang identifiers), graffiti, hand signals, or verbal slang. Gang-related activity may include, but is not limited to, engaging in any verbal, written, or physical act, which is associated with becoming a member of a gang, being a member of a gang, or participating in gang-identified rituals or behaviors on a school campus or at a school-sponsored program or activity. Violations that disrupt the educational process will lead to disciplinary action. If a student is identified or qualifies as a gang member, the student may be subject to expulsion. If a student qualifies as a gang member, subsequent violations of the Student Conduct and Discipline Code may be raised to the next level (i.e., Level I to Level II; Level II to Level III; Level III to Level IV).

It is therefore the policy of the SCSD that gangs and gang activities are prohibited in Suwannee County Schools.

1. A gang is defined as any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal/violent acts and having a common name or common identifying signs, colors or symbols, or the purposeful violation of any SCSD policy.
2. No student on or about school property or at any school activity shall:
 - a. Wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other item that evidences or reflects membership in or affiliation with any gang.

- b. Communicate either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) to convey membership affiliation in any gang or that promotes gang affiliation.
- c. Engage in any act that encourages or promotes interest in any gang or gang activity, including, but not limited to:
 - (1) Soliciting membership in, or affiliation with, any gang,
 - (2) Soliciting any person to pay for protection or threatening any person, explicitly or implicitly, with violence or with any other illegal or prohibited act,
 - (3) Painting, writing, or otherwise inscribing gang-related graffiti, messages, symbols, or signs, on school or personal property,
 - (4) Engaging in violence, extortion, or any other illegal act or other violation of school board policy,
 - (5) Soliciting any person to engage in physical violence against any other person,
 - (6) Engaging in the use of technology that encourages or promotes interest in any gang or gang activity.

The SCSD is working in conjunction with the Suwannee County Sheriff's Office, Department of Juvenile Justice, and the local police department to deter gang activity on school campuses. Any student exhibiting gang activity/characteristics as described in this section may be photographed and information will be shared with local law enforcement. A student identified as a gang member by the School Resource Officer/Deputy will be photographed and entered into the Florida Department of Law Enforcement's Gang Net (§§874.03 and 874.05, Florida Statutes).

HARASSMENT

The purpose of this policy is to inform and educate students of their responsibilities, rights, and complaint/grievance procedures with regards to harassment. The term harassment includes verbal or physical conduct that denigrates or shows hostility or aversion toward an individual. Harassment includes, but is not limited to, racial slurs, jokes, epithets, negative stereotyping, threats, intimidation, hostile acts, denigrating or hostile written or graphic material in student's possession or constructive possession (i.e., book bag, locker, etc.), worn, posted, circulated in the workplace or schools. The term also includes sexual harassment, which is defined as unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, non-verbal, or physical conduct of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with a student's educational performance. This includes dating violence as per §784.046(1)(d), Florida Statute and SCSD policy.

VIOLENT OR DISRUPTIVE BEHAVIOR

The SCSD is committed to providing an environment supported by educators for improving school safety and increasing access to mental health supports for children and youth. The District will not tolerate violent and disruptive behavior which interferes with the orderly environment and the academic process of the school. Violations may lead to the removal of a student to an Opportunity School Placement or referral to mental health services. A committee will be established to consider the consequences of such behavior. The purpose of the committee is to review all relevant data for making a determination of placement and services. Appropriate Opportunity School staff, school-level staff, and the parent/guardian will be included in the committee. The parent/guardian will be notified in writing but does not have to be present for placement decisions.

Any student who is determined to have brought a firearm or weapon must be referred to mental health services identified by the District. Any student who is determined to have made a threat or false report must be referred to mental health services identified by the District for evaluation or treatment, when appropriate.

REPORTING SUSPICIOUS BEHAVIOR

FortifyFL is a suspicious activity reporting tool that allows the public to instantly relay information to appropriate law enforcement agencies and school officials and may be found and utilized as a reporting tool on the District website and all District issued devices.

HEALTH SERVICES PROVIDED

School health staff provides health counseling, health education, health screening, referral, and follow up services for suspected or confirmed health problems. They also provide consultation with students' parents/guardians regarding the need for health evaluation by the family physician, dentist, or other specialist when definitive diagnosis or treatment is indicated. School health staff reviews and maintains records on incidents of health problems, corrective measures taken, and other information that may be needed to plan and evaluate health programs and policies. The school nurse provides health information, when necessary, regarding the placement of students in exceptional student programs and the reevaluation at periodic intervals of students placed in such programs.

ANNUAL EMERGENCY INFORMATION AND HEALTH UPDATE

It is very important that the Annual Emergency Information and Health Update form is completed and returned to the child's school the first week of school. Please provide schools with emergency contacts and inform administration of any health problems your child may have which can affect them in the school setting.

Current accurate health and telephone information enables the school to contact you in case of emergency, accident, or illness, and will help us to ensure the health and well-being of your child. If any information changes during the school year, please contact the school immediately. It is the parent/guardian's responsibility to keep his/her child's health and contact information (telephone numbers, address, etc.) updated. In case of a serious accident or illness at school, your child will be transported by ambulance to an emergency medical facility. The parent/guardian is responsible for all expenses.

MEETING EMERGENCY HEALTH NEEDS

Onsite emergency health needs are provided at each school by school health staff employed by SCSD, the Suwannee County Health Department, and/or other trained SCSD staff who are currently certified by a nationally recognized certifying agency to provide first aid and CPR. Onsite emergency health needs means management and aid for illness or injury pending the student's return to the classroom or release to a parent/guardian, designated friend, or designated health care provider.

Please list on the Annual Emergency Information and Health Update form friends and/or relatives who may serve as emergency contacts for your child when you cannot be reached. Please list your best contact information such as a cell phone number, if applicable.

SCHOOL ENTRY HEALTH EXAMINATION

Students in grades Pre-K through 12th who are making their initial entry into a Florida school must present a record of a physical examination completed within the past 12 months. The exam record shall be completed on a DH3040 form.

The exam record should be taken to the child's school upon enrollment. It must be completed by a health care provider licensed to perform physical examinations. For students transferring to a Florida school, a comparable form from another state would be acceptable, if completed within one year [§1003.22(1), Florida Statutes; Rule: Chapter 6A-6.024, FAC].

FLORIDA IMMUNIZATION REQUIREMENTS FOR SCHOOL ENTRY - 2018-20192019-2020 SCHOOL YEAR

Section 1003.22 (10) Florida Statutes, requires each district school board and the governing authority of each private school to refuse admittance or temporarily exclude from attendance any student who is not in compliance with the immunization requirements for school attendance.

Pre-Kindergarten

- 4 doses of Diphtheria, Tetanus, Pertussis (DTP/DTaP) ***,
- 3 doses of Polio (IPV) ***,
- 4 doses of Haemophilus influenza type b (Hib) ***,
 - Haemophilus influenza type b (Hib) vaccination is required for public/private preschool, childcare, and family daycare home attendees from two months through 59 months of age. The number of doses of Hib may vary according to age that series was started or vaccine used. If child was over 15 months when first vaccine was given, one dose will be given.
- 1 dose of Measles-Mumps-Rubella (MMR),
- 3 doses of Hepatitis B (Hep B),
- 1 dose of Varicella (chicken pox).

***Pre-K students must have started the series and have a current immunization certificate.

2018-20192019-2020 School Entry Requirements

Before entering or attending school in Florida (kindergarten through 12th grade), each child must provide a Florida Certification of Immunization (DH 680 form), documenting the following vaccinations:

Public/Non-Public Schools Kindergarten through 12th Grade:

- 4 or 5 doses of Diphtheria-Tetanus-Pertussis (DTaP) vaccine*,
- 3 doses of Hepatitis B (Hep B) vaccine,
- 3, 4, or 5 doses of Polio (IPV) vaccine**,
- 2 doses of Measles-Mumps-Rubella (MMR) vaccine,
- 2 doses of Varicella vaccine*** (chicken pox) for kindergarten and grades one through ten,

- 1 dose of Varicella vaccine*** (chicken pox) for grades eleven through twelve.

Seventh Grade Requirements

In addition to kindergarten through 12th grade vaccines, students entering or attending seventh grade need the following:

- 1 dose of Tetnus-Diphtheria-Pertussis (Tdap) vaccine in grades seven through twelve, and
- An updated DH 680 form to include Tdap, must be obtained for submission to the school.

*The fifth dose of DTaP vaccine is not necessary if the fourth dose was administered at age four years or older.

**If four or more doses are administered before age four years, an additional dose should be administered at age four through six years and at least six months after the previous dose. A fourth dose is not necessary if the third dose was administered at age four years or older and at least six months after the previous dose.

***Varicella vaccine is not required if varicella disease is documented by the health care provider.

EXEMPTIONS

There are only two types of exemptions: medical and religious. Your child's doctor (MD or DO) must fill out the DH-680 form (Part C) indicating a valid reason for medical exemption. Only the Health Department can grant a religious exemption.

MENINGOCOCCAL VACCINES

Meningococcal vaccines are not required for school entry or attendance but are recommended for all children at their routine preadolescent visit (11-12 years of age). For those who have never previously received Meningococcal vaccines, a dose is recommended at high school entry.

HUMAN PAPILLOMA VIRUS VACCINES (HPV/GENITAL HERPES)

Human Papilloma Virus vaccines are not required for school entry or attendance but are recommended for girls at their routine preadolescent visit (11-12 years of age). Males that are 9-26 years of age may receive HPV vaccine.

MEDICATION ADMINISTRATION

Administration of medications during school hours is discouraged unless a physician determines that a student's health needs require them to be given while at school. Medication must be transported to and from school by the parent/guardian or a responsible adult designated by the parent/guardian. SCSD has a "Zero Tolerance" drug policy. Don't put your child at risk of disciplinary action! As the parent/guardian, you can avoid potential problems for your child. Don't send any medications to school with your child. Remember, even over the counter medications, such as Tylenol and Advil, are considered drugs. Instructions on using medication shall be provided in writing by the Florida licensed prescribing healthcare practitioner or as described on the medication container provided by the pharmacist and/or the Florida licensed prescribing healthcare practitioner. All medications shall be delivered to the school office or health clinic with the Authorization for Medication Administration Form completed and signed by the student's parent/guardian and the Florida licensed prescribing healthcare practitioner. This form is available online on the Student Services webpage at www.suwannee.k12.fl.us. A separate Authorization for Medication Administration Form must be completed for each medication that must be given during school hours or school-sponsored activities. First dosage of any new medication shall not be administered during school hours because of the possibility of an allergic or adverse reaction.

1. Only medication in its original container from the store or pharmacy will be accepted.
2. All medications being received at school must be counted with the parent/adult delivering the medication and a school health staff and/or a school employee who is receiving the medication. Verification of the count shall be made, in writing, on the medication administration log notes by the person delivering the medication and the person receiving the medication.
3. Medication should be given as close to the prescribed time as possible. It is acceptable medical practice to give the dose one hour before or after specified time on a routine basis.
4. Narcotic analgesics will not be administered at school. Narcotics are known to cause decreased coordination and decreased levels of consciousness, thus presenting both impaired learning and safety issues for the student.
5. No medications, prescription or non-prescription, with an expired prescription date or that is past the manufacturer's expiration date will be administered at school or during school sponsored activities.
6. The medication in the bottle must match the label, match the student's name, match the authorization form, and have a current prescription label on the bottle (if it is a prescribed medication). The date on the label must be within the past 30 days for controlled substances and antibiotics and within the past 12 months for other prescribed medications.
7. Prescription labels shall not be altered with handwriting by a parent, school staff, or school health staff.
8. A new prescription bottle with correct labeling is required for any dosage and/or time changes.
9. The school cannot alter dosages without a new Authorization for Medication Administration Form completed by the parent/guardian and the Florida prescribing healthcare practitioner.

10. Unused medication should be retrieved from the school/office within one week after medication is discontinued or by the end of the last student school day of the current school year. Otherwise, the school will dispose of the medication.

AUTHORIZATION FOR STUDENTS TO CARRY A PRESCRIPTION, INHALER, EPIPEN, INSULIN, PANCREATIC ENZYME SUPPLEMENT OR OTHER APPROVED EMERGENCY MEDICATION

If a student has asthma or other health-related conditions that require self-administration of medicine or emergency type(s) of medication or a student needs to carry medication and self-administer on his/her person, you must complete an Authorization for Students to Carry a Prescription, Inhaler, EpiPen, Insulin, Pancreatic Enzyme Supplement or Other Approved Medication Form. You may obtain a form from your child's school or online at <http://www.suwannee.k12.fl.us/medication-administration>. This form requires signatures of a Florida licensed healthcare practitioner, the parent/guardian, and the student.

1. The school nurse, who is a registered nurse, upon performing a nursing assessment of the student, shall determine whether or not this student is ready to responsibly self-carry and self-administer medication at school or during school-sponsored activities without endangering the health and safety of themselves, school staff, and/or fellow students. If the school nurse determines that a student is not responsibly self-carry and self-administer medication at school or during school-sponsored activities, the medication will be administered by school health staff and/or trained school staff.
2. Parents are strongly encouraged to keep a "back up" supply of any emergency medications, such as an inhaler, EpiPen, diabetes medication, etc., in the school clinic. For further instructions, please call or visit your child's school nurse.
3. Emergency Injectable Medications, such as EpiPens, Glucagon, etc., must be accessible immediately in case of an emergency. Only these medications with the exception of inhalers will leave the building in the event of an emergency.
4. Emergency Injectable Medications, such as EpiPens, Glucagon, etc., should be kept in the clinic. It is not recommended to keep emergency medications in the classroom unless the student has been checked off to self-carry in the event of an emergency.
5. Emergency Injectable Medications, such as EpiPens, Glucagon, etc., may be kept in a secure but unlocked location in the clinic. If stored in this way, there should be a sign on the outside of the medication cabinet indicating where the emergency medications are located.

Under NO circumstances should students show, share, dispense, or deliver prescription or non-prescription medication(s) to/with another student!

SCSD's definition of substance abuse: The use of any drug when such use is unlawful, and the use of any drug when such use is detrimental to the user or to others but is not unlawful.

STUDENT USE OF SUNSCREEN

Students may possess and use non-aerosol topical sunscreen without a physician's note or prescription if the sunscreen is regulated for over-the-counter use to limit ultraviolet light-induced skin damage.

HEALTH SCREENINGS

The Suwannee County Health Department and the SCSD provide health screenings to students in Suwannee County Schools. Florida Statute 402.32 of the School Health Services Act requires these screenings. These screenings are designed to detect health problems that could affect student's learning and/or growth. The screenings conducted are those outlined in our current School Health Plan. The screenings for our county include:

- Vision – Kindergarten, first, third, and sixth grade students and students entering school for the first time,
- Hearing – Kindergarten, first, and sixth grade students and students entering school for the first time,
- Growth and Development (height and weight) with BMI calculation – first, third, and sixth grade students, and
- Scoliosis – Sixth grade students.

These screenings will not harm your child in any way. Mass screenings as listed above will take place within the first semester. If your child does not pass any part of the screening exam(s), you will be notified in writing. Results of your child's health screenings will remain confidential and shared only with school personnel with a need to know.

EXCLUDING STUDENTS FROM SERVICES

Parents who do not desire their child to participate in health screenings or health education are requested to send a written letter of exclusion to the school nurse no later than two (2) weeks after the date of enrollment of current school year.

HEALTH INSTRUCTION

Health instruction will be provided by properly trained personnel as mandated by the Florida House Bill 1739, which requires that public school curriculum include instruction on human growth and development, AIDS, and pregnancy prevention, and

to reduce destructive behavior in children. This legislation established abstinence from sexual activity outside marriage as the expected standard for all school age children and states that human growth and development education will stress this standard. Parents/guardians may review the content of the curriculum by calling the school for an appointment.

PARKING/VEHICLE RULES

The parking of a student's vehicle on campus is a privilege that is granted by the SCSD that may be conditioned upon the purchase of a parking decal at the school of attendance. Students who repeatedly violate campus-parking rules may have their parking decal revoked and/or are subject to disciplinary interventions. Students must follow the school policies on driving and parking. Violation of the Student Conduct and Discipline Code policies or the school parking/driving policies may result in loss of privileges, suspension, or expulsion from school [§1001.43(1)(f), Florida Statutes].

Note: Privileges and Responsibilities – Parents are encouraged to review Florida law pertaining to the operation of motor vehicles by their children. High school students with operator's licenses may not be legally allowed to drive their vehicle home after a late ballgame. It is the student and parent's responsibility to know the law.

1. A student will not be permitted to drive any vehicle to school until filing with the principal the written consent of the student's parent/guardian and a written agreement to comply with all rules of the SCSD and local school officials. Students parking vehicles on campus without authorization are subject to disciplinary interventions.
2. A student leaving home for school shall proceed directly to the school campus. After arriving at school, a student shall remain on school grounds unless given permission to leave the grounds as provided in these rules. At the close of the school day, the student shall leave the school grounds promptly unless under the supervision of a faculty member.
3. The student shall park a car driven to school in the area designated for student parking.
4. Each student who parks a vehicle on a school campus is presumed to know what is contained in the vehicle and will be held accountable for any weapons, drugs, contraband, etc., which may be found in the vehicle.
5. No student shall loiter in or around the parking area or areas.
6. Students shall not occupy cars during class hours, between classes, or before or after school except as they arrive and leave for the school day and travel to and from approved programs at other locations.
7. A student who receives a citation for a traffic violation while traveling to or from school or who is known to be operating a vehicle in such a manner as to endanger the student's own safety or that of others may at the principal's discretion lose the privilege of driving a vehicle to school. Any student violating such directives shall be subject to suspension or expulsion from school.
8. Students must follow all Florida DHMV traffic laws and regulations while on school property or be subject to citations.
9. Habitual truants will have their driver's license withheld/suspended by the DHMV.
10. Student parking is provided only at the high school facilities, therefore, no middle or elementary school students are permitted to drive themselves to school.

TECHNOLOGY – STUDENT ACCEPTABLE TELECOMMUNICATIONS/ELECTRONIC COMMUNICATIONS USE POLICY AND AGREEMENT

The SCSD provides computers and network capabilities to students for the purpose of enhancing instruction through technological resources. Students may be granted access to the District's electronic communication system that includes access to the internet. A student's activities while using this system must be in support of education and research and be consistent with the educational objectives of the SCSD. This access is a privilege, not a right, and inappropriate use will result in the cancellation of this privilege by the Information Technology (IT) Department and/or disciplinary action by school officials. Students are responsible for good behavior on school computer networks just as they are in a classroom or school hallway. The District may suspend or revoke a student's access to the District system upon violation of District policy and/or procedures, including the SCSD Student Conduct and Discipline Code. The SCSD provides filtering software in an attempt to restrict access to inappropriate materials on the internet. However, users must recognize that filtering cannot block access to everything that might not be of educational value. Be reminded that network storage areas will be treated like school lockers. School and IT authorities have the right to review and monitor all information stored on the network.

Using the network to access or to attempt to access the accounts of others or to penetrate or attempt to penetrate security measures of the SCSD or another entity's computer software or hardware, electronic communications system, or telecommunications/electronic communications system is prohibited.

Using the services for any activity which adversely affects the ability of other people or systems to use SCSD's network or the internet is prohibited. This includes denial of service attacks against another network host or individual user. Interference with or disruption of other network users, network services, or network equipment is prohibited, unless the user is connected to the "Guest" wireless account.

Using or attempting to use a teacher's credentials to access network resources or the internet is prohibited. Other uses that the Superintendent/designee may find unacceptable are prohibited.

Using electronic resources, including, but not limited to, network access, internet access, digital cameras, tablets (i.e., Windows mobile devices, iPod Touch, Palm, etc.), personal communication devices (i.e., cell phones, pagers, messaging devices, telephones, digital recorders), MP3 players, iPods, USB flash drives, email, computers, and laptops are prohibited, unless student has permission from the classroom teacher where the electronic resource will be used.

The following information includes examples of unacceptable use of telecommunications/electronic communications.

1. Students must not use or share another individual's username and password.
2. Students must not leave computer unattended while logged on.
3. Students must not read, create, send and/or receive email unless using a District-provided email account.
4. Students must not access, download, store, send, or display text, images, movies, or sounds that contain pornography, obscenity, or language that offends or degrades others.
5. Students must not use social network sites including, but not limited to, twitter.com, facebook.com, chat rooms, etc.
6. Students must not use video streaming not related to educational purposes or curriculum set by the school or District.
7. Students must not download music or videos not authorized by the school or District.
8. Students must not install services or electronic file sharing mechanisms.
9. Students must not access, modify, harm, or destroy another user's data.
10. Students must not attempt to send or send anonymous messages of any kind or pretend to be someone else while sending a message.
11. Students must not engage in cyber bullying on or off campus (i.e., threatening, harassing, embarrassing, terrifying, insulting, stalking, or attacking others which includes, but is not limited to, online threats and insults intended to embarrass, harass, or terrify others via electronic resources).
12. Students must not post personal information about self or others, sharing confidential information about students or employees.
13. Students must not agree to meet with anyone met online.
14. Students must not intentionally waste limited resources.
15. Students must not bypass the filtering by use of anonymous proxies or unauthorized proxies and services.
16. Students must not download and/or install games, software, tools, or any executable file.
17. Students must not connect to any unauthorized wireless access point or internet service provider.

All users must read and be familiar with the IT Policies and Procedures handbook. A copy can be found on the District website under quick links at <https://www.suwannee.k12.fl.us/informationtechnology>.

STUDENT TECHNOLOGY AND DEVICE GUIDELINES

The SCSD expects students to properly maintain computer devices supplied by SCSD IT Department.

1. Students must notify a school administrator or teacher of device or network malfunctions immediately.
2. All SCSD devices must be made available for immediate inspection by SCSD staff with or without prior notification.
3. Scheduled device checks will occur throughout the year; all devices must be brought to school every day.
4. Students and/or parents must notify a school administrator or teacher of device damage immediately.
5. The SCSD expects devices to be maintained in good working order by the student. If misuse is evident, the full price of repair or replacement of the device becomes the responsibility of the parent.
6. It is strongly suggested that protective equipment (covers, bags, etc.) are used to ensure an additional layer of protection from damage to the device.
7. Students may not use the device for purposes in contrast to the SCSD Acceptable Use Policy.
8. If a student violates the Acceptable Use Policy, the SCSD device must be immediately returned in good working order.
9. If a device is damaged, the student is responsible for the cost or repair in accordance to the following:
 - a. Screen Replacement: \$50
 - b. Keyboard Assembly or Replacement: \$75
 - c. Charger: \$40
 - d. Battery: \$40
 - e. Full replacement: \$200

If a student violates any of these guidelines, his/her access to the network or SCSD devices may be terminated and appropriate disciplinary and/or legal action will be taken.

SECTION IV: DISCIPLINARY INTERVENTIONS

The SCSD philosophy of student behavior is one that employs a structured, systematic approach designed to support learning. Classroom management, student motivation, and positive reinforcement generate an atmosphere where student rules are viewed as guidelines for academic success.

The SCSD will provide safe, comfortable classrooms and campus environment and maximize opportunities for student learning which are the most important factors in governing student behavior. All students' interests, strengths, and cultural backgrounds are welcomed and valued.

The SCSD believes that all students have the right to a safe and effective learning environment and that teachers have the right to a safe and effective teaching environment. Discipline issues are minimized when students are engaged in meaningful and interesting activities. Students do best with positive reinforcement techniques. Students need to have structure and limits.

The SCSD believes that discipline and classroom management exist as additional learning experiences for students. Discipline should come from a desire to teach students to self-assess and self-regulate their behavior. A well-disciplined student understands what is socially and personally healthy and productive, and can correct his or her own behavior when straying from that ideal. This kind of student can resolve conflicts in a healthy way and knows what behavior is productive within social communities. Likewise, classroom management exists to guide students toward positive behaviors. It not only maximizes the time spent learning in the classroom, but it also serves to eliminate many situations in which students are tempted to exhibit negative behaviors. Effective classroom management helps ensure student success.

The SCSD believes that as professional educators, the SCSD is charged with providing a safe, structured, and orderly environment for all students, staff, and school visitors. Further, the SCSD believes that expecting, teaching, and upholding high behavioral standards are key components in preparing students to be successful and productive citizens in the greater society. In order to fulfill these responsibilities and achieve these goals, as a District, all SCSD schools will:

1. Follow the Student Code of Conduct and School Board Policies,
2. Provide training for staff and parents in effective behavior practices,
3. Promote positive behavioral supports,
4. Administer disciplinary measures with fairness and consistency, and
5. Engage parents as partners in identifying and maintaining student behavior as an educational priority for all SCSD students.

Below are definitions associated with disciplinary interventions. Some definitions have been created by the state, and disciplinary interventions pertaining to these definitions require reporting to the state through School Environmental Safety Incident Reporting (SESIR).

Abusive, Profane, Obscene, Discriminatory Language/Material - The use of oral or written language, electronic messages, pictures, objects, gestures, or any other physical act (engaging in unwelcome or inappropriate touching) that is considered to be offensive, socially unacceptable, or not suitable for an educational setting; the deliberate use of inappropriate language (profanity) with the intent for others to hear, the use of obscenity toward a school staff member, or the use of obscene gestures.

Alcohol Possession/Use/Sale (SESIR) - Possession, being under the influence, sale, or distribution of alcoholic beverages while on a school campus, a school bus, at a school or School Board sponsored function, or while at other School Board facilities. Use means the person is caught in the act of using, admits to use, or is discovered to have used in the course of an investigation.

Arson (SESIR) - Intentionally setting a fire on/with school property to damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or any contents therein.

Battery/Physical Attack (SESIR) - The physical use of force or violence by an individual against another against his/her will. The attack must be serious enough to warrant consulting law enforcement and result in more serious bodily injury. To distinguish from fighting, report an incident as battery only when the force or violence is intentional and carried out against a person who is not fighting back.

Bomb Threat/Explosives - Intentionally making a false, verbal or written, report to any person, including school personnel concerning the placement or use of any bomb, dynamite, explosive, chemical compounds, or arson causing devices.

Breaking and Entering (SESIR) - Unlawful entry with force, or unauthorized presence in a building or other structure or conveyance with evidence of the intent to damage or remove property, harm a person(s), or intent to commit a crime.

Bullying (SESIR) - Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing acts, by an adult or student, that are severe or pervasive enough to create an intimidating, hostile, or offensive educational environment, to cause discomfort or humiliation, or unreasonably interfere with the individual's school performance or participation.

Bus Misconduct - Violation of any code of conduct rules or transportation rules.

Cell Phone/Electronic Device Violation - Disruptive and inappropriate exposure/use of cell phones, text messaging, web access, portable music devices, digital cameras, and like communication devices during the instructional day.

Cheating/Plagiarism - Cheating on any assignment, test/quiz, or online classwork. The possession of, deliberate distribution of, or use of inappropriate information, including, but not limited to: computer files or folders, passwords, electronic devices, or oral or written notes, materials, or work of another person in the completion of an academic exam, test, or assignment.

Class/Campus Disruption (Minor) - Disruption of all or a significant portion of campus activities, school-sponsored events; a classroom, other portions of a school or School Board facility, and school bus transportation that poses a threat to the learning environment, health, safety, or welfare of others.

Class/Campus Disruption (Major) (SESIR) - Disruption of all or a significant portion of campus activities, school-sponsored events, a classroom, other portions of a school or School Board facility, and school bus transportation that poses a serious threat to the learning environment, health, safety, or welfare of others. These include bomb threats, inciting a riot, and initiating a false fire alarm.

Combustibles/Fireworks - Possessing, using, selling, storing, distributing, constructing, or detonating any combustible substance, or a destructive device, such as a bomb, letter bomb, pipe bomb, grenade, rocket, or similar device that is designed to explode.

Contraband - The possession or storage of items which are prohibited at school, including, but not limited to: ~~e-cigarettes/paraphernalia~~, ammunition clips, bullets or cartridges, flammable liquids, combustible materials, poisonous substances, matches, lighters, firecrackers, bottle rockets, smoke bombs, or other similar devices, and laser pointers or light pens.

Dangerous Implement - Possession of a tool, instrument, appliance, or utensil which may/may not be intended to cause harm to another.

Defiance/Insubordination - Not submitting to authority, disobedience, failure to follow reasonable request by School Board employee, not telling the truth when requested by School Board employee.

Defiance of Authority and School Rules - The flagrant or hostile challenge of the authority of a school staff member, bus driver, or any other adult in authority.

Destruction of School Property (Minor) - To deliberately destroy or deface school property with a value of less than \$300.

Destruction of School Property (Major) - To deliberately destroy or deface school property with a value of more than \$300.

Disorderly Conduct (Minor) - Any act that substantially disrupts the orderly conduct of a school function or substantially disrupts the orderly learning environment.

Disorderly Conduct (Major) - Engaging in disorderly conduct that seriously interferes with the orderly operation of school or a school function or poses a threat to the health, safety, or welfare of others, or causes personal injury, or results in damage or destruction to public or private property.

Dress Code Violation - Failure to comply with the established dress code policy.

Drug Sales and Distribution (SESIR) - The manufacture, cultivation, sale, purchase, or distribution of any drug, narcotic, controlled substance, or substance represented to be a drug (look-alike), narcotic, or controlled substance.

Drug Possession/Use (SESIR) - The use or possession of any drug, narcotic, controlled substance, or any substance when used for chemical intoxication. Use means the person is caught in the act of using, admits to use, or is discovered to have used in the course of an investigation.

Fight (Minor) - Incidents that involve personal contact to include: pushing, shoving, acting aggressively toward another student, or attempting to fight, which could include the following: instigating, inciting/enticing fights verbally or through social media.

Fight (Major) - Mutual combat and/or mutual altercation. When two (2) or more persons mutually participate in use of force or physical violence that requires either physical restraint or results in injury requiring first aid or medical attention.

Forgery (Minor) - To fraudulently or falsely make or alter a document.

Forgery (Major) - To make a false or misleading written communication to a school staff member with either the intent to deceive, or under circumstances which would reasonably be calculated to deceive the staff member, or producing or possessing any false document, item, or record represented to be an authentic school document, item, or record.

Gang-Related (SESIR) - Engaging in any verbal, written, or physical act which is associated with becoming a member of a gang, being a member of a gang, or participating in gang-identified rituals or behaviors on a school campus, transportation, or at a school-sponsored program or activity.

Harassment (SESIR) - Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that: (1) places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property; (2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or (3) has the effect of substantially disrupting the orderly operation of a school, including any course of conduct directed at a specific person that caused substantial emotional distress in such a person and serves no legitimate purpose.

Hazing (SESIR) - Any action that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. "Hazing" includes, but is not limited to: (1) pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior; or (2) any brutality of a physical nature, such as whipping, beating, banding, or exposure to the elements.

Homicide/Murder/Manslaughter (SESIR) - The unjustified killing of one human being by another.

Instigating a Fight - A person instigating, inciting, or encouraging a fight or confrontation between individuals.

Kidnapping (SESIR) - Abduction of an individual. Forcibly, or by threat, confining, abducting, or imprisoning another person against his/her will and without lawful authority.

Larceny/Theft (SESIR) - Knowingly obtaining, possessing, selling, using, disposing of, or attempting to obtain, possess, sell, use, or dispose of the property of another with intent to either temporarily or permanently deprive the other person of their property or benefit from the property or appropriate the property to his or her own use or to the use of any person not entitled to the use of the property without the permission or consent of the owner or person lawfully in possession of the property. Value must be over \$300.

Medication Policy Violation - Failure to comply with the guidelines for possessing or administering prescription medications and over-the-counter medications.

Misuse of School Computer - Use of a school computer for anything other than instructional purposes or unauthorized use of a computer or computer network with the intention of deleting, obstructing, interrupting, altering, damaging, or in any way causing the malfunction of the computer, network program(s) or data.

Motor Vehicle Theft - The theft of a motor vehicle from any property owned and operated by the SCSD.

Other (Minor) - Minor incidents that do not fit within the other definitions.

Other (Major) (SESIR) - Major incidents that do not fit within the other definitions. Any serious, harmful incident resulting in the need for law enforcement intervention not otherwise classified on the SESIR list. Examples include student producing or knowingly using counterfeit money, participating in gambling activities, possession of child pornography, possession of drug paraphernalia.

Public Display of Affection (PDA) - Failure to comply with the established PDA policy of the individual school.

Robbery (SESIR) - The taking or attempted taking of anything of value that is owned by another person or organization, under the confrontational circumstances of force, or threat of force or violence, and/or by putting the victim in fear.

Sexual Assault (SESIR) - An incident that includes a threat of: rape, fondling, indecent liberties, child molestation, or sodomy. Both male and female students can be victims of sexual assault. The threat must include all of the following elements: (1) intent, (2) fear, and (3) capability.

Sexual Battery (SESIR) - Any sexual act directed against another person, forcibly or against that person's will, or not forcibly against that person's will where the victim is not capable of giving consent.

Sexual Harassment (SESIR) - Undesired sexual behavior. Unwanted and repeated verbal or physical behavior with sexual connotations by an adult or student that is severe or persuasive enough to create an intimidating, hostile, or offensive educational environment, cause discomfort or humiliation or unreasonably interfere with the individual's school performance or participation. An incident when one person demands a sexual favor from another person under the threat of physical harm or adverse consequence.

Sexual Offense (Minor)-Undesired behavior of a sexual nature.

Sexual Offense Other (Major) (SESIR) - Sexual contact, including intercourse, without force or threat of force, subjecting an individual to lewd sexual gestures, sexual activity, or exposing private body parts in a lewd manner.

Skipping Class - Not reporting to or leaving an assigned class, activity, or area without receiving proper prior approval and/or following the established procedures for checking out of a class.

Strike/Adult - The uninvited, hostile touching or striking of a school employee or volunteer against their will.

Strike/Student - The uninvited, hostile touching or striking of a student against their will.

***Tardiness (Excessive)** - A student will be considered tardy to class when he/she is not in the classroom when the tardy bell rings. Any student arriving late must go to the attendance/front office to sign in before attending class.

Theft (Minor) - The unauthorized taking, carrying, riding away, or concealing the property of another person which is less than \$300 in value, without threat or bodily harm.

Threat/Intimidation (SESIR) - Instilling fear in others. A threat to cause physical harm to another person with or without the use of a weapon that includes all of the following elements: (1) intent (an intention that the threat is heard or seen by the person who is the object of the threat), (2) fear (a reasonable fear of apprehension by the person who is the object of the threat that the threat could be carried out), and (3) capability (the ability of the offender to actually carry out the threat directly or by a weapon or other instrument that can easily be obtained).

Throwing/Propelling Objects - To drive forward an object by means of force that imparts motion.

Tobacco Possession/Use/Sale (SESIR) (Cigarettes or other forms of tobacco) - The possession, use, distribution, or sale of tobacco or nicotine products on school grounds, at school-sponsored events, or on school transportation by any person under the age of 18.

Trespassing (SESIR) - The unauthorized entry onto School Board owned property, into a school function, or an extracurricular activity, or remaining on School Board owned property after being directed to leave that location by a school staff member or law enforcement official or while subject to suspension, expulsion, or assignment to an alternative placement.

Unauthorized Area/Location - Being present in buildings, rooms, or other areas on a school campus restricted or not open to student access during all or portions of a day.

Unauthorized Leaving of Campus - Failure of student to follow proper procedures to leave school campus.

Unauthorized Sales - The selling of goods which has not been authorized by administration.

Unsubstantiated Bullying - After a complete investigation and follow up of a reported bullying incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under the definition of bullying, as listed in the Jeffrey Johnston Stand Up for All Students Act (§ 1006.147, Florida Statutes).

Unsubstantiated Harassment - After a complete investigation and follow up of reported harassment incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under the definition of harassment, as listed in the Jeffrey Johnston Stand Up for All Students Act (§ 1006.147, Florida Statutes).

Vandalism (Minor) - The intentional destruction, damage, or defacement of public or private/personal property without consent of the owner or the person having custody or control of it. This definition includes graffiti, as well as the malicious attempt to harm or destroy electronic data. Damage must be \$1000 or less.

Vandalism (Major) (SESIR) - The intentional destruction, damage, or defacement of public or private/personal property without consent of the owner or the person having custody or control of it. Damage must be \$1,000 or more to report in SESIR.

Vehicle Violation - Failure to follow established rules and regulations concerning the privilege of driving and parking vehicles on a school campus, to include parking in unauthorized areas, driving or parking without proper sticker, improper driving on campus, or unauthorized driver on campus.

Weapon (SESIR) - Possessing, storing, distributing, selling, or purchasing any instrument or object that may inflict harm on another person, or be used to intimidate another person, including, but not limited to: fixed blade knives, folding knives, switch blade knives, common pocket knives, razor blades, box cutters, sharp cutting instruments, ice picks, dirks, chains, pipes, nunchakus, brass knuckles, Chinese stars, billy clubs, chemical irritants, mace, tear gas, pepper spray, poisonous gases, sling shots, electrical weapons or devices, starter pistols, stun guns, BB or pellet guns, propellants, and "look-alike" weapons. Possession of a common pocketknife is exempted from state zero tolerance expulsion requirement, per § 1006.07(2), Florida Statutes. However, law enforcement should be notified of any weapon or knife, including pocketknives, for investigation.

Level I	Level II	Level III
Abusive, Profane, Obscene, Discriminatory Language/Materials Directed to a Student	Abusive, Profane, Obscene, Discriminatory Language/Materials Directed to an Adult	Alcohol Possession/Use/Sale SESIR
Bus Misconduct	Contraband	Arson SESIR
Cell Phone/Electronic Device Violation	Dangerous Implement	Battery/Physical Attack SESIR
Cheating/Plagiarism	Destruction of School Property (Minor)	Bomb Threat/Explosives
Class/Campus Disruption (Minor)	Disorderly Conduct (Major)	Breaking and Entering SESIR
Disorderly Conduct (Minor)	Fight (Minor)	Bullying SESIR
Dress Code Violation	Forgery (Major)	Class/Campus Disruption (Major) SESIR
Forgery (Minor)	Instigating a Fight	Combustibles/Fireworks
Medication Policy Violation	Medication Policy Violation	Contraband
Misuse of School Computer	Sexual Offense (Minor)	Dangerous Implement
Other (Minor)	Strike/Adult	Destruction of School Property (Major)
Public Display of Affection (PDA)	Strike (Student)	Drug Sales and Distribution SESIR
Skipping Class	Theft (Minor)	Drug Possession/Use SESIR
Tardiness (Excessive)	Tobacco Possession/Use/Sale SESIR	Fight (Major)
Throwing/Propelling Objects	Vandalism (Minor)	Gang-Related SESIR
Unauthorized Area/Location	Defiance/Insubordination	Harassment SESIR
Unauthorized Leaving of Campus	Defiance of Authority and School Rules	Hazing SESIR
Unauthorized Sales		Homicide/Murder/Manslaughter SESIR
Unsubstantiated Bullying		Kidnapping SESIR
Unsubstantiated Harassment		Larceny/Theft SESIR
Vehicle Violation		Motor Vehicle Theft
		Other (Major) SESIR
		Robbery SESIR
		Sexual Assault SESIR
		Sexual Battery SESIR

Level I	Level II	Level III
		Sexual Harassment SESIR
		Sexual Offense Other (Major) SESIR
		Strike/Adult
		Strike/Student
		Threat/Intimidation SESIR
		Trespassing SESIR
		Vandalism (Major) SESIR
		Weapon SESIR

ACTIONS

Teacher Managed Consequences
Corporal Punishment
Corporal Punishment by Parent
Punitive Assignment
Parent Contact
Parent Conference
Verbal Reprimand/Warning
Alternative Placement
Time Out
Written Apology
Guidance Referral
MTSS Referral
Lunch Detention
ISS
Computer Suspension
Computer Expulsion
Work detail
Detention
Behavior Contract
Schedule Change
Restitution
Suspension of Driving/Parking Privilege
Suspension of Lunch Privilege
Suspension of Privilege
Removed from After School/Summer School
~~Tobacco Module~~
Technology Module
Bus Suspension
Social Skills Module

OSS
OSS Pending Manifestation
Parent Training Requirement
Expelled, Without Continuing Educational Services
Expelled, With Continuing Educational Services
Suspension Extended, Pending Hearing
Seclusion
Mechanical Restraint
Physical Restraint
Other SESIR Defined
Change in Placement
Other

SECTION V: DUE PROCESS

~~In order to protect student rights, certain procedures are followed with regard to major disciplinary actions. These procedures are developed as suggested or required by law or regulation.~~

DUE PROCESS PROCEDURES FOR SUSPENSIONS

A student accused of an offense which in the opinion of the principal/designee would require suspension from school or bus shall be afforded the following due process procedures. If a student is formally charged with a felony occurring off property owned by the SCSD by a prosecuting attorney, the principal/designee shall determine if the student's presence on campus threatens the orderly environment or safety of others. An administrative hearing should be scheduled if it is determined the felony charge is upheld. The information shall be provided to the Superintendent who shall determine the length of the suspension by an administrative placement in an alternative setting. A recommendation to expel a student shall be determined by the Superintendent and submitted to the School Board if the student is adjudicated guilty of a felony. Additional procedures for students with disabilities are described in the subsection ESE: Suspension and Expulsions. In emergency situations, these procedures may be modified so long as reasonable efforts are made to provide substantially similar opportunities for due process.

Step 1 – The student must be told by the principal/designee of the reason(s) for consideration of suspension from school or from the school bus (not to exceed 10 days).

Step 2 – The student must be given the opportunity to present the student's side of the matter either verbally or in writing and must have the opportunity to present witnesses to the incident.

Step 3 – The principal/designee shall make a determination as to whether or not the student is guilty of the misconduct, and if so, what the terms of the disciplinary response will be. The student shall be informed of the determination. If the determination is to impose suspension, the notice of suspension shall be in writing. The following information shall be included in the written notice of suspension to the parent/guardian/student and the Superintendent:

- Nature of the offense,
- The date of the offense, the beginning date of the suspension, and the date on which the student may return,

- Any condition involving the suspension, such as a possible reduction of the suspension.

Step 4 – The principal/designee shall report each suspension from school or the school bus in writing to the student's parent/guardian and to the Superintendent/designee. Any suspension notice to parent/guardian/student, shall be hand-delivered by the principal or an administrative staff member or shall be sent by first class mail if the principal or an administrative staff member documents a personal contact (not an attempt or recorded message) with the parent/guardian concerning the suspension and that the paperwork is being sent by mail. If contact cannot be made with the parent/guardian, then the notice may be sent by certified mail. This report shall be mailed and delivery initiated within 24 hours of the start of the suspension or on the next regular workday. Reasonable efforts shall be made to contact the parent/guardian prior to the start of the suspension. If the parent/guardian cannot be reached prior to the start of the suspension, the principal/designee may determine that the suspension will start without the prior contact with the parent/guardian.

Step 5 – The student and parent/guardian have a right to a conference with the principal/designee upon request of the parent/guardian to appeal the discipline imposed. The principal shall have the discretion to reduce or cancel the suspension if it is felt that it would be in the best interest of the student and school to do so.

Step 6 – If the parent/guardian feels that due process was not provided, they may appeal by contacting the office of Student Services or the Assistant Superintendent of Administration to further discuss the matter. This shall not be interpreted as permitting the District administrator to substitute their judgment for the judgment of the principal.

DUE PROCESS PROCEDURES FOR ALTERNATIVE SCHOOL PLACEMENT

Same as for suspension decisions.

DUE PROCESS PROCEDURES FOR EXPULSION

A student accused of an offense which, in the opinion of the principal/designee may require expulsion from school or bus, shall be afforded the due process described below. Additional procedures for students with disabilities are described in the subsection ESE: Suspension and Expulsions. In emergency situations, these procedures may be modified as long as reasonable efforts are made to provide substantially similar opportunities.

Step 1 – The student must be told by the principal/designee of the reason(s) for consideration of expulsion.

Step 2 – The student must be given the opportunity to present the student's side of the matter either verbally or in writing and must have the opportunity to present witnesses to the incident.

Step 3 – The principal/designee shall make a determination as to whether or not the student is guilty of the misconduct, and if so, what the terms of the disciplinary response will be. The student shall be informed of the determination. If the principal/designee determines that there are sufficient grounds for expulsion, then the principal/designee shall inform the student of the suspension from school for ten days and that a recommendation for expulsion is being considered.

Step 4 – The principal/designee shall report in writing to the student's parent/guardian and the Superintendent that the student has been suspended for ten days and that a recommendation for expulsion is being considered. Any suspension notice to a parent/guardian/student shall be hand-delivered by the principal or an administrative staff member, or shall be sent by first-class mail if the principal or an administrative staff member documents a personal contact (not an attempt or recorded message) with the parent/guardian concerning the suspension and that the paperwork is being sent by mail. If contact cannot be made with the parent/guardian, then the notice may be sent by certified mail. This shall be mailed within 24 hours of the start of the initial 10-day suspension or on the next regular workday. Reasonable effort shall be made to contact the parent/guardian prior to the start of the suspension. If the parent/guardian cannot be reached prior to the start of the suspension, the principal/designee may determine that the suspension will start without the prior contact with the parent/guardian.

Step 5 – The Superintendent/designee shall review the principal's recommendation for expulsion within five school days of receipt and shall recommend whatever action is deemed appropriate. The Superintendent shall notify the parent/guardian and the principal/designee of the decision within 24 hours.

Step 6 – The parent/guardian shall have the right to a hearing with the Superintendent/designee to challenge the extension or imposition of an expulsion. The hearing shall be informal in nature and shall be granted on written request.

Step 7 – The parent/guardian/student shall be informed of any alternatives, if appropriate, and changes shall be made in the student's assignment or program.

Step 8 – If the Superintendent decides to recommend expulsion, the parent/guardian shall be notified by certified mail of the hearing at which the School Board will consider the recommendation. Failure to request a hearing in writing in a timely manner shall be considered a waiver of the student's right to a hearing to contest the charges.

Step 9 – The parent/guardian shall have the right to appear before the School Board, as designated depending on circumstances leading to expulsion, which will act on the Superintendent's recommendation for expulsion.

Step 10 – A student who is expelled from the District by School Board action shall not be afforded a rehearing before the School Board unless prior evidence is proven to be false or new evidence is substantiated that was omitted from the original hearing. A request for a rehearing shall be made by the parent/guardian to the Superintendent/designee. The Superintendent's office shall determine whether the expulsion shall be reheard by the School Board.

Note: The Superintendent/designee may recommend to the School Board expulsion of a student who is found guilty of a felony. However, any student subject to discipline or expulsion for the unlawful possession or use of any substance under Chapter 893, Florida Statutes may be entitled to a waiver of the discipline or expulsion if the student divulges information leading to the arrest and conviction of the person who supplied such controlled substance or if the student voluntarily discloses the unlawful possession of such controlled substance prior to arrest. For the purpose of this section, "voluntarily discloses" means that the individual comes forward on his/her own volition, without coercion from outside influences (§1006.09, Florida Statutes).

ESE: SUSPENSIONS AND EXPULSIONS

Students with disabilities identified as exceptional education students may be suspended in accordance with SCSD policy for a total of ten days. In case of serious breach of conduct involving the health, safety, and welfare of students and SCSD employees, appropriate alternatives for allowing the student to continue receiving educational programs and services during the suspension may include, but are not limited to, a reduced day program, transfer to a more restrictive placement for a designated period of time, attendance for special class(es) only, modified school day (i.e., student may come to the school campus at the end of the school day for the instructional program), home instruction, and other options.

Any recommendation for the expulsion of any exceptional education student with a disability shall be made in accordance with the rules promulgated by the State Board of Education and Federal Regulations outlined in the Individuals with Disabilities Act (IDEA). The expulsion of an exceptional education student shall not result in a complete cessation of educational services; the District is responsible for providing the student's education during the expulsion in accordance with a revised Individual Education Plan (IEP). The principal/designee is responsible for taking appropriate action consistent with School Board policy and the Procedural Safeguards for Parents of Students with Disabilities. The following procedures shall be followed for the expulsion of exceptional education students:

- **Step 1** – The principal shall be responsible for convening a manifestation committee. The committee shall include, but not be limited to, the Director of Student Services/designee, the school psychologist, the guidance counselor, ESE school specialists, the involved ESE teacher, and the principal/administrative designee. Proper parent/guardian notification/invitation procedures must be followed.
- **Step 2** – The committee shall review the student's IEP and shall determine whether the student's behavior bears a relationship to the student's exceptionality. This decision will be taken into consideration when reviewing all evidence and making recommendations. If the committee determines the student's behavior is in relation to the exceptionality, the team may modify the student's IEP in accordance with current needs, and expulsion will not be applied (cessation of educational services is not an option for a student with a disability). Procedures in State Board of Education Rules shall apply when a student's conduct does not bear a relationship to the exceptionality.
- **Step 3** – The decision of the committee shall be documented. The student's IEP may be revised to reflect a modification of the current special program or an alternative placement or an indication that the exceptionality is not a precipitating factor and the student is expected to behave in accordance with the rules established in the Student Conduct and Discipline Code.
- **Step 4** – Any change from the student's school placement to an alternative education setting must be reviewed within 45 days. The principal/designee of student's home school must attend the meeting to review the interim alternative education placement prior to extending the alternative setting or returning the student to his/her home school.
- **Step 5** – The principal/designee is responsible for taking appropriate action consistent with School Board policy and the Procedural Safeguards for Parents of Students with Disabilities.

SCHOOL COUNSELING PROGRAMS

All SCSD schools have certified school counselors that provide a variety of services to students. These services are presented to students in classrooms, small groups, and in individual counseling sessions. If you do not wish your child to have access to these programs and activities, please notify the school principal in writing.



SUWANNEE COUNTY SCHOOL DISTRICT
SCHOOL CALENDAR
2019-2020

MY CHOICE for High Quality Education!

July 2019						
July 1-31: Summer Work Schedule July 4: Holiday	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30	31			

January 2020						
Jan 1-3: Christmas Break Jan 6: Teacher Work Day Jan 7: Students Return Jan 17: PD Day Jan 20: MLK Holiday			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	

August 2019						
Aug 5: Return to 5 day weeks Aug 5-9: Pre-Planning Days Aug 12: First Day for Students Aug 26: PD Day				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	

February 2020						
Feb 14: PD Day Feb 17: Presidents Day	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	

September 2019						
Sept 2: Labor Day Holiday Sept 23: PD Day	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30					

March 2020						
Mar 13: End of Quarter 3 (45 days) Mar 16: Teacher Work Day Mar 23: County PD Day	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				

October 2019						
Oct 11: End of Quarter 1 (42 days) Oct 14: Teacher Work Day Oct 28: PD Day		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30	31		

April 2020						
April 10: Good Friday Holiday April 20-24: Spring Break April 27: PD Day			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30		

November 2019						
Nov 11: Veterans Day Holiday Nov 25-29: Thanksgiving Break					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	

May 2020						
May 25: Memorial Day Holiday May 28-29: Early Release May 29: End of Quarter 4 (45 days) May 29: Last Day for Students					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	

December 2019						
Dec 20: Early Release Dec 20: End of Quarter 2 (42 days) Dec 23-31: Christmas Break	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				

June 2020						
June 1: Post-Planning Day June 1-30: Summer Work Schedule	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30				

☒ PD Day – Holiday for students.

☒ Holidays for 10/11 month teachers, students, bus drivers, food service workers, and paraprofessionals.

☒ Teacher Work Day - Holiday for students, bus drivers, food service workers, and paraprofessionals (as assigned).

☒ Holidays for ALL employees and students.

* Early Release days may be subject to change with prior notice.
* PD Days may be converted to student days if needed for storm make-up days.

SCSB Approved 12/18/2018
Revised 04/09/2019



SUWANNEE COUNTY SCHOOL DISTRICT
SCHOOL CALENDAR
2019-2020

MY CHOICE for High Quality Education!

Pre-Planning: August 5 – 9, 2019

Post-Planning: June 1, 2020

NINE WEEK PERIODS AND REPORTING DATES

First nine weeks/term:

Progress reports will be distributed
End of first nine weeks/mid 1st term
Grade reports go out

Friday, September 13, 2019
Friday, October 11, 2019
Friday, October 18, 2019

Second nine weeks/term:

Progress reports will be distributed
End of second nine weeks/end of 1st term
Grade reports go out

Friday, November 15, 2019
Friday, December 20, 2019
Friday, January 10, 2020

Third nine weeks/term:

Progress reports will be distributed
End of third nine weeks/mid 2nd term
Grade reports go out

Friday, February 7, 2020
Friday, March 13, 2020
Friday, March 20, 2020

Fourth nine weeks/term:

Progress reports will be distributed
End of fourth nine weeks/end of 2nd term

Friday, April 17, 2020
Friday, May 29, 2020

The school office is responsible for the distribution of report cards at the end of the year.

TEACHERS' WORKDAYS

October 14, 2019	January 6, 2020	March 16, 2020
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PROFESSIONAL DEVELOPMENT (PD) DAYS (7.25 DAYS – EXCEPT **COUNTY PD DAY)

August 26, 2019	January 17, 2020	April 27, 2020
September 23, 2019	February 14, 2020	
October 28, 2019	March 23, 2020**	

HOLIDAYS 12-Months

July 4, 2019	December 23-31, 2019	April 10, 2020
September 2, 2019	January 1, 2020	April 20-22, 2020
November 11, 2019	January 20, 2020	May 25, 2020
November 25-29, 2019	February 17, 2020	

HOLIDAYS Students

August 26, 2019	November 25-29, 2019	March 23, 2020
September 2, 2019	December 23-31, 2019	April 10, 2020
September 23, 2019	January 1-6, 2020	April 20-27, 2020
October 14, 2019	January 17-20, 2020	May 25, 2020
October 28, 2019	February 14-17, 2020	
November 11, 2019	March 16, 2020	

TEACHER PAID HOLIDAYS (6)

Labor Day	Christmas Day
Veterans Day	Martin Luther King Jr. Day
Thanksgiving Day	Presidents' Day

- Paraprofessionals will work all student days, six (6) Professional Development Days, plus five (5) of the following days as determined by the school principal: Pre-Planning Days, Post-Planning Days, Teacher Work Days.
- Food Service and Bus Drivers work six(6) Professional Development Days as determined by their supervisor.
- 10 months personnel work 196 days.
- 11 months personnel work 216 days.

SCSB Approved 12/18/2018
Revised 04/09/2019

SUWANNEE DISTRICT SCHOOLS DIRECTORY

SCHOOLS:

Branford Elementary School	935-5700
Guidance	935-5704
Nurse	935-5707
Branford High School.....	935-5600
Attendance Office	935-5601
Athletic Department	935-5620
Guidance (Grades 9-12)	935-5607
Guidance (Grades 6-8)	935-5608
Nurse	935-5609
Suwannee Elementary School	647-4400
Guidance	647-4453
Nurse	647-4465
RIVEROAK Technical College	647-4200
Night School/Community Education	647-4200
Student Services	647-4210
Financial Aid.....	647-4214
Suwannee High School.....	647-4000
Athletic Department	647-4046
Attendance.....	647-4004
Guidance	647-4005
Nurse	647-4023
Suwannee Intermediate School	647-4700
Guidance	647-4704
Nurse	647-4710
Suwannee Middle School.....	647-4500
Guidance	647-4507
Nurse	647-4513
Suwannee Primary School.....	647-4300
Guidance	647-4305
Nurse	647-4307
Suwannee Virtual School	647-4248
Coordinator	647-4243

DISTRICT DEPARTMENTS:

Assistant Superintendent of Administration.....	647-4610
Assistant Superintendent of Instruction.....	647-4647
ESE Parent Liaison.....	647-4640
Facilities	647-4156
Title I	647-4637
Finance 647-4608	
Food Service.....	647-4177
Home School/Virtual School.....	647-4243
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Amendment to 2018-2019 NEFEC Master Inservice Plan Addition

New Component	Number	Points
Reading Foundation Skills	1-013-002	120
Reading Difficulties, Dyslexia, and Other Disabilities	2-100-019* 2-013-002**	120

* SWD inservice points

**Reading

Reading Foundation Skills

TITLE: Reading Foundation Skills

COMPONENT NUMBER: 1-013-002

Function: 1

Focus Area: 013

Local Sequence Number: 002

POINTS TO BE EARNED: Minimum 5 (face-to-face and implementation)/Maximum 120

DESCRIPTION: Participants will increase their content knowledge of the foundation reading skills students must acquire to become proficient readers.

LINKS TO PRIORITY INITIATIVES

- ☒ Academic content standards for student achievement
- ☒ Continuous Improvement practices
- ☒ Mastery of a specific instructional practice: Reading components

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1, 1.1.2, 1.1.3	<input checked="" type="checkbox"/> 2.1.1, 2.1.2, 2.1.4	<input checked="" type="checkbox"/> 3.1.2, 3.1.3, 3.1.4, 3.1.5,
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.2, 2.3.3	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4, 1.4.5	<input checked="" type="checkbox"/> 2.4.2, 2.4.3, 2.4.4	<input checked="" type="checkbox"/> 3.4.2, 3.4.3, 3.4.5

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
Repetitive practice leading to changes in proficiency of educator or leader on the job
Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Understand that building oral and written language facilitates comprehension.
2. Understand the importance of learning syntax, semantics, pragmatics, vocabulary and text structures required for comprehension of formal written language of school, often called "academic language."
3. Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure and text complexity).
4. Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.
5. Identify cognitive targets (e.g., locate/recall, integrate/interpret, critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.

6. Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.
7. Understand the reading demands posed by domain specific texts.
8. Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.
9. Understand how English language learners' linguistic and cultural background will influence their comprehension.
10. Understand how the students' development of phonology, syntax, semantics and pragmatics relates to comprehending written language.
11. Understand the differences between social and academic language.
12. Understand that writing enhances the development of oral language.
13. Recognize the importance of English language learners' home languages, and their significance for learning to read English.
14. Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).
15. Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words and syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).
16. Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language and dialect differences).
17. Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.
18. Understand that phonological units (words, syllables, onset-rimes and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.
19. Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).
20. Understand structural analysis of words.
21. Understand that the components of reading fluency are accuracy, expression and rate which impact reading endurance and comprehension.
22. Understand the relationships among fluency, word recognition and comprehension.
23. Understand that both oral language and writing enhance fluency instruction.
24. Understand how writing influences the acquisition of foundation reading skills, phonological awareness, phonics, and fluency.

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.

LEARNING METHODS CODE: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:

- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)

Implementation Support: Participants will review practices related to professional learning content for use in job-related responsibilities. Collaborative planning and structured on-site support will enable participants to receive continuous feedback regarding implementation efforts. In addition, school administrators will provide support and opportunities for practice

and feedback to monitor implementation of learning. Participants will complete elements of their individual implementation agreements.

Monitoring Procedures: Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDG growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities

Evaluation Methods for Students Code: D-Observation of Student Performance, F-Other Performance Assessment

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes

WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- Quality of participation in the NEFEC Professional Learning Support, when appropriate
- Alignment and quality of student artifacts that participants submit in tiered level of support
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Developed by NEFEC
Spring 2019

Reading Difficulties, Dyslexia, and Other Disabilities

TITLE: Reading Difficulties, Dyslexia, and Other Disabilities

COMPONENT NUMBER: 2-100-019* / 2-013-002**

Function: 2

Focus Area: 100* / 013**

Local Sequence Number: 019* / 002**

POINTS TO BE EARNED: Minimum 5 (face-to-face and implementation)/Maximum 120

*Use component number for SWD inservice points.

**Use component number for Reading inservice points.

DESCRIPTION: Participants will develop an understanding of the characteristics of student reading challenges and the related instructional needs, to better meet the needs of students who face challenges with reading mastery. Participants will increase their knowledge and skills in recognizing and diagnosing reading problems; and identifying and implementing appropriate strategies, methods and materials to increase reading performance.

LINKS TO PRIORITY INITIATIVES

- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Instructional design and lesson planning
- ☒ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Multisensory strategies
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1, 1.1.2, 1.1.3	<input checked="" type="checkbox"/> 2.1.1, 2.1.2, 2.1.4	<input checked="" type="checkbox"/> 3.1.2, 3.1.3, 3.1.4, 3.1.5,
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
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IMPACT AREA(S):

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
- ☒ Repetitive practice leading to changes in proficiency of educator or leader on the job
- ☒ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Understand the importance of scientifically based reading research.
2. Review current scientifically based reading research and research on reading disabilities.
3. Understand the stages of language and reading development and the associations with reading difficulties.
4. Clarify the relationship between phonological awareness, phonemic awareness, and skilled reading.
5. Review the supporting research on the teaching of phonics.
6. Understand the goal of phonics instruction and the important role it plays in reading instruction for students experiencing persistent difficulty in reading.
7. Determine the reasons why students are dysfluent.
8. Examine the connection between proficient reading and reading fluency.
9. Learn how to differentiate assessment and instruction of reading fluency for students experiencing reading difficulties.
10. Review the research supporting vocabulary instruction.
11. Understand the importance of vocabulary instruction and the role it plays in the reading process for students experiencing persistent difficulty in reading.
12. Identify the levels of word knowledge.
13. Examine the continuum of vocabulary strategies and the relationship to levels of word knowledge.
14. Understand how to choose words for instruction.
15. Identify the components of an effective vocabulary lesson.
16. Understand how to differentiate vocabulary instruction and increase explicitness by applying various instructional design principles and teacher delivery methods to vocabulary instruction.
17. List the skills, knowledge, and attitudes that are required for good reading comprehension.
18. Determine when comprehension instruction should begin.
19. Recognize student behavior that may interfere with accurate text comprehension.
20. Discuss the relationship between other areas of reading and comprehension.
21. Model examples of differentiation through explicit comprehension instruction.
22. Clarify how to differentiate comprehension strategy instruction for students with reading difficulties.
23. Contrast reading comprehension instruction with accommodating students in content-area classes.
24. Establish the importance of assessment for differentiating comprehension instruction.
25. Extend and apply knowledge of systematic instructional design principles and intensive teacher delivery methods to provide differentiated and explicit instruction that includes multisensory intervention strategies in phonological awareness, phonics, fluency, vocabulary, and comprehension.
26. Define the terminology commonly associated with reading disabilities.

27. Identify the characteristics of the various subtypes of reading disabilities, including dyslexia.
28. Recognize the language and neurobiological basis of reading disabilities.
29. Explain how a multi-tiered system of supports identifies and supports students with reading difficulties/disorder.
30. Understand that meaningful differentiated instruction is based on student assessment data.
31. Review purposes, types, and models of reading assessment.
32. Use the progress monitoring process to engage data-based problem solving within a multi-tiered system of supports approach to serving students with a variety of reading difficulties and disorder.
33. Examine core, intervention, or remedial curriculum materials according to the principles of systematic instructional design.
34. Define what is meant by evidence-based instruction.
35. Explain how to match evidence-based instruction to the instructional needs of individual students struggling with reading.
36. Determine if and when a change in content or pedagogy is needed within a reading intervention.
37. Consider alternative options for instruction as necessary.
38. Define the principles that can be used to differentiate instruction and make lessons more explicit for students with reading difficulties.
39. Describe the pedagogy that can be used to differentiate instruction and make lessons more intense for students experiencing reading difficulties.
40. Explain some practices and strategies of instruction (multisensory) that support students with reading disabilities.

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.

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Developed by NEFEC
Spring 2019

NEFEC

Athletic Coaching

Add-On Endorsement Program 2019-2025

A Cooperative Effort to Provide Professional Learning Options to
Participating Districts Offering Prekindergarten Programs:
Baker, Bradford, Columbia, Dixie, Flagler, Florida School for the Deaf and
the Blind, FSU-Lab School, Gilchrist, Hamilton, Hernando, Lafayette,
Levy, Madison, Monroe, P.K. Yonge Developmental Research School,
Putnam, Suwannee, and Union

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NORTH EAST FLORIDA EDUCATIONAL CONSORTIUM'S ATHLETIC COACHING

Add-on Endorsement Program

PROGRAM RATIONALE AND PURPOSE

A. Need for Program

Florida Statute 1012.55(2) mandates that individuals rendering services as athletic coaches in any public school in any district hold a valid temporary or professional certificate or an athletic coaching certificate.

The NEFEC Athletic Coaching Endorsement Program will meet the needs of the following groups:

- Certificated teachers who wish to add the coaching endorsement to their certificates
- Non-faculty personnel currently holding a valid teaching certificate who wish to receive coaching certification
- Athletic Directors/Activities Coordinators who wish to upgrade their skills and/or add coaching endorsement to their certificates
- Non-faculty personnel (including community volunteers) without a teaching certificate who wish to receive coaching certification

The competencies included in this endorsement program will provide the individuals in the targeted groups with the qualifications—knowledge, skills, and values—that are appropriate for coaching athletes at various levels of achievement.

Currently NEFEC districts report that many of their teachers have received Athletic Coaching Add-on Endorsement through the district inservice plans. Districts further identify a continuing need to serve out-of-field and other educators, either as a FLDOE or district requirement:

District	Personnel Earning Endorsement During 2014-2019	Projected Number of Personnel Needing Endorsement
Baker	0	5
Bradford	2	2
Columbia	16	18
Dixie	0	20
Flagler	74	51
FSDB	0	0
FSU-Lab	3	3
Gilchrist	12	5
Hamilton	2	2
Hernando	141	150
Lafayette	2	1
Levy	16	15
Madison	-	

Monroe	2	16
P. K. Yonge	9	38
Putnam	6	
Suwannee	19	19
Union	1	2

Benefits to Districts

The NEFEC Athletic Coaching Endorsement Program will allow member districts to meet the need for teachers with expertise and certification for various athletic coaching positions. The approval of the plan will assist the NEFEC region to increase the capacity for high quality coaches to help Florida's children be more active and learn the importance of athletic activities as part of a healthy lifestyle.

PROGRAM CONTENT/CURRICULUM

Florida State Board Rule, 6A-4.0282 "Specialization Requirements for the Endorsement in Athletic Coaching—Academic Class," requires that the individual receiving an Endorsement in Athletic Coaching meet the following requirements:

1. Certification in another subject
2. Nine (9) semester hours in athletic coaching to include the areas specified below:
 - a. Three (3) semester hours in care and prevention of athletic injuries and the effects and dangers of drug use including performance enhancing drug,
 - b. Three (3) semester hours in coaching theory
 - c. Three (3) semester hours in theory and practice of coaching a specific sport
3. A valid cardiopulmonary resuscitation certificate issued by the American Heart Association, the American Red Cross, or an equivalent cardiopulmonary resuscitation course completion card or certificate issued by an entity approved by the Florida Department of Health pursuant to Rule 64E-2.038, F.A.C.

Individuals who do not hold a Florida Educator's Certificate and who render services as athletic coaches are eligible to participate in the NEFEC inservice program for the Athletic Coaching Endorsement. They must earn 60 inservice points in each of the three areas listed above for the Athletic Coaching Endorsement. Upon successful completion of the three components of the program, participants will be eligible to apply for the Florida Educator's Endorsement in Athletic Coaching.

Individuals who do not hold a Florida Educator's Certificate and who render services as athletic coaches may transfer college course work into this endorsement program. Courses to be transferred must each be equivalent to a minimum of 60 inservice points (3 semester hours) and must match the content provided in the components listed in the inservice components of this document.

A. Competencies

(Source: Endorsement for Athletic Coaching Competencies, approved by Inservice Development section, Florida Department of Education, August 1990)

These competencies include the knowledge and application of the following elements:

KNOWLEDGE OF HUMAN GROWTH AND DEVELOPMENT

1. Recognize the physical, cognitive, social, and emotional development of student athletes, including normative differences in chronological age groups, maturation, readiness to learn, train, and compete.
2. Identify learning and competitive experiences appropriate for student athletes at various stages of growth development.
3. Define individualized, age appropriate, non-injurious training methods for student athletes.

KNOWLEDGE OF INSTRUCTION AS IT RELATES TO ATHLETIC COACHING

4. Select appropriate instructional strategies for athletic coaching.
5. Outline the development of athletic program philosophy, including goals and objectives.
6. Recognize the importance of pre-assessment in establishing instructional level.
7. Distinguish characteristics of coaching in activity or sport.
8. List feedback methods used in athletic coaching.
9. Define methods used to evaluate student athletes and program effectiveness.
10. Analyze and utilize evaluative data when redesigning programs.
11. Identify available and suitable professional resources for coaching.

KNOWLEDGE OF BIOMECHANICAL FOUNDATIONS

12. Define normal human anatomical features and abnormal deviations.
13. Identify biomechanical principles and concepts appropriate to athletic coaching.
14. Apply appropriate physics principles in the acquisition of basic movement skills.

KNOWLEDGE OF SPORTS INJURIES

15. Detect athletic injuries.
16. Select the appropriate athletic injury treatment modalities.
17. Identify appropriate first aid emergency planning and care procedures, including the following: cardio-pulmonary resuscitation, the unconscious athlete, suspected head, neck and spine injuries, and other life threatening circumstances.
18. Select appropriate techniques for rehabilitation and reconditioning.
19. Identify the basic skills involved in athletic injury counseling.
20. Recognize safe playing conditions in order to facilitate injury prevention and enhance athletic performance, to include: selection of appropriate athletic uniforms, use of protective equipment, sanitary maintenance of uniforms and equipment, use of facilities, and avoidance of extreme weather conditions (e.g., heat, humidity, cold, lightning, etc.)
21. Identify appropriate athletic injury reporting systems.
22. Identify appropriate health related policies and procedures, and medical examinations.

23. Explain the importance and responsibility of the athletic trainer and on-call physician.

KNOWLEDGE OF HUMAN PSYCHOLOGY

24. Recognize the psychological aspects of athletic coaching.
25. Identify instructional and humanistic coaching methods which assist student athletes in developing appropriate self-perceptions.
26. Identify instructional and humanistic coaching methods which enhance appropriate and constructive peer interactions.
27. Demonstrate by example the ability to recognize and take appropriate action relative to problems among student athletes, to include: deficit academic performance, inappropriate behavior occurring inside and outside the athletic context, substance abuse, depression, burnout, child abuse, and suicidal tendencies.
28. Define coaching motivational techniques, to include: awareness of performance enhancement techniques, visualization, stress reduction/relaxation, and attention focus.
29. Identify appropriate techniques for use in monitoring personal emotional self-control in athletic coaching situations.

KNOWLEDGE OF PHYSIOLOGICAL PRINCIPLES

30. Identify basic training principles (e.g., overload, progression, specificity).
31. Identify the variables by which overload can be modified.
32. Evaluate and interpret the results of pre-physical fitness and motor assessments.
33. Using evaluative data, apply principles of training to formulate individual and group conditioning programs.
34. Explain body composition factors related to athletic performance potential, to include: body weight as it affects performance and the percentage of body fat related to conditioning.
35. Identify environmental conditions and their effects on personal health, safety, and learning (e.g., temperature, humidity, lightning, etc.).

KNOWLEDGE OF SUBSTANCE USE AND ABUSE

36. Identify the negative effects of drugs on personal health and athletic performance.
37. Identify legal consequences of drug-taking behavior.
38. Identify symptoms of substance abuse.
39. Identify major characteristics of illegal substance use problems to include the effects and dangers of drug use, especially performance enhancing drugs.
40. Identify referral techniques for student athletes with substance abuse problems.

KNOWLEDGE OF NUTRITION PRINCIPLES

41. Explain the relationship between nutritional needs and athletic training.
42. Evaluate the adequacy of diets in meeting the nutritional needs of student athletes.
43. Recognize fallacies and dangers underlying selected dietary plans and supplements.
44. Explain the relationship between food intake, body weight, physical activity, and health.
45. Determine the relationship of hydration and dehydration to physical performance.

KNOWLEDGE OF LEGAL ASPECTS RELATED TO COACHING

- 46. Recognize tort liability in athletics, to include: knowledge of adequate instruction and proper supervision.
- 47. Identify constitutional rights of student athletes, with reference to discrimination, appropriate disciplinary techniques, and eliminating athletes from the team.
- 48. Identify the minimum necessary insurance coverage needed for an athletic program.
- 49. Identify state procedures and regulations governing athletic participation.
- 50. Identify legal precedents and actions in athletic coaching involving assault and battery, sexual misconduct, and sexual harassment.

KNOWLEDGE OF PUBLIC RELATIONS PRINCIPLES

- 51. Identify the elements of communication.
- 52. Recognize the importance of feedback to reduce distortion of the intended message.
- 53. Explain the importance of targeting a specific audience to promote the athletic program.
- 54. Identify methods to assess expectations of the school community, community at large, and media.

KNOWLEDGE OF SPORT MANAGEMENT

- 55. Outline theoretical principles and strategies for successful athletic coaching.
- 56. Identify managerial principles in the use of equipment, facilities, and deployment of personnel.
- 57. Outline athletic budget development and control procedures.
- 58. Define personnel and program evaluation techniques as used in athletic coaching.
- 59. Distinguish between ethical and unethical coaching behavior.

B. Specialization/Professional Studies

The NEFEC Athletic Coaching Endorsement Plan will fall under the Professional Education Studies competency plan. Participants will be assessed on their participation in pedagogical, theoretical, and practicum studies that ensure that all of the competencies listed above have been mastered at an 89% proficiency level.

C. Nationally Recognized Guidelines

National standards from the National Association for Sports and Physical Education (NASPE) were examined and compared to the FLDOE competencies. This analysis revealed a close alignment between the two documents with no coverage gaps.

INSTRUCTIONAL DESIGN AND DELIVERY

A. Instructional Strands

Instructional Strands with Major Competencies		
Instructional Strand-Coaching Theory	Instructional Strand-Theory and Practice of Coaching a Specific Sport	Instructional Strand-Care and Prevention of Athletic Injuries
Human Growth and Development	Human Growth and Development	Biomechanical Foundations
Instruction as It Relates to Athletic Coaching	Instruction as It Relates to Athletic Coaching	Sport Injuries
Biomechanical Foundations	Biomechanical Foundations	Substance Use and Abuse
Human Psychology	Sport Injuries	Nutrition Principles
Physiological Principles	Human Psychology	
Legal Aspects	Sport Management	
Public Relations Principles		

The Athletic Coaching Endorsement Program will be provided through an inservice program of three inservice training components worth sixty inservice points each. Participants will be offered various delivery models including online, face-to-face, and blended models. All professional learning will be delivered using the *learningforward* **Standards for Professional Learning**.

B. Training Components (see pages 8-14)

(Numbers in parentheses in the specific objective listings refer to competency numbers.)

THEORY AND PRACTICE OF COACHING A SPECIFIC SPORT

COMPONENT IDENTIFIER NUMBER:

1-011-001

Required Inservice Points:

60

GENERAL OBJECTIVE(S):

To acquire additional knowledge, methods, trends, and skill application in the coaching of a selected interscholastic sport.

SPECIFIC OBJECTIVE(S):

Participants will demonstrate proficiency in the following areas as they relate to athletic coaching/teaching:

1. Identify the importance of a selected interscholastic sport as a lifelong activity
2. State the importance of a selected interscholastic sport as a part of our culture (4, 5)
3. Identify the rules and terminology used in a selected interscholastic sport (54, 55)
4. Identify the strategies of team and/or individual play in a selected interscholastic sport (2, 3, 14)
5. Identify the strategies of individual position play in a selected interscholastic sport (14)
6. Exhibit knowledge of safety practices necessary to participate in a selected interscholastic sport (20)
7. State the physical fitness value derived from participation in selected interscholastic sport (32)
8. Identify the skills necessary to participate in selected interscholastic sports (2, 3)
9. State the social skills derived from participation in selected interscholastic sports (25)
10. Identify positive sportsmanship techniques in participating in selected interscholastic sports (24)
11. Identify new methods and techniques for more effective coaching in selected interscholastic sports (2)
12. Identify innovative methods of organizing and administering selected interscholastic sports (54)
13. Identify national, state, and local policy revisions that will affect the administering of a selected interscholastic sport (49)
14. Exhibit a basic understanding and knowledge of sports medicine as it pertains to selected interscholastic sports (15-20)
15. Exhibit a basic understanding in the recognition, treatment, and evaluation of athletic injuries in selected interscholastic sports

TARGET GROUP:

- Certificated teachers who wish to add the coaching endorsement to their certificates
- Non-faculty personnel currently holding a valid teaching certificate who wish to receive coaching endorsement
- Athletic Directors/Activities Coordinators who wish to upgrade their skills and/or add coaching endorsement to their certificates
- Non-faculty personnel (including community volunteers) without a teaching certificate who wish to receive coaching certification

DESCRIPTION OF ACTIVITIES:

Activities will include:

- Viewing videotapes and completing assigned activities
- Reading selected articles and completing assigned activities
- Researching and documenting current methods, strategies, rules, and terminology for the specific sport that is coached
- Prepare a daily and seasonal planner for the specific sport that is coached according to established guidelines

EVALUATION:

To the satisfaction of the consultant, each individual will:

- Complete assigned activities
- Complete course assessments

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leaders.

DELIVERY METHODS: A,B,C,D,F,G

IMPLEMENTATION METHODS: M,N,O,P,Q,R,S

EVALUATION METHODS: A,B,C,D,F,G /A,B,C,D,Z

FEAPS: A1, A3

COACHING THEORY

COMPONENT IDENTIFIER NUMBER:

1-011-002

Required Inservice Points:

60

GENERAL OBJECTIVE(S):

The purpose of this component is to acquire additional knowledge, methods, and skill application that will improve coaching effectiveness.

SPECIFIC OBJECTIVE(S):

Participants will demonstrate proficiency in the following areas as they related to athletic coaching/teaching:

1. Identify legal aspects of athletic coaching (1)
2. Describe tort liability in athletics related to: (45)
 - a) Adequate care
 - b) Proper supervision
3. Identify the constitutional rights of student athletes: (46)
 - a) Identify ethnic or other discrimination
 - b) Identify appropriate disciplinary techniques
 - c) Identify decision-making strategy in eliminating athlete(s) from the team
4. Identify minimum necessary athletic insurance coverage(s) (47)
5. Identify appropriate state/local policy and procedure regulations governing athletic participation (48)
6. Describe contractual law as applied to athletic coaching
7. Identify appropriate coach/athlete interpersonal relations
8. Identify legal precedents and actions in athletic coaching related to: (49)
 - a) Sexual misconduct
 - b) Sexual harassment
 - c) Assault/battery
9. Identify aspects of human growth and development related to athletics (1)
10. Identify the characteristics of student athletes related to: (1)
 - a) Normative differences in chronological age
 - b) Maturational differences
 - c) Readiness to learn, train, and compete
11. Distinguish the experiences appropriate for student athletes at various stages of growth development (2)
12. Select individualized, age appropriate, non-injurious training methods for student athletes (54)
13. Identify stages of psycho-social development related to athletics (3)
14. Describe the psychological aspects of athletic coaching: (24-27)
 - a) Identify instructional and humanistic coaching skills which assist student athletes to develop appropriate self-perceptions
 - b) Identify instructional and humanistic coaching skills which enhance appropriate and constructive peer interactions
 - c) Demonstrate ability to recognize and take appropriate action relative to problems among student athletes:

- Deficit academic performance
 - Inappropriate behaviors/appropriate corrective measures
 - Inability to get along with others
 - Inappropriate behavior occurring outside the athlete context
 - Substance abuse (36-39)
 - Depression
 - Burnout
 - Child abuse
 - Suicidal tendencies
15. Demonstrate proficiency in the use of appropriate motivational techniques for the athlete including: (28-29, 50)
 - a) Awareness of performance enhancement techniques
 - b) Visualization
 - c) Stress reduction/relaxation
 - d) Attention focus
 - Identify appropriate techniques for use in monitoring personal emotional self-control in all athletic coaching situations
 - Determine personal physical/emotional status of well-being as an athletic coach
 - Describe skills for effective interpersonal communication with athletes, parents, other coaches, administrators, other members of the school community, the media, and the public at large (51)
 - Identify available/suitable professional resources for athletic counseling
 16. Identify key elements related to athletics from the bio-physical foundations
 17. Demonstrate current knowledge of normal human anatomical features and abnormal deviations
 18. Identify key biomechanical principles appropriate to athletic coaching including:
 - a) Demonstrate understanding of physics principles which form the basis of skills acquisition
 - b) Demonstrate knowledge of biomechanical concepts as applied in athletic coaching
 19. Demonstrate understanding of exercise physiology as it relates to athletic coaching: (30, 31, 33, and 35)
 - a) The ability to implement appropriate sport training program(s)
 - b) Appropriate environmental conditions and their effects on training and learning (temperature, humidity, lighting, etc.)
 20. Demonstrate understanding of body composition factors related to athletic performance potential: (34)
 - a) Body weight as it affects performance
 - b) Body fat percentage related to conditioning
 21. Identify factors in sports management
 22. Identify theoretical principles and strategies for successful athletic coaching (54)
 23. Describe managerial skills in use of equipment, facilities, and the deployment of personnel (55)
 24. Demonstrate budget control skills (56)

25. Demonstrate knowledge of evaluation techniques for: (57, 52)
 - a) Personnel
 - b) Program
26. Demonstrate ethical behaviors and decision-making in personal relations with others (58)
27. Demonstrate selected instructional techniques
28. Describe sound instructional strategies in athletic coaching related to:
 - a) Physiology of program (goals and objectives) (5, 9)
 - b) Initial pre-assessment (6, 32)
 - c) Instructional approaches including:
 - Planning content
 - Developing procedures
 - Using of instructional resources
 - d) Coaching the activity
 - e) Reevaluating students and program effectiveness (10, 15)
 - f) Obtaining and using feedback (8, 51)
 - g) Redesigning program as appropriate

TARGET GROUP:

- Certificated teachers who wish to add the coaching endorsement to their certificate
- Non-faculty personnel currently holding a valid teaching certificate who wish to receive coaching endorsement
- Athletic Directors/Activities Coordinators who wish to upgrade their skills and/or add coaching endorsement to their certificate
- Non-faculty personnel (including community volunteers) without a teaching certificate who wish to receive coaching endorsement

DESCRIPTION OF ACTIVITIES:

Activities will include:

1. Viewing video tapes
2. Reading selected articles
3. Completing assigned activities

EVALUATION:

To the satisfaction of the consultant, each individual will:

- Complete assigned activities
- Complete course assessments

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leaders.

DELIVERY METHODS: A,B,C,D,F,G

IMPLEMENTATION METHODS: M,N,O,P,Q,R,S

EVALUATION METHODS: A,B,C,D,F,G /A,B,C,D,Z

FEAP: A1, A3

CARE AND PREVENTION OF ATHLETIC INJURIES

COMPONENT IDENTIFIER NUMBER:

1-011-003

Required Inservice Points:

60

GENERAL OBJECTIVE(S):

To acquire additional knowledge and skills in care and prevention of athletic injury whereas the participant will be able to deal with injury detection, treatment, prevention, rehabilitation, reconditioning, and counseling

SPECIFIC OBJECTIVE(S):

Participants will demonstrate proficiency in the following areas as they relate to athletic coaching/teaching:

1. Demonstrate thorough knowledge of athletic nutrition and ability to advise athletes concerning nutrition (40-44)
2. Identify skills needed to recognize athletic injuries (12, 15, 45)
3. Display abilities in selection of appropriate athletic injury treatment modalities (16, 46)
4. Identify appropriate first aid emergency planning and care procedures (17, 47)
 - a) Cardiopulmonary resuscitation (CPR) and related activities. (17, 48)
 - b) Unconscious athlete treatment and care (12, 17)
 - c) Care of suspected head, neck and spine injured athletes (17)
 - d) Consideration of other life threatening circumstances (17, 49)
5. Distinguish the acceptable selection and usage of rehabilitation and reconditioning techniques (17)
6. Demonstrate an understanding of athletic injury counseling methodology (18)
7. Show evidence of knowledge of and application for playing conditions and for athletic facilities in order to facilitate injury prevention and enhance athletic performance (17)
 - a) Selection of appropriate athletic uniforms (15-23)
 - b) Protective equipment (15-23)
 - c) Sanitary maintenance of the foregoing (15-23)
8. Identify accepted methods for conduct of inservice training (15-23)
9. Identify major characteristics of illegal substance use problems to include the effects and dangers of drug use including performance enhancing drugs; recommend/refer identified athletes appropriately (36-39)
10. Demonstrate knowledge of appropriate health-related policies and procedures (13)
 - a) Procedures for obtaining parental medical consent (13)
 - b) Establish policy/guidelines regarding health of athletes (21-23)
 - c) Referral procedures (21-23)
 - d) Arranging for medical examination (21-23)
 - e) Knowledge of role importance of athletic trainer (21-23)
 - f) Arranging for on-call physician (21-23)
11. Maintain currency in the field (21-23)
12. Exhibit a basic understanding of anatomy and physiology as related to sports medicine (21-23)
13. State the importance of knowledge of sports medicine as a lifelong activity (21-23)

TARGET GROUPS:

- Certificated teachers who wish to add the coaching endorsement to their certificates
- Non-faculty personnel currently holding a valid teaching certificate who wish to receive coaching endorsement
- Athletic Directors/Activities Coordinators who wish to upgrade their skills and/or add coaching endorsement to their certificates
- Non-faculty personnel (including community volunteers) without a teaching certificate who wish to receive coaching endorsement

DESCRIPTION OF ACTIVITIES:

Activities will include:

1. Selected readings and activities/quizzes
2. Completion of a First Aid/CPR course with a valid certificate issued by the American Heart Association or the American Red Cross (or similar certifying agency)
3. Developing a plan that covers dangers, symptoms, long term effects, etc., of performance enhancing drugs complete with grade/age appropriate resources and reading materials
4. Selected videos for coaches on handling sports-related injuries

EVALUATION:

To the satisfaction of the consultant, each individual will:

- Complete assigned activities
- Complete course assessments

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leaders.

DELIVERY METHODS: A,B,C,D,F,G

IMPLEMENTATION METHODS: M,N,O,P,Q,R,S

EVALUATION METHODS: A,B,C,D,F,G /A,B,C,D,Z

FEAP: A1, A3

C. Matrix

Component #	Specific Objective (SO) #	Competency #	Method of Competency Demonstration
1-011-001 (Specific Sport)	1		Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#1
1-011-001 (Specific Sport)	2	4,5, 53	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#2
1-011-001 (Specific Sport)	3	54,55	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#3
1-011-001 (Specific Sport)	4	2,3,14	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#4
1-011-001 (Specific Sport)	5	14	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#5
1-011-001 (Specific Sport)	6	20	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#6
1-011-001 (Specific Sport)	7	32	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#7
1-011-001 (Specific Sport)	8	2,3	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#68
1-011-001 (Specific Sport)	9	25	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#9
1-011-001 (Specific Sport)	10	24	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#10
1-011-001 (Specific Sport)	11	2	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#11
1-011-001 (Specific Sport)	12	54	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#12
1-011-001 (Specific Sport)	13	11,48,49	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#13
1-011-001 (Specific Sport)	14	15-20	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#14

1-011-001 (Specific Sport)	15	15,17	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#15
1-011-002 (Coaching Theory)	1	45-49	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#1
1-011-002 (Coaching Theory)	2	45	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#2
1-011-002 (Coaching Theory)	3	46	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#3
1-011-002 (Coaching Theory)	4	47	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#4
1-011-002 (Coaching Theory)	5	48	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#5
1-011-002 (Coaching Theory)	6		Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#6
1-011-002 (Coaching Theory)	7		Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#7
1-011-002 (Coaching Theory)	8	49	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#8
1-011-002 (Coaching Theory)	9	1	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#9
1-011-002 (Coaching Theory)	10	1	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#10
1-011-002 (Coaching Theory)	11	2	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#11
1-011-002 (Coaching Theory)	12	2	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO# 12
1-011-002 (Coaching Theory)	13	3	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#13
1-011-002 (Coaching Theory)	14	24-27,36-39	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#14
1-011-002 (Coaching Theory)	15	28-29, 50-51	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#15
1-011-002	16	13	Competency demonstration will be ascertained via

(Coaching Theory)			assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#16
1-011-002 (Coaching Theory)	17	12	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#17
1-011-002 (Coaching Theory)	18	12-14	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#18
1-011-002 (Coaching Theory)	19	30,31,33,35	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#19
1-011-002 (Coaching Theory)	20	34	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#120
1-011-002 (Coaching Theory)	21		Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#21
1-011-002 (Coaching Theory)	22	7,54	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#22
1-011-002 (Coaching Theory)	23	55	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#23
1-011-002 (Coaching Theory)	24	56	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#24
1-011-002 (Coaching Theory)	25	57,52	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#25
1-011-002 (Coaching Theory)	26	58	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#26
1-011-002 (Coaching Theory)	27		Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#27
1-011-002 (Coaching Theory)	28	5,6, 8, 9, 10, 15, 32, 51	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#28
1-011-003 (Athletic Injuries)	1	41-44	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#1
1-011-003 (Athletic Injuries)	2	12, 15, 45	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#2
1-011-003 (Athletic Injuries)	3	16,46	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#3

1-011-003 (Athletic Injuries)	4	12,17,47,48,49	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#14
1-011-003 (Athletic Injuries)	5	17	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#5
1-011-003 (Athletic Injuries)	6	18	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#6
1-011-003 (Athletic Injuries)	7	15-23	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#7
1-011-003 (Athletic Injuries)	8	15-23	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#8
1-011-003 (Athletic Injuries)	9	36-40	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#9
1-011-003 (Athletic Injuries)	10	13,21-23	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#10
1-011-003 (Athletic Injuries)	11	21-23	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#11
1-011-003 (Athletic Injuries)	12	21-23	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#12
1-011-003 (Athletic Injuries)	13	21-23	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#13

D. Instructors

Instructors are experienced athletic coaches employed or contracted by the North East Florida Educational Consortium or by NEFEC member districts. The qualifications of the instructor will be a minimum of a master's degree or a bachelor's degree with three years of successful experience as an athletic coach or in a comparable coaching/leadership position. This individual will also have successful experience as a professional learning trainer.

COMPETENCY COMPLETION REQUIREMENTS

A. Program Completion

Satisfactory completion of individual components for add-on endorsement purposes may be demonstrated through:

1. Instructor's verification of successful demonstration of all applicable competencies and products within the component;
2. Verification of successful demonstration of all applicable competencies and products within the component by means of approved Professional Learning Catalog component from another district where the component is part of an approved Athletic Coaching Endorsement Program in that district and where reasonable equivalency between the components can be established through a review of the component objectives; or
3. Official transcript from a college or university documenting successful completion of a course, the catalog description of which establishes a reasonable equivalence to the District component.

B. Competency Demonstration

All those attempting to add the coaching endorsement to their Florida Educator's Certificates must earn a minimum of 180 inservice points by successfully completing the prescribed set of inservice components including the demonstration of all competencies required for the endorsement or through documented evaluation means. In general, competency demonstration will be done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. Inservice training credits for those completing the add-on program will be awarded on the basis of a candidate's successful completion of the components, direct instruction, practicum (when applicable), and follow-up activities.

C. Competency Verification

Verification of competencies other than through the procedures stated above is not an option for the coaching endorsement program. Certificates will be issued to successful completers as a record of competency completion.

PROGRAM EVALUATION

A. Evaluation Plan

Program assessment techniques, training components, and competency acquisition by individual participants will be used to evaluate the coaching endorsement program. Methods by which the component coordinator will determine successful completion of individual participants are described for each component:

1. Individual participants will be evaluated on the basis of having acquired the necessary competencies as verified by the instructor in accordance with approved methods and criteria.
2. Participants, using district staff development program procedures, will evaluate each training component.
3. The program may be assessed by participants, instructors, staff learning personnel, district athletic director, principals, or school-level coaching specialists to determine program effectiveness and program efficiency in terms of management, operation, delivery, and cost effectiveness.
4. Methods by which the component coordinator will determine the impact of the component on the individual's job performance and/or classroom, school, work setting are described as part of each component evaluation.
5. Impact of more qualified and trained teachers on student performance will be investigated.

B. Annual Review

Data described below will be reviewed and analyzed per Rule 6A-5.071(7), F.A.C.:

Descriptive Data

- Number of teachers who are out-of-field in athletic coaching
- Number and percentages of out-of-field who have enrolled in the add-on program
- Number of enrollees dropped for non-performance
- Number and percentage of program completers

Client Satisfaction Data

- Attitudes of candidates will be surveyed to determine the extent to which:
- The program is meeting candidate needs
- The quality of instruction is consistent with professional learning standards
- The curriculum is pertinent to their coaching and professional learning needs
- The pace, quantity, and quality of assessments are compatible with their primary coaching responsibilities

Supervisory Evaluation Data

- The add-on endorsement program is meeting school and program needs
- Skills acquired in add-on training are practiced and shared with others
- Evidence exists of tangible benefits to students accruing from add-on training
- Implementation of the program is cost and time effective

The data collected during the annual review will be used to determine overall program performance and the carry-over effects of the inservice education and training into the athletic coaching arena.

MANAGEMENT

The NEFEC Organization of Educational Leaders (NOELS) Key District Contacts, along with the NEFEC Professional Learning Catalog/Endorsement Coordinator will be responsible for the overall management of the add-on program. Inservice training will be offered by districts, NEFEC, state institutions, FDOE, and regional service providers.

A. Candidate Application and Admission

The individuals designated above will share the process for application, admission, and verification of the Athletic Coaching Endorsement Program. Eligibility to participate in the program is predicated on a candidate's holding a valid Florida Professional or Temporary Certificate based upon a bachelor's degree or higher with certification in an academic, degreed vocational, administrative, or specialty class coverage, and being currently employed by the School District.

A candidate who enters the program based on a temporary certificate must show proof of eligibility for a Professional Certificate prior to the district's verification of completion of the program. Permanent substitutes with valid full-time Florida Temporary or Professional Education Certificates are eligible to enroll in the program.

Enrollment preference will be given to educators who are currently classified as in need of athletic coaching endorsement to meet employment requirements. Other participants will be admitted to the Athletic Coaching Endorsement Program as part of their Professional Learning Plan or to earn inservice credit for recertification purposes.

B. Advisement

Each applicant will have access to the Athletic Coaching Endorsement Plan requirements, and orientation will be provided. Each applicant will meet with the district's designee and complete a Plan of Study that will be agreed upon by both the district and the applicant.

Continuing advisement will be provided by the appropriate district office personnel on matters related to endorsement add-on offerings, training requirements, and progress toward completion of the Athletic Coaching Endorsement Program.

The district will ensure that staff members are available to assist candidates with the initial program orientation, the developments of a Plan of Study, inservice training information, and follow-up advisement for successful program completion.

C. Attendance Requirement for Inservice Points

Attendance is mandatory unless, because of serious illness or extreme emergency, the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor.

D. Transfer and Utilization of Credit (College or Inservice)

Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add-on endorsement program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer; course syllabi will be analyzed to determine correlation to the appropriate athletic coaching inservice course within the chosen plan of study.

Inservice credit earned in other school districts may be applied to the Athletic Coaching Endorsement program provided that (1) the component is of equivalent or higher content level, and (2) the component was earned as part of an approved Add-on Endorsement Program for Athletic Coaching. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director.

E. Certification of Completion

When participants have completed all program completion requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the Athletic Coaching Program by district staff development personnel, the professional learning tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After verification, the district personnel will submit documentation to the Florida Department of Education.

SCHOOL BOARD APPROVAL

In order for the Athletic Coaching Endorsement Add-On Program to receive state approval, a statement signed by the district superintendent and chairman of the School Board stating that it has been approved locally for submission is included with this document.

NEFEC

Prekindergarten Disabilities

Add-On Endorsement Program 2019-2025

A Cooperative Effort to Provide Professional Learning Options to
Participating Districts Offering Prekindergarten Programs:

Baker, Bradford, Columbia, Dixie, Flagler, Florida School for the Deaf and
the Blind, Gilchrist, Hamilton, Hernando, Lafayette, Levy, Madison
Monroe, Putnam, Suwannee, and Union

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Prekindergarten Disabilities

Add-On Endorsement Program

Program Rationale and Purpose

The Prekindergarten Disabilities Endorsement Program is designed to increase the level of knowledge, expertise, and understanding of educators working with prekindergarten students with disabilities. The endorsement is intended to raise the awareness of the unique characteristics, emotional/social needs, and other challenges and issues related to students with disabilities. It is designed to foster an understanding of policies and guidelines to ensure implementation of appropriate curriculum, differentiation, strategies, educational intervention, and support for this diverse population.

The North East Florida Educational Consortium (NEFEC) is comprised of small and rural school districts in the northeastern part of the state. The purpose of the Prekindergarten Disabilities Endorsement Program is to provide the NEFEC school districts with an alternative training program to reduce the number of out-of-field teachers in the area of prekindergarten students with disabilities education and to develop a pool of qualified and fully endorsed teachers with this specialized focus. The option of completing the NEFEC district's Prekindergarten Disabilities Endorsement Plan is available for teachers in lieu of taking college courses to earn the Prekindergarten Disabilities Endorsement.

Specialization requirements for the Prekindergarten Disabilities Endorsement are required for certified teachers who instruct either course number 7650030 (Prekindergarten Disabilities: Age 0-2) or 7650130 (Prekindergarten Disabilities: Age 3-5) as listed in the Florida Course Code Directory. Exceptions to this requirement are for teachers who:

- Have certification in preschool education (birth through age 4 years) **or**
- Have certification in prekindergarten/primary education (age 3 years through grade three) **or**
- Can document at least two full years of teaching experience (including satisfactory teacher evaluations) with prekindergarten children with disabilities between July 1, 2006, and June 30, 2011

Additional information about exceptions can be found at the FLDOE Bureau of Exceptional Education and Student Services Prekindergarten Disabilities Endorsement Q & A found at http://www.florida-ese.org/asdendorsement/files/PREK%20Endorsement%20Q&A_6_13.pdf

The district add-on endorsement is designed for teachers who currently hold certification in primary education, elementary education (K-6), early childhood education, or any exceptional student education Florida educator certificate.

Although there are few prekindergarten teachers in the NEFEC districts who are currently designated out-of-field and are projected to be out-of-field, there is still a need to continue

offering the Prekindergarten Disabilities Endorsement. NEFEC's Prekindergarten Disabilities Endorsement is one of the few offered in the state of Florida.

DISTRICT	# of PreK teachers out of field	Projected # of PreK teachers who will need endorsement through 2025	# of PreK SWD enrolled in SY 2018-2019	Projected # of PreK SWD to be enrolled in SY 2024-25
Baker	0	0	43	60
Bradford	0	1	0	4
Columbia	7	7	1	1
Dixie	1	1	79	95
Flagler	0	0	29	37
FSDB	1	1	18	17
FSU-Lab*	N/A	N/A	N/A	N/A
Gilchrist	3	3	55	65
Hamilton	0	1	18	22
Hernando	0	2	123	150
Lafayette	0	0	12	12
Levy	0	1	67	85
Madison**				
Monroe	3	0	133	175
P. K. Yonge*	N/A	N/A	N/A	N/A
Putnam	2	2	144	150
Suwannee	1	2	73	81
Union	0	0	10	12

*Prekindergarten Program is not offered **Information not available

Program Content/Curriculum

The curriculum for the Prekindergarten Disabilities Endorsement Program includes modules developed by the Exceptional Student Education Personnel Development Support Project, Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services, in conjunction with the Lee County School District. It addresses the FDOE Prekindergarten Disabilities Endorsement Competencies under the Individuals with Disabilities Education Act, Part B. Participants must demonstrate that they have acquired all the competencies (listed below) as identified by the FDOE.

A. FDOE Prekindergarten Disabilities Endorsement Competencies

HUMAN GROWTH AND DEVELOPMENT	
1.1	Define, discuss, and apply major theories of human growth and development.
1.2	Distinguish between differences related to cultural practices and educational delays as these relate to teaching children with disabilities.

1.3	Describe characteristics of each area listed below how these are exhibited in prekindergarten children and how they affect learning: developmentally delayed, established conditions, intellectual disabilities, emotional/behavioral disorders, specific learning disabilities, hearing impaired, vision impaired, speech/language impaired, physically impaired, health impaired, ASD.
1.4	Demonstrate knowledge of the nature and sequences of child development (birth through age eight) in each of the major domains (motor development (fine and gross, cognitive development, social development, communication development, language development, self-help skills).
1.5	Demonstrate knowledge of atypical development in relationship to typical development in the major domains (motor development (fine and gross, cognitive development, social development, communication development, language development, self-help skills).
1.6	Demonstrate knowledge of relevant medical information and how it may affect learning.
FAMILY AND COMMUNITY	
2.1	Use school, community, state, and federal resources to provide experiences leading to achievement of goals and objectives stated on each child's IEP.
2.2	Describe a continuum of educational settings from least to most restrictive environments and a variety of ancillary education, health, and social services.
2.3	Identify resources and referral agencies available to aid young children with disabilities and their families.
2.4	Recognize, understand, and accept differences in values across cultures and their educational significance.
2.5	Understand and apply basic systems theory to child, family, and community.
2.6	Develop appropriate strategies for education and involving parents in the education of their children.
2.7	Assist parents in becoming effective advocates for their children.
2.8	Describe stages of the grieving process experienced by parents of children with disabilities and communicate effectively with parents at each stage.
2.9	Identify physical and behavioral signs of child abuse and appropriately refer children consistent with legal and ethical requirements.
2.10	Use knowledge of local and state legal systems to assist young children with disabilities and their families.
2.11	Use appropriate procedures for preparing child, family, and other agencies for transition of young children with disabilities (Part C to Part B, PreK to K, Private to public, more to less restrictive environments).
ASSESSMENT	
3.1	Select and administer appropriate formal and informal assessments and use assessment information for developing and evaluating individual education plans.

3.2	Select and administer appropriate formal and informal assessments and use assessment information for developing and evaluating individual education plans.
3.3	Demonstrate an understanding of testing terminology (e.g., basal, ceiling, mean, reliability, validity, etc.).
3.4	Demonstrate an understanding of the diagnostic process, including specific steps prescribed in the district's Special Programs and Procedures (in-service).
3.5	Appropriately discuss educational assessment data with parents, school personnel, and community agencies.
3.6	Use data from home, school, and community to develop goals and objectives to assist the child in functioning successfully in these environments.
3.7	Write reports which summarize the results of formal, informal, and observational assessment and include recommendations for individual instructional goals and objectives in the major domains (motor, cognitive, social, communication, language, self-help, physical, adaptation).
3.8	Discuss uses and abuses of assessment instruments in the evaluation of infants and young children.
3.9	Demonstrate understanding of first and second language acquisition and the impact on the assessment process.
3.10	Evaluate the extent to which objectives are met following instruction.
CURRICULA, MATERIALS, INSTRUCTIONAL TECHNIQUES	
4.1	Identify and implement appropriate models, methods, approaches, and techniques for teaching prekindergarten children with disabilities in the major domains (motor, cognitive, social, communication, language, self-help, physical, adaptation).
4.2	Make use of specialized procedures and areas such as music, arts, crafts, creative dynamics, movement, adaptive devices, and assistive technology, to enhance the development of prekindergarten children with disabilities.
4.3	Participate in the development and implementation of an Individualized Educational Plan (IEP) appropriate to the cognitive, affective, and physical needs of the child.
4.3	Participate in the development and implementation of an Individualized Educational Plan (IEP) appropriate to the cognitive, affective, and physical needs of the child.
4.4	Apply task analysis to both instructional activities and curriculum materials.
4.5	Develop, adapt, and evaluate criteria and materials to meet individual child needs.
4.6	Provide instruction which enhances the affective growth and development of the child, including communication skills, interpersonal skills, and methods of dealing with conflict and frustration.
4.7	Identify and locate resources (personnel and materials) needed for instruction.
4.8	Recognize social forces which may impact the curricula and make necessary adjustments.
4.9	Apply theories of play in educational practice.
4.10	Apply the basic principles of learning approaches.

4.11	Prescribe and implement systematic individual instructional program based on the unique learning needs of the child.
4.12	Implement effective procedures for integrating preschool children with disabilities with their typically developing peers.
LEARNING ENVIRONMENT	
5.1	Establish effective learning environments based on individual child needs in consideration of the factors such as developmental levels and disabling conditions.
5.2	Design and manipulate aspects of a learning environment and learning routine in order to promote positive child adjustment and adherence to behavior standards.
5.3	Arrange the physical environment to facilitate different types of learning and disabling conditions.
5.4	Arrange schedules to use time and facilitate the child's active participation in learning.
5.5	Demonstrate effective behavior management techniques.
5.6	Establish effective classroom routines and procedures.
5.7	Demonstrate effective communication skills appropriate to the ages, ability levels, and disabling conditions of the students.
5.8	Develop and use effective teacher intervention techniques to minimize disruptive behavior and promote social skills.
MULTIDISCIPLINARY PROCESS	
6.1	Demonstrate an understanding of, and participation in the multidisciplinary approach to early intervention.
6.2	Understand the areas of expertise and communicate effectively with each member of the multidisciplinary team (e.g., ST, OT, PT, nutritionist, psychologist, social worker, other educators and medical personnel).
6.3	Understand the assessment report and recommendations provided by members of multidisciplinary teams and incorporate such data into intervention programs.
CONSULTATION AND COMMUNICATION	
7.1	Provide effective consultation to others involved in educational programming for exceptional children (e.g., parents, other professionals, agencies).
7.2	Interact and communicate with other teachers and specialist providing services to an individual student.
7.3	Communicate assessment results, instructional program, goals, and objectives for prekindergarten children with disabilities to parents, school personnel, community agencies, and other appropriate persons within the legal and ethical guidelines for confidentiality.
7.4	Identifies behaviors associated with teacher, parent, and child stress and demonstrates appropriate stress reduction or coping strategies.
7.5	Implement procedures such as physical adaptations, positioning, feeding, and oral stimulations prescribed by qualified specialists.

B. Specialization/Professional Studies

Specialization requirements for the Prekindergarten Disabilities Endorsement follow and are listed at Rule 6A-4.01792:

1. A bachelor's or higher degree with certification in any exceptional student education area, preschool education, primary education, prekindergarten/primary education, elementary education (K-6), or early childhood education, and
2. Twelve (12) semester hours in prekindergarten disabilities education to include the areas specified below:
 - a. Six (6) semester hours in the development and implementation of individualized educational programs for the prekindergarten child with disabilities to include formal and informal evaluation techniques; developmentally appropriate curriculum, methods, and intervention strategies; teaming approaches to facilitate inclusion in appropriate learning environments; and multidisciplinary approaches and techniques for serving the child and the family;
 - b. Three (3) semester hours in child development to include theories of the atypical child, the stages and sequences of development, and the impact of disabilities and biomedical risk factors on learning; and
 - c. Three (3) semester hours in family collaboration and support to include family systems theory and interaction; community resources; service coordination; and transition.

Competencies specific to the specialized field of Prekindergarten Disabilities as referenced on the website <http://www.florida-ese.org/prekdisabilities/> were used as a framework for the curriculum courses and materials designed for inclusion in the Prekindergarten Disabilities Endorsement Program.

Florida requires that all curricula taught in the public schools in this state are aligned to the Florida Standards <http://www.flstandards.org/>. The standards include access points for students with cognitive disabilities; these access points are useful for prekindergarten students with disabilities.

The two systems cited below were used to guide the development of all professional studies designed for and implemented with educators. All standards in these two systems must be checked for alignment before courses are approved for inclusion in the Prekindergarten Disabilities Endorsement Program and subsequently in the NEFEC Master Inservice Plan.

- **learningforward**, the professional learning association, Standards for Professional Learning <http://learningforward.org/standards-for-professional-learning>
- Florida's Professional Development System Evaluation Protocol Standards <http://www.teachinflorida.com/LinkClick.aspx?fileticket=mvY2iafRNlc%3D&tabid=66>

Instructional Design and Delivery

There are three modules in the Prekindergarten Disabilities Endorsement which cover development, assessment, and curriculum for young children. These modules may be used in lieu of taking college credit. In order to satisfy specialization requirements in Rule 6A-4.01792, Florida Administrative Code, participants must complete all three modules, as college credit nor teaching experience can be substituted for any of the three modules. This is not intended to be a self-paced online course. The modules were designed to be offered through a facilitated model and may be accessed completely by district staff only.

There are three modules: 1. Typical and Atypical Development; 2. Assessment and Evaluation; and 3. Curriculum. Each module includes sessions that contain agendas, PowerPoint presentations, trainer notes, materials, and resources. These modules were designed to be offered through a face-to-face facilitated model.

A. Instructional Strands

Typical and Atypical Development	Assessment and Evaluation	Curriculum
<ul style="list-style-type: none"> • Studying Childhood Development: An Overview and Theories • Studying Childhood Development: Understanding Typical vs. Atypical Development • Nature and Sequence of Development Birth-2 years: Newborns, Infant Physical and Motor Development • Nature and Sequence of Development Birth-2 years: Infant Cognitive, Communication, and Social Development • Nature and Sequence of Development: Preschool (3-5 years) Physical and Motor Development and Cognitive Development • Nature and Sequence of Development: Preschool 	<ul style="list-style-type: none"> • Background Assessment Information • Challenges, Indicators of Effectiveness, Terminology • Informal Assessment, Terminology, Identification for Referral: Screening • Diagnosis and Determination of Disability, Cognitive Assessment • Diagnosis and Determination of Disability, Communication Assessment, Motor Assessment • Diagnosis and Determination of Disability, Adaptive Behavior, Social and Emotional Development • Determination of Eligibility, BDI-2 	<ul style="list-style-type: none"> • Introduction and Background Information • Individualized Family Services Plan (IFSP) and Individual Educational Plan (IEP) • Educational Environment • Universal Curriculum Design and Building Blocks for Children with Special Needs • Understanding Inclusion • Implementing Inclusion • Promoting Cognitive Skills - Part I • Promoting Cognitive Development - Part II • Promoting Communication Skills • Promoting Early Literacy Skills in Children with Disabilities

<p>(3-5 years) Speech-Language and Social-Emotional Development</p> <ul style="list-style-type: none"> • Nature and Sequence of Development: In the Primary Years (ages 6-8) • Exceptional Education Programs: Characteristics of Students with Disabilities • Understanding Families and Systems Theory • Working with Culturally Diverse Families 	<ul style="list-style-type: none"> • Sharing Assessment Results with Families, Program Planning • Special Considerations, Sharing of Assessment Results, and Putting It All Together • Case Study, Program Monitoring, Program Accountability 	<ul style="list-style-type: none"> • Second Language Learners and Promoting Play in Children with Disabilities • Promoting Social-Emotional Competence
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B. Training Components (see pages 10-27)

MODULE 1: TYPICAL AND ATYPICAL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER:

2-100-009

Maximum Inservice Points:

60

GENERAL OBJECTIVE:

The primary focus of this module is to provide educators with information about child development to guide instruction. Understanding the key areas of development and the diverse behaviors and characteristics associated with the developmental levels can guide teachers in problem-solving to use data in determining which interventions result in increased achievement.

SPECIFIC OBJECTIVES:

Upon completion of professional learning objectives delivered in accordance with the learning (delivery) methods, participants will be able to:

1. Define development and identify the importance of studying childhood development.
2. Demonstrate understanding of the relationship between developmentally appropriate practices and developmental theories.
3. Identify rationale for studying child development from a multicultural perspective.
4. Identify the predominant theories and related theorists of child development and understand how theories help educators.
5. Define, discuss, and apply the six major theories of development.
6. Define key terminology related to typical and atypical development.
7. Identify key factors relating to influences on childhood development, including cultural influences, risk, resilience, vulnerability, and protective factors.
8. Describe origins of disability and developmental delay during early childhood.
9. Identify and understand adverse factors of the pre-, peri-, and post-natal periods of development
10. Describe the physical characteristics of the newborns.
11. Understand the characteristics and functions of psychological states of the newborn.
12. Describe newborn reflexes and their implications for development, interaction, and health care.
13. Identify indicators and primary causes of atypical infant development.
14. Identify the major physical characteristics of infants.
15. Identify and sequence the acquisition of motor skills in infants.
16. Name and summarize Piaget's six stages of infant cognitive development.
17. Identify and define Piaget's domains of sensorimotor development.
18. Identify sources of variations in infant cognitive development.
19. Recognize indicators of atypical cognitive development.
20. Identify and sequence speech-language milestones.

21. Recognize indicators of atypical speech-language development.
22. Define attachment and understand how it forms as well as its impact on development.
23. Identify the major temperaments identified in infancy.
24. Describe physical characteristics of preschool children.
25. Identify and sequence motor (gross and fine) abilities.
26. Describe the stages of development in drawing skills.
27. Identify the indicators of atypical fine and gross motor development.
28. Understand the challenging conditions that affect motor development.
29. Identify the key characteristics of various theoretical perspectives of preschool cognitive skills.
30. Recognize characteristics and indicators of atypical cognitive development in preschoolers.
31. Identify and define the components of communication.
32. Identify and sequence the major speech-language milestones for preschool children.
33. Identify the impact of bilingualism on the development of components of language.
34. Recognize characteristics of atypical communication development.
35. Describe the connection between symbolic thought and play development in preschool children.
36. Define sociodramatic play and identify its main elements.
37. Identify and sequence the social-emotional milestones of preschoolers.
38. Define and identify the functions of initiative.
39. Understand social competence and identify the positive and negative influences.
40. Recognize the physical growth and motor development patterns of primary aged children.
41. Identify effects of poverty and challenging conditions on physical and motor development.
42. Identify the critical components of the cognitive theories and their impacts on development.
43. Recognize and describe the characteristics of atypical cognitive development.
44. Identify the major characteristics of speech and language development during the primary years.
45. Identify characteristics of atypical speech and language in primary aged children.
46. Identify the primary social-emotional changes during this period.
47. Recognize characteristics of atypical social-emotional development during the primary years.
48. Define special education.
49. Recognize the definitions and key characteristics of the following disabilities: developmental delay, intellectual disability, specific learning disabilities, speech and

- language impairment, emotionally/behaviourally disordered, physically impaired, hearing impaired, visually impaired, autism spectrum disorder.
50. Recognize the role of family on a child's development.
 51. Identify the impacts of having a child with special needs on a family.
 52. Recognize and understand differences in values across cultures and how they impact educational experiences.
 53. Demonstrate the ability to identify community resources and encourage advocacy to help families meet the needs of their child with a disability and their family.
 54. Identify critical areas that affect the formation of effective relationships between families and early childhood professionals.
 55. Identify ways in which various cultures view and accept disabilities.
 56. Define cultural reciprocity and identify the steps in the cultural reciprocity process.
 57. Identify challenges, as well as cultural characteristics, that may impede parental involvement.
 58. Identify strategies to increase parental involvement in the school and/or classroom.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:

To earn credit, participants must complete professional learning activities listed above and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader.

Learning (Delivery) Methods: **A** (Knowledge Acquisition), **D** (Learning Community/Lesson Study Group), **I** (Job Embedded), **J** (Deliberate Practice), **K** (Problem Solving Process)

Implementation Methods: **M** (Structured Coaching/Mentoring), **N** (Independent Learning/Action Research), **O** (Collaborative Planning), **P** (Participant Product), **Q** (Lesson Study), **T** (Evaluation of Practice Indicators)

EVALUATION METHODS

Staff: **A** (Changes in Practice), **B** (Changes in Instructional Leadership), **C** (Changes in Student Services Practices), **D** (Other Changes in Practices), **E** (Fidelity of Implementation), **F** (Changes in Observed Educator Proficiency)

Student: **A** (Results of State or District-Developed Student Growth Measure), **B** (Results of School/Teacher-Constructed Student Growth Measure), **C** (Portfolios of Student Work), **D** (Observation of Student Performance)

FEAP: **A1** (Instructional Design and Lesson Planning), **A2** (Learning Environment), **A3** (Instructional Delivery), **B1** (Continuous Professional Improvement)

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MODULE 2: ASSESSMENT AND EVALUATION

COMPONENT IDENTIFIER NUMBER:

4-102-005

Maximum Inservice Points:

60

GENERAL OBJECTIVE:

The primary focus of this module is to provide educators with information about assessments and evaluation to guide decision-making for the instruction of prekindergarten students. The module includes assessments for cognitive skills, communication, and motor skills, diagnosis, determination of disability, identification for referral, and sharing assessment results.

SPECIFIC OBJECTIVES:

Upon completion of professional learning objectives delivered in accordance with the learning (delivery) methods, participants will be able to

1. Define assessment.
2. Discuss the significance of the assessment and diagnostic process.
3. Discuss assessment as a continuum of activities.
4. List legal reasons for assessment.
5. Discuss the types and purposes of assessment.
6. Articulate NAEYC key recommendations for assessment.
7. Articulate DEC best practice guidelines and central dimensions.
8. Discuss the balance that must exist between valid and efficient assessment.
9. List and discuss challenges, uses, and abuses of assessment instruments inherent in the evaluation of infants and young children.
10. List and discuss indicators of effective assessment.
11. Understand and identify key terminology related to formal assessment procedures.
12. Understand and utilize the bell curve to interpret assessment results.
13. Understand and identify key terminology related to criterion-referenced measures.
14. Understand and identify key terminology related to informal assessment measures.
15. Discuss legal reasons for screening activities.
16. Define screening activities, including the purpose.
17. Understand and be able to discuss informal screening activities.
18. List the activities involved in a complete screening.
19. Describe an effective screening instrument.
20. Become familiar with a variety of different screening instruments.
21. Discuss assessment for diagnosis/determination of eligibility.
22. List Part B and Part C information related to the assessment of young children.
23. List Part B educational programs for disabled students.
24. Discuss the challenges of diagnosing young children for the purposes of eligibility.
25. Discuss a number of assumptions that are inherent to the diagnostic process.

26. Define cognition.
27. Discuss the need for cognitive assessment.
28. Discuss formal, criterion referenced, and informal cognitive assessment procedures.
29. Become familiar with formal, criterion referenced, and informal cognitive assessment instruments.
30. Discuss the implications of cognitive assessment.
31. Define Developmental Delay according to the Florida District's SP&P.
32. Define communication and communication disorders.
33. State why we assess communication skills.
34. Become familiar with formal and informal procedures for assessing communication skills.
35. Describe the implications of deficits in communication skills.
36. Discuss diagnosis and determination of disabilities in the area of communication.
37. Define fine and gross motor.
38. State why we assess motor skills.
39. Describe the implications of deficits in motor development.
40. Discuss diagnosis and determination of disabilities.
41. Define adaptive behavior and adaptive behavior disorders.
42. Share why we assess adaptive behavior.
43. Become familiar with formal and informal procedures for assessing adaptive behavior.
44. Describe the implications of deficits in adaptive behavior.
45. Discuss diagnosis and determination of disabilities in the area of adaptive behavior.
46. Define social competence.
47. Share why we assess social competence.
48. Describe the implications of deficits in social/emotional skills.
49. Discuss diagnosis and determination of disabilities in the area of social/emotional skills.
50. Be familiar with strategies that facilitate collaboration with families and caregivers.
51. Be familiar with special considerations for assessment of certain populations of children.
52. Use data from the BDI-2 and appropriate formal and informal assessments for assessing achievement, report writing, sharing results, and developing an IEP.
53. Become familiar with the purposes of the BDI-2.
54. Administer the BDI-2.
55. Score and interpret the BDI -2.
56. Use a template to write an assessment report.
57. Become familiar with strategies for sharing assessment results with families;
58. Be knowledgeable about using data from home, school, and community to develop goals and objectives.
59. Be knowledgeable about program planning and IEP development;

60. Identify required components of an IEP;
61. Write an IEP including all required components.
62. Be familiar with special considerations for assessment of certain populations of children;
63. Use information from the BDI-2 and other formal and informal assessment measures for: interpretation, report writing; sharing results; and developing an IEP.
64. Demonstrate an understanding of the diagnostic process, including specific steps prescribed in the district's SP & P.
65. Know the steps in implementing the IEP.
66. Define the purposes of program monitoring activities;
67. Discuss appropriate modifications based on program monitoring activities;
68. Define the purposes of program accountability activities;
69. Be knowledgeable about the Florida Part B State Performance Plan for program accountability.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:

To earn credit, participants must complete professional learning activities listed above and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader.

Learning (Delivery) Methods: **A** (Knowledge Acquisition), **D** (Learning Community/Lesson Study Group), **I** (Job Embedded), **J** (Deliberate Practice), **K** (Problem Solving Process)

Implementation Methods: **M** (Structured Coaching/Mentoring), **N** (Independent Learning/Action Research), **O** (Collaborative Planning), **P** (Participant Product), **T** (Evaluation of Practice Indicators)

EVALUATION METHODS

Staff: **A** (Changes in Instructional Practices), **B** (Changes in Instructional Leadership), **C** (Changes in Student Services), **D** (Other Changes in Practice), **E** (Fidelity of Implementation), **F** (Changes in Observed Educator Proficiency)

Student: **A** (Results of State or District Student Growth Measure), **B** (Results of School or Teacher Student Growth Measure), **C** (Portfolios of Student Work), **D** (Observation of Student Performance), **G** (Did not evaluate student outcomes as staff evaluation is more relevant)

FEAP: **A1** (Instructional Design and Lesson Planning), **A2** (Learning Environment), **A3** (Instructional Delivery), **B1** (Continuous Professional Improvement)

ASSESSMENT AND EVALUATION REFERENCES

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MODULE 3: CURRICULUM

COMPONENT IDENTIFIER NUMBER:

2-105-001

Maximum Inservice Points:

120

GENERAL OBJECTIVE:

The primary focus of this module is to provide educators with information about the foundation of early childhood education and to understand the importance of program quality to ensure instruction appropriate to the needs of prekindergarten students with disabilities.

SPECIFIC OBJECTIVES:

Upon completion of professional learning objectives delivered in accordance with the learning (delivery) methods, participants will be able to:

1. Describe the history of early childhood education.
2. Understand the impact that IDEA, Part C and Part B, have on the education of young children with disabilities.
3. Describe changes in service delivery models, including the transition from Part C to Part B
4. Define "Family centered Services."
5. Describe service delivery options, LRE, and the continuum of services in Florida.
6. Demonstrate an understanding of, and strategies for participating and communicating effectively, as part of a teaming approach to assessment and intervention.
7. Understand, describe, and utilize an IFSP.
8. Understand, describe, and utilize an IEP.
9. Demonstrate ability to read and use IEPs appropriately for students in preschool with disabilities.
10. Demonstrate ability to write appropriate IEPs for students in preschool with disabilities.
11. Understand and explain the importance of creating an appropriate educational environment.
12. Understand the importance of program quality in early childhood.
13. Demonstrate an understanding of setting the physical environment in preschool.
14. Demonstrate an understanding of the importance of safety and cleanliness in the pre-k classroom.
15. Demonstrate the ability to create an appropriate schedule in the pre-k classroom.
16. Demonstrate an understanding of appropriate child/child and adult/child interactions in pre-k.
17. Understand the importance of involving families in the pre-k classroom.
18. Demonstrate an understanding of the importance of developmentally appropriate curriculum in pre-k.
19. Demonstrate an understanding of the components of a universally designed curriculum

20. Demonstrate understanding of making accommodations, embedding learning objectives and using direct instruction.
21. Demonstrate an understanding of why we include children with special needs.
22. Understand how to include children with special needs.
23. Describe accommodations.
24. Describe modifications/adaptations.
25. Demonstrate understanding of the components necessary to successfully include young children with special needs.
26. Demonstrate the ability to choose appropriate curriculum accommodations, modifications, and adaptations when including young children with special needs
27. Demonstrate knowledge of developmental norms in the cognitive domain.
28. Demonstrate knowledge of the identification of intellectual disabilities.
29. Demonstrate knowledge of goals and benchmarks for young children in the cognitive domain.
30. Demonstrate knowledge of working with young children with intellectual disabilities
31. Demonstrate knowledge of successful strategies used when teaching young children with intellectual disabilities.
32. Demonstrate knowledge of specific accommodations and modifications used when teaching young children with intellectual disabilities.
33. Demonstrate knowledge of teaching young children with intellectual disabilities in an inclusive classroom.
34. Demonstrate knowledge of developmental norms in and identify communication delays and disabilities in young children.
35. Develop goals and benchmarks for young children with communication delays and disabilities.
36. Demonstrate knowledge of strategies to use when working with young children with communication delays and/or disabilities.
37. Demonstrate knowledge of including young children with communication delays and/or disabilities in a classroom with typically developing peers.
38. Demonstrate knowledge of benefits of integrating speech-language therapy into the classroom.
39. Demonstrate knowledge of early literacy.
40. Identify challenges faced by our society regarding early literacy.
41. Demonstrate knowledge of the skills and abilities that support literacy.
42. Demonstrate knowledge of challenges to early literacy outcomes for children with disabilities.
43. Demonstrate knowledge of resources to support early literacy for children with disabilities.

44. Demonstrate comprehensive knowledge of sessions 1-10.
45. Explain how language acquisition impacts learning.
46. Demonstrate knowledge regarding the identification of young second language learners with special needs.
47. Demonstrate knowledge of strategies utilized to enable second language learners with special needs to succeed.
48. Explain accommodations and modifications to use with second language learners with special needs.
49. Demonstrate knowledge of including second language learners with special needs.
50. Demonstrate an understanding of the importance of play for all children.
51. Identify strategies for supporting the development of friendship skills.
52. Define emotional literacy and identify activities that build "feeling vocabularies."
53. Understand the importance of providing opportunities for children to begin to understand their own, as well as others' emotions.
54. Understand why children need to learn to control anger and handle disappointment and will be able to identify strategies to teach anger management skills.
55. Understand the importance of teaching problem solving and will be able to identify problem solving steps.
56. Describe methods that may be used to determine the function of challenging behavior.
57. Use interview and observational data to determine the communicative function of challenging behavior and develop behavior hypotheses.
58. Identify the steps of the process of Positive Behavior Support (PBS).
59. Describe strategies that may be used to prevent challenging behavior.
60. Identify replacement skills that may be taught to replace challenging behavior.
61. Identify how to respond in a way that does not maintain or reinforce challenging behavior.
62. Develop a behavior support plan for a case study child
63. Demonstrate knowledge of developmental norms regarding motor development.
64. Demonstrate knowledge of the identification of young children with motor impairment.
65. Explain the development of goals and benchmarks for young children with motor impairment.
66. Demonstrate knowledge of working with young children with motor impairments.
67. Demonstrate knowledge of the utilization of successful strategies with young children with motor impairments.
68. Demonstrate knowledge of accommodations and modifications used with young children with motor impairments.
69. Demonstrate knowledge of including young children with motor impairments
70. Demonstrate knowledge of proper nutrition when working with young children.

71. Demonstrate knowledge of the use of cooking and socializing during meals and snacks in preschool.
72. Demonstrate knowledge of potential malnutrition of children with disabilities
73. Demonstrate knowledge of feeding plans and positioning techniques when feeding preschool children with disabilities.
74. Demonstrate knowledge of how to encourage young children to self-feed.
75. Demonstrate knowledge of vision and hearing development.
76. Demonstrate knowledge of the incidence rate of vision/hearing impairment.
77. Demonstrate knowledge of the identification of vision and hearing impairments in young children.
78. Demonstrate knowledge of goals and benchmarks appropriate for young children with vision/hearing impairment.
79. Demonstrate knowledge of working with young children with vision/hearing impairments.
80. Demonstrate knowledge of including students with hearing/vision impairments.
81. Demonstrate knowledge of successful strategies used when working with young children with vision/hearing impairments.
82. Demonstrate knowledge of accommodations and modifications used when working with young children with vision/hearing impairments.
83. Demonstrate knowledge of the identification of young children with Autism Spectrum Disorders (ASD)
84. Demonstrate knowledge of establishing goals and benchmarks for young children with ASD
85. Demonstrate knowledge regarding working with young children with ASD
86. Demonstrate knowledge of successful strategies to use with young children with ASD
87. Demonstrate knowledge of accommodations and modifications used with young children with ASD
88. Demonstrate knowledge of including young children with ASD
89. Demonstrate knowledge of the meaning and background of sensory integration.
90. Demonstrate knowledge of how sensory integration relates to autism.
91. Demonstrate knowledge of the signs of a sensory integration dysfunction.
92. Demonstrate knowledge of sensory integration therapy.
93. Demonstrate knowledge of the history of technology for individuals with special needs in education.
94. Demonstrate knowledge of assistive technology.
95. Demonstrate knowledge of instructional technology.
96. Demonstrate knowledge of legislation affecting use of technology in education.

97. Demonstrate knowledge of selecting and using appropriate assistive technology for young children.
98. Demonstrate knowledge of planning for the young child's articulation to kindergarten (future placement).
99. Demonstrate knowledge of monitoring a student's progress and using data to adjust or plan new interventions.
100. Demonstrate knowledge of program evaluation and revising a program's components if they are not successful.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:

To earn credit, participants must complete professional learning activities listed above and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader.

Learning (Delivery) Methods: **A** (Knowledge Acquisition), **D** (Learning Community/Lesson Study Group), **I** (Job Embedded), **J** (Deliberate Practice), **K** (Problem Solving Process)

Implementation Methods: **M** (Structured Coaching/Mentoring), **N** (Independent Learning/Action Research), **O** (Collaborative Planning), **P** (Participant Product), **Q** (Lesson Study), **T** (Evaluation of Practice Indicators)

EVALUATION METHODS

Staff: **A** (Changes in Instructional Practices), **B** (Changes in Instructional Leadership), **C** (Changes in Student Services), **D** (Other Changes in Practice), **E** (Fidelity of Implementation), **F** (Changes in Observed Educator Proficiency), **G** (Changes in Observed Educator Proficiency)

Student: **A** (Results of State or District Student Growth Measure), **B** (Results of School or Teacher Student Growth Measure), **C** (Portfolios of Student Work), **D** (Observation of Student Performance), **F** (Other Performance Assessment)

FEAP: **A1** (Instructional Design and Lesson Planning), **A2** (Learning Environment), **A3** (Instructional Delivery), **B1** (Continuous Professional Improvement)

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C. Matrix

Competency Number	Component Number	Method of Competency Demonstration
Human Growth and Development		
1.1	2-100-009	Session 1 - Small Group Activity, Large Group Discussion, Portfolio Activity
1.2	2-100-009	Session 10 - Small Group Activity, Portfolio Activity
1.3	2-100-009	Session 8 - Small Group Activity, Portfolio Activity
1.4	2-100-009	Sessions 3, 4, 5, 6, 7 - Small Group Activity, Large Group Discussion, Portfolio Activity
1.5	2-100-009	Session 2 - Small Group Activity, Large Group Activity, Portfolio Activity
1.6	2-100-009	Sessions 4, 5 - Small Group Activity, Large Group Discussion, Portfolio Activity
Family and Community		
2.1	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
2.2	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
2.3	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
2.4	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
2.5	2-100-009	Session 10 - Portfolio Activity
2.6	2-100-009 2-105-001	Session 10 - Portfolio Activity Session 3 - Class Activities, Portfolio Activity
2.7	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
2.8	2-100-009	Session 10 - Portfolio Activity
2.9	2-100-009	Session 10 - Portfolio Activity
2.10	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
2.11	2-100-009 2-105-001	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity Session 20 - Class Activity, Portfolio Activity
Assessment		
3.1	4-102-005	Session 1 - Assessment, Small Group Activity
3.2	4-102-005	Sessions 3, 7 - Assessment Activity, Portfolio Activity

3.3	4-102-005	Sessions 2, 3 - Vignette Activity, Terminology Matching Activity, Assessment Activity
3.4	4-102-005	Sessions 4, 5, 6 - Portfolio Activities
3.5	4-102-005	Session 8 - Class Activity, Portfolio Activity
3.6	4-102-005	Sessions 8, 9 - Class Activity, Portfolio Activity, Whole Group Activity
3.7	4-102-005	Sessions 7, 9 - Portfolio Activity, Whole Group Activity
3.8	4-102-005	Session 9 - Class Activity, Portfolio Activity
3.9	4-102-005	Session 9 - Class Activity, Portfolio Activity
3.10	4-102-005	Session 10 - Class Activity, Portfolio Activity
Curricula, Materials, Instructional Techniques		
4.1	2-105-001	Sessions 3, 4, 5, 7, 8, 9, 10, 15 - Class Activities, Portfolio Activity
4.2	2-105-001	Sessions 14, 19 - Class Activities, Portfolio Activity
4.3	2-105-001	Session 2 - Class Activities, Portfolio Activity
4.4	2-105-001	Session 4 – Class Activities, Portfolio Activity
4.5	2-105-001	Session 2, 4 - Class Activities, Portfolio Activity
4.6	2-105-001	Session 12 - Class Activities, Portfolio Activity
4.7	2-105-001	Session 4, References - Class Activities, Portfolio Activity
4.8	2-105-001	Session 12 - Class Activities, Portfolio Activity
4.9	2-105-001	Session 11 - Class Activities, Portfolio Activity
4.10	2-105-001	Session 4 - Class Activities, Portfolio Activity
4.11	2-105-001	Sessions 16, 17, 18 - Class Activities, Portfolio Activity
4.12	2-105-001	Sessions 5, 6 - Class Activities, Portfolio Activity
Learning Environment		
5.1	2-105-001	Sessions 1, 3 - Class Activities, Portfolio Activity
5.2	2-105-001	Session 3 - Class Activities, Portfolio Activity
5.3	2-105-001	Session 3 - Class Activities, Portfolio Activity
5.4	2-105-001	Session 3 - Class Activities, Portfolio Activity
5.5	2-105-001	Sessions 6, 13 - Class Activities, Portfolio Activity
5.6	2-105-001	Session 3 - Class Activities, Portfolio Activity
5.7	2-105-001	Session 9 - Class Activity, Portfolio Activity
5.8	2-105-001	Session 13 - Class Activities, Portfolio Activity
Multidisciplinary Process		
6.1	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
6.2	4-102-005	Session 9 - Class Activity, Portfolio Activity
6.3	4-102-005	Session 3 - Class Activities, Portfolio Activity
Consultation and Communications		
7.1	2-100-009	Session 10 - Portfolio Activity
7.2	4-102-005	Sessions 8, 9 - Class Activity, Portfolio Activity

7.3	4-102-005	Sessions 8, 9 - Class Activity, Portfolio Activity
7.4	2-105-001	Sessions 12, 13 - Class Activities, Portfolio Activity
7.5	2-105-001	Session 15 - Class Activities, Portfolio Activity

D. Instructors

Selection of instructors for the District Alternative Program for Add-On Certification: Prekindergarten Disabilities Endorsement will be based on the following minimum selection criteria:

- Current Florida teaching certificate in Prekindergarten/Primary Education and Exceptional Student Education
- Background of successful staff development and/or adult training expertise
- Minimum of three years successful teaching or clinical experience with prekindergarten exceptional students
- Commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each training module
- Commitment to use and maintain the integrity of the published training materials known as the Prekindergarten Endorsement modules
- Commitment to the Prekindergarten Endorsement Program and to the delivery of training at times and places convenient to the participants

Competency Completion Requirements

The option of completing the three modules is available for teachers in lieu of taking college courses to earn the Prekindergarten Disabilities Endorsement. In order to satisfy specialization requirements in Rule 6A-4.01792, Florida Administrative Code, participants must complete all three modules. Neither college credit nor teaching experience can be substituted for any of the three modules.

A. Program Completion

Satisfactory completion of all required training activities in each module/component and demonstration of mastery of all competencies within are required for program completion.

Satisfactory completion of individual components may be demonstrated through:

- Instructor's verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program
- Verification of successful demonstration of all applicable competencies within a component of another district's Prekindergarten Disabilities Program conducted by personnel from the district's staff development office and applied when reasonable equivalency between the components is established through a review of the approved program

In order to satisfy specialization requirements in Rule 6A-4.01792, Florida Administrative Code, participants must complete all three modules. Neither college credit nor teaching experience can be substituted for any of the three modules.

B. Competency Demonstration

All those pursuing the addition of the Prekindergarten Disabilities Endorsement to their Florida Educators' Certificates must earn a minimum of 240 inservice points by successfully completing the prescribed set of inservice components including the demonstration of all competencies required for the endorsement or through documented evaluation means. In general, competency demonstration will be done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. Inservice training credits for those completing the add-on program will be awarded on the basis of a candidate's successful completion of the components, direct instruction, and follow-up activities.

C. Competency Verification

Verification of competencies other than through the procedures stated above is not an option for the Prekindergarten Disabilities Endorsement Program. Certificates will be issued to successful completers as a record of competency completion.

Program Evaluation

A. Evaluation Plan

Program assessment techniques, training components, and competency acquisition by individual participants will be used to evaluate the Prekindergarten Disabilities Endorsement Program. Methods by which the component coordinator will determine successful completion of individual participants are described for each component.

Individual participants will be evaluated on the basis of having acquired the necessary competencies as verified by the instructor in accordance with approved methods and criteria.

Participants, using district staff development program procedures, will evaluate each training component.

The program may be assessed by participants, instructors, staff development personnel, district Exceptional Student Education director, principals, or school-level coaching specialists to determine program effectiveness and program efficiency in terms of management, operation, and delivery.

The budget for Prekindergarten Disabilities Endorsement will mostly be borne by the participating districts. Districts may be able to participate in FDLRS-sponsored courses that are offered free of charge. In some cases, districts may offer stipends to participants for successful completion time. Staff development personnel will monitor administrator time and effort to ascertain intangible program costs.

Methods by which the component coordinator will determine the impact of the component on the individual's job performance and/or classroom, school, work setting are described as part of each component evaluation.

Management

The NEFEC Organization of Educational Leaders (NOEL) Key District Contacts and District Professional Development Coordinators along with the NEFEC Master Inservice Plan/Endorsement Coordinator will be responsible for the overall management of the add-on program. Inservice training will be offered by districts and regional service providers. NEFEC will be responsible for updating the program as necessary and, when appropriate, advertising the availability of the courses to districts.

A. Candidate Application and Admission

The individuals designated above will share the process for application, admission, and verification of the Prekindergarten Disabilities Endorsement Program. Eligibility to participate in the program is predicated on a candidate's holding a bachelor's or higher degree with certification in any exceptional student education area, preschool education, primary education, prekindergarten/primary education, elementary education (K-6), or early childhood education.

A candidate who enters the program based on a temporary certificate must show proof of eligibility for a Professional Certificate prior to the district's verification of completion of the program. Permanent substitutes with valid full-time Florida Temporary or Professional Education Certificates are eligible to enroll in the program.

Enrollment preference will be given to educators that are currently classified as in need of Prekindergarten Disabilities Endorsement to meet employment requirements. Other participants will be admitted to the Prekindergarten Disabilities Endorsement Program as part of their Individual Professional Learning Plan or to earn inservice credit for recertification purposes.

B. Advisement

Individualized advisement will be provided by the appropriate district personnel in collaboration with the course instructor on matters related to the endorsement offerings, training requirements, and progress toward completion of the Prekindergarten Disabilities Endorsement Program. The district will ensure that staff members are available to assist candidates with the initial program orientation, inservice training requirements, and progress toward successful program completion.

C. Attendance Requirement for Inservice Points

Attendance is mandatory unless because of serious illness or extreme emergency the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule

approved by the instructor. When participants have completed all program completion requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. District staff will acknowledge completion of all components and notify the Florida Department of Education.

D. Transfer and Utilization of Credit (College or Inservice)

Credit earned in college courses may not be considered for transfer of credit to this add-on endorsement program. Participants have the option of earning the Prekindergarten Disabilities Endorsement completely with college courses or through the Prekindergarten Disabilities Add-On Endorsement Program, but not a combination of the two. In order to satisfy specialization requirements in Rule 6A-4.01792, Florida Administrative Code, participants must complete all three modules. Neither college credit nor teaching experience can be substituted for any of the three modules.

E. Certification of Completion

When participants have completed all program requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the Prekindergarten Disabilities Endorsement Program by district staff development personnel, a professional development tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After the local verification process is complete, the district designee will notify the Florida Department of Education.

School Board Approval

In order for the Prekindergarten Add-On Endorsement Program to receive state approval, a statement signed by each District Superintendent and Chairman of the School Board stating that it has been approved locally for submission is included with this document.